First Grade Arabic
Unit 4: Clothing and Descriptions
Lesson 1: Clothing

Language Objectives:
SWBAT name some basic clothing items.
SWBAT respond to commands given to those wearing a certain item.
SWBAT choose the correct item of clothing upon hearing its description.

### Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>قميص</td>
<td>shirt/blouse</td>
</tr>
<tr>
<td>تي شيرت</td>
<td>t-shirt</td>
</tr>
<tr>
<td>بنطلون</td>
<td>pants</td>
</tr>
<tr>
<td>شورت</td>
<td>shorts</td>
</tr>
<tr>
<td>جينز</td>
<td>jeans</td>
</tr>
<tr>
<td>تنورة</td>
<td>skirt</td>
</tr>
<tr>
<td>أحذية</td>
<td>shoes</td>
</tr>
</tbody>
</table>

Review:
Colors

Structures:
noun/adjective order

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**A. Warm-up Activity: Whose Name Is It? (See Unit 2)**

**B. Clothing Vocabulary**
Introduce the clothing words using examples from what the class is wearing, along with clothing items you brought in, and pictures, as follows:
Choose any children who are wearing shirts (not t-shirts), and have them come to the front. Point to each shirt, and tell the students what it is, along with its color. قميص أبيض. قميص أزرق. قميص أحمر, and so forth. Have students repeat each description.

Now invite up some students who are wearing t-shirts. Point to each t-shirt, and tell the students what it is, as well as its color. Have students repeat. Do the same with the other clothing items, finding someone who is wearing each item. If no one is wearing a certain item, use items of clothing you brought.

**C. Red Shirt Stand Up**
Call out a clothing item, and ask those who are wearing that item to stand up. Go around
the room, pointing to those with the item, and repeating the item and color, until everyone who is wearing that item is standing. Ask students to sit down. Name another clothing item and color, and again have students stand if they are wearing that item. Continue until you have named all of the clothing items at least once. Include all of the items, even if there is something that no one in the class is wearing. In this case, no one should stand. Praise the students, and say, “لا أحد” (no one).

<table>
<thead>
<tr>
<th>D. Clothing Race</th>
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</thead>
<tbody>
<tr>
<td>Scatter some clothing items on the floor at the front of the room. As you place each item, hold it up, and name it (including color). Have students repeat. Try to include different colors of each of the clothing items. Divide the class into three teams. Have teams line up in single file lines from the front of the room to the back. The person at the front of each line plays first.</td>
</tr>
<tr>
<td>Call out an item, including color. The first student to grab that item and hold it up earns a point for the team. The first student in each line now goes to the back of the line, and it it the next student’s turn. Call out another item, including color. Continue to play until each student has had at least two turns.</td>
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<table>
<thead>
<tr>
<th>E. Circle Game</th>
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<tbody>
<tr>
<td>Have students sit in a circle. Give an item of clothing to a student, naming the item and its color. That student passes the item to the student seated on the right, saying the item’s name and color. Students continue to pass the item around the circle, each one saying the name and color as they pass it. When the item is about halfway around the circle, add another clothing item, so that both items are going around at the same time. When the first item has made it all the way around the circle, replace it with another item, telling the students the name and color of that item. Continue in this way, replacing items, as time allows.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Dismissal</th>
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</thead>
<tbody>
<tr>
<td>Call out a certain clothing item and color, such as whoever is wearing a red shirt. Have those students put away name tags and line up. Continue naming clothing items until all the students are lined up. Sing the Goodbye Song with students as they exit.</td>
</tr>
</tbody>
</table>

**Materials Needed:**
Box containing various clothing items, in several colors. Suggested list:
- Button down shirts or polos in 2-3 different colors
- T-shirts in 4-5 different colors
- Pants in 2-3 different colors
- Shorts in 2 different colors
- Skirts in 2 different colors
- Jeans

These can be items from home, items borrowed (with permission) from the school lost and found, or items collected from neighbors or the school community who were going to donate them to Goodwill. If you can’t find clothing, you can use pictures, but real items make it more fun and interesting for the students.
Interpretive Assessment - Activity C
Students stand up when they hear an item of clothing they are wearing.

Interpretive Assessment - Activity D
Students select the correct item of clothing when they hear the description.

Presentational Assessment - Activity E
Students describe the clothing item, using the name and color.

ACTFL Standards :
Standard 1.2 Students understand and interpret . . . spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
First Grade Arabic  
Unit 4: Clothing and Descriptions  
Lesson 2 : I’m Wearing a Blue Shirt

Language Objectives:  
SWBAT describe what he or she is wearing.  
SWBAT understand when others tell about clothing items and colors.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
</table>
| **New Words and Phrases:**  
أنا البس  
I am wearing  

**Review:**  

|  
|---|
| ولنت/انت؟  
and you (m/f)?  |
| قميص  
shirt/blouse  |
| تي شيرت  
t-shirt  |
| بنطلون  
pants  |
| شورت  
shorts  |
| جينز  
jeans  |
| تنورة  
skirt  |
| أحذية  
shoes  |

**Colors**

**Structures:**  
First person singular of “to wear”

| A.Warm-up Activity: Whose Name Is It? (See Unit 2) |

| B. I Am Wearing. . . |

Begin by describing what you are wearing (plan ahead, and wear simple items that the students have learned to say). "أنا البس" for example. Say "أنا البس" and have students repeat several times. Say each item you are wearing, while pointing to the item. Have students repeat.

Ask for a volunteer. Tell the students what you are wearing, and then say, "ولنت/انت؟" (and you?). Say, "أنا البس" and have the student repeat. Help the student say what he or she is wearing. Have the class repeat the name and color of each clothing item.

Toss a ball to a student, as you say what you are wearing and ask, "ولنت؟" Assist the student with the answer as necessary. Have the class repeat the clothing items. Continue with five to eight additional students.
C. Card Game
Place clothing image cards (only those already learned) in the magic hat. Ask for a volunteer. Have the volunteer reach in and grab an image card. Help the student “read” the card by saying the name and color of the item. Ask any students who are wearing that item and color to stand. If there are students wearing that item, have them say, "انا البس" and say the appropriate item and color. As a class, count how many students are wearing that item. Choose another student to pick another card and repeat the activity. Continue until you have used all of the image cards.

D. Pair Conversations
Have the students form two lines, with one line facing the other. Explain which line will move, and which line will stay still. Stand in one line yourself, across from a student. Demonstrate the conversation by telling the student across from you what you are wearing, and saying, "وانت مش هاليا؟". The student should then tell you what he or she is wearing. Have each pair of students standing across from each other complete this conversation by exchanging information about what they are wearing. Then say, "اقفو" and have the students in the line assigned to move, step to the left, so that they are in front of a new partner. The student at the end of the line will go down to the opposite end. Repeat six or eight times. Listen for those who need help, and model the sentence for them, having them repeat.

E. Choose Something New
Ask for five volunteers. Let each volunteer choose a clothing item from the box. If the item is large, the student may choose to put on the item over his or her clothes. Otherwise, students may hold the item in front of them. Have each student tell the class what they are wearing. Teacher continue to model "انا البس" as necessary, and have students repeat. Have students return the items to the box. Choose five more students, and repeat the activity. Continue until all of the students have had a turn.

F. Dismissal
Call out a certain clothing item and color, such as whoever is wearing a red shirt. Have those students put away name tags and line up. Continue naming clothing items until all the students are lined up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Box containing various clothing items (see Lesson 1)
- Magic Hat
- Image cards for the clothing items learned so far

Interpersonal Assessment - Activity B, D
Students answer by describing the clothing they are wearing.

Interpretive Assessment - Activity C
Students hear the clothing item, and stand if they are wearing that item.
Presentational Assessment - Activity E
Students tell about the clothing item they have chosen, including color.

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret . . . spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
Language Objectives:
SWBAT understand when someone tells what a family member is wearing.
SWBAT talk about what family members are wearing.

### Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>تلبس</td>
<td>(she) wears</td>
</tr>
<tr>
<td>يلبس</td>
<td>(he) wears</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review:</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>shirt</td>
<td>قميص</td>
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<tr>
<th>Colors</th>
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<table>
<thead>
<tr>
<th>Structures:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Second person singular, m/f of “to wear”</td>
<td></td>
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</tbody>
</table>

### A. Warm-up Activity: Whose Name Is It? (See Unit 2)

#### B. I Wear, He Wears, She Wears
Hold up one of the family member pictures (from Unit 1). Ask the students, "ولد أو بنت؟" (boy or girl?). When the students answer, post the picture on one side of the board. Repeat with the other family members, posting all of the boys on one side of the board, and all of the girls on the other.

Point to yourself, and tell the class what you are wearing - "أنا اللبس...." Then hold an item of clothing under the picture of “mother” and say, "أمي تلبس...." and describe the item of clothing. Now point to yourself again and say, "أنا اللبس." Have students repeat, pointing to themselves. Now say, "أمي تلبس" pointing to the picture of mother, and have students repeat. Hold an item of clothing under the picture of father, and say, "أبي يلبس...." and name the item of clothing. Have students repeat the sentence. Now point to yourself again...
and say, "أنا البس". Have students repeat, pointing to themselves. Now say, "أمي تلبس" pointing to the picture of mother, and have students repeat. Now say, "أبي يلبس" pointing to the picture of father, and have students repeat.

Point to each of the family pictures in turn, saying the verb, and having students repeat:

أمّي تلبس
أختي تلبس
جدتي تلبس
أبي يلبس
أخي يلبس
جد يلبس

Choose another item of clothing, and hold it under any family member you wish. Say an appropriate sentence about that family member wearing the item, and have students repeat.

C. Who Wears What?
Ask for a student to volunteer. Tell the student a clothing item (must be something in the clothing box) that a family member is wearing, for instance, "أختي تلبس تي شيرت بنفسيه". Have the student select the item from the box and hold it in front of the appropriate family member. Ask the class, " الصحيح أو غلط؟" and have them give a “thumbs up” or “thumbs down.” Now have two students come up at the same time. Tell the students a clothing item that a family member is wearing. See which student can find the right item and hold it under the correct family member first. Repeat with two more students.

D. My Mother is Wearing a Blue Shirt
Ask for a volunteer to act as the teacher. Have the student choose two other students to play the game. Have the student tell an item of clothing and a family member who is wearing it (help the student form a complete sentence, as necessary). Have the class repeat the sentence. See which student can find the right item and hold it under the correct family member first. Repeat, choosing another student to be the teacher, and having him or her choose two students to play the game.

E. My Family Picture
Draw a simple picture of a family on the board. Use different colored markers to make simple clothing of different colors on the drawing. Explain your drawing to the class:

أمّي تلبسقميص أبيض وينطلقون أزرق
أبي يلبس تي شيرت أحمر وเงينز
أختي تلبس تي شيرت أصفريورت أبيض

Give each student a blank piece of paper and something to draw with. Instruct students to make a family picture, showing what the people are wearing.

F. Pair Share
When at least two students are finished, have them tell each other about their pictures. As more students finish, have them find a partner and tell each other about their pictures. After telling one partner, students can find another partner. Continue as time allows. When time is running short, have any students who are still coloring stop with their
picture the way it is, and share with a partner. Make sure students write their names, and then collect the pictures for use during another lesson.

**G. Dismissal**
Call out a certain clothing item and color, such as whoever is wearing a red shirt. Have those students put away name tags and line up. Continue naming clothing items until all the students are lined up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Family member pictures (Unit 1)
- Box containing various clothing items (see Lesson 1)
- Blank paper
- Colored pencils, markers or crayons

Interpretive Assessment - Activity C, D
Students respond to the description by selecting the correct item of clothing and family member.

Presentational Assessment - Activity D
Students describes a family member and the clothing he or she is wearing.

Presentational Assessment - Activity F
Students tell each other what the family members in their picture are wearing.

ACTFL Standards:
Standard 1.2 Students understand and interpret spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
First Grade Arabic
Unit 4: Clothing and Descriptions
Lesson 4 : Traditional Middle Eastern Clothing

Language Objectives:
SWBAT name several items of traditional Middle Eastern clothing.
SWBAT compare the clothing worn in the Middle East with the clothing worn in America.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>abaya (women’s cloak)</td>
</tr>
<tr>
<td>hijab (women’s head scarf)</td>
</tr>
<tr>
<td>Men’s gown</td>
</tr>
<tr>
<td>Keffiyeh (men’s head scarf)</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>shirt</td>
</tr>
<tr>
<td>t-shirt</td>
</tr>
<tr>
<td>pants</td>
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<tr>
<td>shorts</td>
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<tr>
<td>jeans</td>
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<tr>
<td>skirt</td>
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<tr>
<td>shoe</td>
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<tr>
<td>Colors</td>
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</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? (See Unit 2)

B. Same or Different?
Choose a family picture drawn by a student in the previous lesson. Ask for a volunteer. Give the volunteer a picture. Describe what one person in your picture is wearing, and say, "What?/انت؟" The student then describes what that family member is wearing in his or her picture. See if it is the same or different. Students do not know the words for “same” and “different.” Express the idea by repeating things that are the same, for instance, if the mothers in both pictures are wearing red shirts, you might point to your picture and say, “أمي تلبس قميص أحمر” , then point to the other picture and repeat, “ألبسة متسقة قميص أحمر”

Give each student a picture from the previous lesson (preferably not their own). Have the students find a partner, and describe the picture to their partner. Students keep describing what each family member is wearing, to see if any of them are the same. After about 45 seconds, say, "وقف" and have students find a new partner and repeat the discussion.
### C. Traditional Middle Eastern Clothing
Introduce the Middle Eastern clothing items with either the items themselves, or pictures of the items. Show each item, and tell the students what it is called. Have students repeat the word several times. Then show an item, and ask students to raise their hands if they remember what it is called. Give assistance as necessary. Have students repeat the name of each item after the answer is given.

### D. Swat the Clothing
Post pictures of the clothing items from the past lessons and the new items, or project a PowerPoint slide containing all of the items. Divide the class into two teams. Give the first student on each team a mosquito swatter. Say an item of clothing, The first student to swat the correct item earns a point for the team.

### E. People of the Arab World
Show a slide show with pictures of people from many Arabic countries. Show the students picture of Arabs wearing traditional clothing, as well as those wearing western clothing. As you show each picture, refer to a map to show the students where the person lives. Describe the clothing the people are wearing with clothing and color words that the students have learned. Give students a chance to raise their hands and contribute to the descriptions.

### F. Discussion
Put up the “English OK” sign. Divide the class into groups of four to six students. Give the students several minutes to talk about what was the same, and what was different about the clothing in the pictures, and the clothing they and their friends and families wear. Have each group share one thing they talked about with the entire class. Make sure the point is made that Arabs dress many different ways. Some wear the same kind of clothing we see every day, and some wear clothing that is different. Also point out that some people in America dress like those in the pictures, even if it is not something all of the students see in their community.

Tell the students that they may bring items of clothing from home for a fashion show during the next class period. Encourage them to bring items that can be put on over their regular clothes, and clothing they would be willing to let a classmate borrow during the activity. A note should also be sent home with the students, so that parents are aware that the students have been asked to bring clothing in for a fashion show.

Take down the “English OK” sign.

### G. Dismissal
Call out a certain clothing item and color, such as whoever is wearing a red shirt. Have those students put away name tags and line up. Continue naming clothing items until all the students are lined up. Sing the Goodbye Song with students as they exit.

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**Materials Needed:**
- Family member pictures drawn by students in the previous lesson.
- Items of Arabic clothing, if possible, or pictures of these items.
- Image cards of all of the clothing items, or a PowerPoint slide containing all of the items.
- Slide show including pictures of Arabs in many different types of clothing. These pictures can be found with a google image search, but cannot be included with lesson materials due to copyright restrictions. Choose the pictures ahead of time, and copy and paste them into PowerPoint or a Google Drive Presentation.
- Note for parents about the fashion show.

Interpersonal Assessment - Activity B
Students exchange information about what family members are wearing, and find any which are the same.

Interpretive Assessment - Activity D
Students swat the correct clothing item when they hear the word.

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
First Grade Arabic
Unit 4: Clothing and Descriptions
Lesson 5: Fashion Show

Language Objectives:
SWBAT describe what someone is wearing, including clothing items and colors.
SWBAT exchange information about clothing they brought, and clothing they would like to wear.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Clothing</td>
</tr>
<tr>
<td>Colors</td>
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</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? (See Unit 2)

B. Show and Tell
Teacher models the activity by showing the class an item of clothing, and telling about it in Arabic, using words the students have learned. Give each student who brought clothing a turn to come up front and tell about the item(s) in Arabic. Assist as necessary. Use the clothing words and colors the students have learned as much as possible. If someone brings an item that can’t be described with the words in the unit, introduce the new word and have the class repeat it several times.

C. Fashion Show Preparation
Post the “English OK” sign. Explain the expectations for the fashion show:
Students will be divided into groups of four or five students.
Students may choose to use the clothing they brought themselves, or share it with other students.
Students may use clothing provided by the teacher.
Students may participate simply wearing the clothes they wore to school today.
Students should decide on an order for their group - the student who will be the last “model” will be the announcer for the first student. Each of the other students will be the announcer for the student who is after him or her.
The announcer should describe the clothes as another student in the group walks across the front of the room.
Review the verbs “تلبس” and “طلوي" ("ب" لفظة "طلاو"
clothes"

Take down the “English OK” sign.
Divide the students into groups. Give them five or ten minutes to prepare, by deciding what each person will wear, and practicing their descriptions of the clothing.

D. Fashion Show
Give each group a chance to present their fashion show. Play background music quietly, if desired. Use the rubric provided to assess each student.
If there is extra time, allow some volunteers to choose new clothing, and have another student describe it.

**E. Cleanup**
Ensure that students return all classroom clothing neatly to its place, and that all clothing brought by students is returned to the student who brought it.

**F. Dismissal**
Call out a certain clothing item and color, such as whoever is wearing a red shirt. Have those students put away name tags and line up. Continue naming clothing items until all the students are lined up. Sing the Goodbye Song with students as they exit.

Materials Needed:
Various items of clothing, both Middle Eastern and American
Background music if desired
“English OK” sign

Presentational Assessment Rubric:

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<thead>
<tr>
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<th>1</th>
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<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>1. Use of clothing words</td>
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<td>2. Use of color words</td>
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<tr>
<td>3. Use of the verb “to wear”</td>
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<tr>
<td>4. Fluency</td>
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</tbody>
</table>

Circle the appropriate rating: 1=poor 5=excellent

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
Language Objectives:
SWBAT describe a person using descriptive adjectives.
SWBAT understand descriptive adjectives and respond with an appropriate action.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>tall طولٌ</td>
</tr>
<tr>
<td>short قصير</td>
</tr>
<tr>
<td>thin نحيف</td>
</tr>
<tr>
<td>fat سمين</td>
</tr>
<tr>
<td>strong قوي</td>
</tr>
<tr>
<td>weak ضعيف</td>
</tr>
<tr>
<td>smart شاطر</td>
</tr>
<tr>
<td>brave شجاع</td>
</tr>
<tr>
<td>snowman رجلٌ نلحي</td>
</tr>
</tbody>
</table>

Structures:
“كان” to express past tense, as in a story

**A. Warm-up Activity:** Whose Name Is It? (See Unit 2)

**B. Tall and Short**
Note - Only the masculine form of each adjective is introduced in this lesson, for simplicity. Feminine forms will be introduced in the next lesson.

Teach the words “tall” and “short as follows:
Have all of the students stand up. say " طويل" and stand on your toes, with one hand high up, indicating “tall.” Students should repeat the word while doing the action. Now say, “ قصير" while crouching low and using your hand to indicate “short.” Students should repeat the word and the action. Say the words, one after the other, while doing the action, and having students repeat the word and action.

Say “ طويل” without doing the action. Students should repeat the word and do the action. Do the action as a confirmation that they are correct. Repeat with “قصير.”

**C. Snowman Song**
Draw a snowman on the board. Point to it and say, "رجل طويل." Have students repeat several times.

Draw a sun on the board. Point to it and say, "شمس." Sing the snowman song for the students, with the actions:

كان رجل طويل وهو طويل  Raise arms in a circle above head, and sway from side to side with the music
ذاب تحت الشمس. شمس  Keeping arms above head, bend knees to get slowly shorter, swaying from side to side with the music
ذاب تحت الشمس وهو قصير  Squat down on the floor, hands still above head in a circle.

Teach the song to the students by singing one short phrase at a time, and having them repeat.
Do the actions with the students as you sing each part of the song.
Sing the song through two or three times with the students.

D. Descriptions
Teach all of the descriptive adjectives in this lesson’s vocabulary list, using an action with each. Students should repeat each word and action each time. Begin with reviewing “tall” and “short.” Alternate between words, and repeat words several times, while rotating in new words, for example:

طويل
قصير
طويل
قصير
نحيف
طويل
قصير
نحيف

(And so forth)
Suggested actions:

نحيف  Arms straight down in front of you, parallel, palms facing each other
قوي  Arms up to the side, fists clenched, showing muscles
شاطر  Point to head/brain
شجاج  Make a fist, and place it over your heart (you may need to explain the meaning of this one).

E. Action!
Say one of the descriptive adjectives, without doing the action. Students should repeat the word and do the action. Choose one of the students who knew the action immediately, and have that student be the leader, and say a word for the students to act out. Continue, each time choosing a student who responded quickly to have the next turn as the leader.

F. Song Review
Sing the Snowman song again with the students. Have the boys come up front and sing the song while the girls watch. Have the girls sing the song.
G. Dismissal
Call out a certain clothing item and color, such as whoever is wearing a red shirt. Have those students put away name tags and line up. Continue naming clothing items until all the students are lined up. Sing the Goodbye Song with students as they exit.

Materials Needed:
Recording of the snowman song (optional)

Interpretive Assessment - Activity B, E
Students respond by performing the action associated with the word.

Presentational Assessment - Activity F
Students sing the Snowman Song, remembering the words, and performing the appropriate actions for “tall” and “short.”

ACTFL Standards :
Standard 1.2 Students understand and interpret . . . spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
Language Objectives:
SWBAT describe themselves and others using the masculine and feminine forms of descriptive adjectives. SWBAT understand descriptions of others.

### Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
<th>(\text{جَمِيلَةٌ} ) (beautiful)</th>
</tr>
</thead>
<tbody>
<tr>
<td>handsome</td>
<td>(\text{وَسِيمٌ} ) (masculine)</td>
</tr>
<tr>
<td>tall (f)</td>
<td>(\text{طَوِيلَة} ) (feminine)</td>
</tr>
<tr>
<td>short (f)</td>
<td>(\text{قَصِيرَة} )</td>
</tr>
<tr>
<td>thin (f)</td>
<td>(\text{ثَنِيفَة} )</td>
</tr>
<tr>
<td>strong (f)</td>
<td>(\text{ثَقِيلَة} )</td>
</tr>
<tr>
<td>smart (f)</td>
<td>(\text{شَجّاء} )</td>
</tr>
<tr>
<td>brave (f)</td>
<td>(\text{شَجّاة} )</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feminine forms of descriptive adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>tall</td>
</tr>
<tr>
<td>short</td>
</tr>
<tr>
<td>thin</td>
</tr>
<tr>
<td>fat</td>
</tr>
<tr>
<td>strong</td>
</tr>
<tr>
<td>weak</td>
</tr>
<tr>
<td>smart</td>
</tr>
<tr>
<td>brave</td>
</tr>
<tr>
<td>snowman</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>you (m/f)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a to indicate feminine adjective</td>
</tr>
</tbody>
</table>
A. Warm-up Activity: Whose Name Is It? (See Unit 2)

B. Action!
Say one of the descriptive adjectives, without doing the action. Students should repeat the
word and do the action. Choose one of the students who knew the action immediately, and
have that student be the leader, and say a word for the students to act out. Continue, each
time choosing a student who responded quickly to have the next turn as the leader.

C. Boy or Girl?
Ask for a student volunteer to come to the front. Ask the class, "ولد أو بنت؟" After the class
answers, have the student stand to one side. Repeat with three or four more student
volunteers (at least two boys and two girls), placing the girls on one side and the boys on
the other.

Point to one of the boys, and say, " طويل." Point to a girl, and say, " طويلة." Have students
repeat. Point to each of the students in turn, and say the appropriate form of the adjective ( الطويل، طويلة).
Have students return to their seats, and bring up another group of four or five students.
This time, the boys and girls do not need to be on different sides. Use another one of the
adjectives. Point to each student in turn, and say the appropriate form of the adjective.
Have students repeat.

Have students return to their seats, and bring up another group of students. Choose
another adjective. Point to the first student, and say the appropriate form of the adjective.
Then point to the next student, and have students raise their hands if they know what to
say. Continue by pointing to each of the other students in the group, and calling on
students to say the correct form of the word.

Have students return to their seats, and bring up another group of students. This time, use
the words "حلوة" (beautiful) and "موسي" (handsome). Point to each girl, and say، "حليمة." Point to each boy, and say، "موسي." Use actions to be sure students understand the
meaning of these words.

D. I Am Tall
Have the students stand in a circle. Take a ball in your hands. Say، "أنا طويل/طويل." or
whatever adjective you want to use for yourself. Toss the ball to the next student in the
circle. Help the student say، "أنا..." and an adjective, using the correct m/f form. Students
pass the ball around the circle, describing themselves with one of the adjectives (the
description does not have to be accurate - students this age love to make a joke). If
students use the wrong form, ask them a question, such as، "طويل أو طويل؟" so they will
have a chance to correct their mistake.

E. Toss the Ball
Have students form two circles. Students play the same game above, but this time after
they describe themselves, they toss the ball to any student they wish instead of tossing it
to the next student in the circle. Monitor both circles, assisting as needed.
F. You Are Tall
Choose a student to model the next activity. Describe the student, for instance, "انت طويل "
Have the student then use an adjective to describe you. Choose another student, and
describe that student. Have that student also describe you.
Have half of the students stand up. The students standing must quickly find a partner
(seated). Students describe each other. Say, "اقفا" and give the standing students three
seconds to find a new partner. Repeat the activity as time allows.

G. Dismissal
Call out a certain clothing item and color, such as whoever is wearing a red shirt. Have
those students put away name tags and line up. Continue naming clothing items until all
the students are lined up. Sing the Goodbye Song with students as they exit.

Materials Needed:
Two balls

Interpretive Assessment - Activity B
Students respond to the adjective by performing the appropriate action.

Presentational Assessment - Activity D
Students describe themselves in a complete sentence, using the right form of the chosen adjective.

Interpersonal Assessment - Activity E
Students describe each other in a complete sentence, using the right form of the chosen adjective.

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions,
and exchange opinions.
Standard 1.2 Students understand and interpret . . . spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the
language studied and their own.
First Grade Arabic
Unit 4: Clothing and Descriptions
Lesson 8: Who Dunnit?

Language Objectives:
SWBAT describe people using adjectives, clothing, and colors.
SWBAT identify someone from descriptive clues.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>فيل</td>
</tr>
<tr>
<td>اين</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>انت / انت</td>
</tr>
<tr>
<td>هو</td>
</tr>
<tr>
<td>هي</td>
</tr>
<tr>
<td>clothing items</td>
</tr>
<tr>
<td>descriptive adjectives</td>
</tr>
<tr>
<td>Structures:</td>
</tr>
<tr>
<td>Third person singular “to wear”</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? (See Unit 2)

B. Description Review
Divide the class into groups of six or seven students. Have each group sit in a circle (or gather around a table or desk). Give each group a set of Unit 4 Image Cards (or copies of the pictures). Have them place the cards face down in the middle. Demonstrate the activity by taking a card and showing it to the class. Use the word represented by the card in a sentence. For instance, if the word is "أمي طويلة" you could say, "أمي طويلة." Choose another card, show it to the class, and demonstrate a sentence again. Each student around the circle takes a turn to choose a card, and say something using the word represented by the card. Walk around the room, listening to the groups and assisting as necessary. If a student only says the word, suggest a sentence using that word.

C. Mystery Person
Draw a big question mark on the board, and say, "من هو الشخص؟" Begin to describe a person in the class. Indicate to students that they may raise their hands to guess. Give one piece of information at a time, for example:

هو ولد
هو طويل
Have students guess when they think they know who the person is. If they guess incorrectly, give another clue. Repeat the activity, describing another student, and having the class guess again.

**D. Class Describes Person**
Choose a volunteer to come to the front. Ask the students to give some clues that would describe that student. When someone gives a clue, repeat the description to validate the answer. If the person giving the clue has made a mistake in the words, simply say it correctly, without drawing attention to mistakes.

**E. Pair Activity**
Choose a student to help demonstrate the game. Stand across from the student, and give a few descriptive phrases for that student. Then have the student give a few phrases to describe you.

Line the students up in two lines, facing each other. Give the students 30-45 seconds to describe one another. Then say, "قف" and have one line move to the right, standing across from a new partner. The student at the end of the line will walk to the other end. Continue giving students 30-45 seconds to describe each other, and then switching partners.

**E. Where is the Elephant?**
Place a chair at the front of the room, facing the board (facing away from the rest of the class). Place an elephant (or other stuffed animal) under the chair. Walk the students through the game slowly for the first round, as they get the idea. Choose a student to be “it” and sit in the chair. Emphasize to the class that they must be very quiet. Point to a student, and indicate silently to the student that he or she is to take the elephant from under the chair, and take it back to her place. Have all of the students put their hands behind their backs, as if they have the elephant.

Sing the “Where is the Elephant?” song (students can join in on this simple song when they are ready).

فیل، فیل، فیل.
ابن الفیل؟

When the student who is “it” hears the song, he or she gets up and faces the class. Help the student choose someone in the class to “accuse.” The student walks up to the student they want to accuse, and says, "انت؟"

If the accused student does not have the elephant, he or she gives a clue to help identify the thief, by giving a descriptive phrase which gives a clue to the person who actually has the elephant. This can be an item of clothing that the students is wearing, or an descriptive adjective that applies to the person. The student who is “it” then chooses another student to accuse, based on the clue. Each person who is accused gives another clue to identify the thief. After four guesses, if the student who is “it” still has not identified the thief, the
thief is revealed.
Choose another student to be “it, and continue the game as time allows.

F. Dismissal
Call out a certain clothing item and color, such as whoever is wearing a red shirt. Have those students put away name tags and line up. Continue naming clothing items until all the students are lined up. Sing the Goodbye Song with students as they exit.

Materials Needed:
Unit 4 Image cards - enough copies of the pictures for each group in activity B to have a set.
Elephant (or other stuffed animal)

Presentational Assessment - Activity B
Students say a sentence using the word represented by the picture they choose.

Interpretive Assessment - Activity C
Students guess the Mystery Student by understanding the descriptive words.

Interpersonal Assessment - Activity D, E
Students describe each other, using descriptive adjectives, colors, and clothing words.

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
Language Objectives:
SWBAT draw a picture from a description.
SWBAT give a clear description of a person or character in a picture.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Clothing</td>
</tr>
<tr>
<td>Colors</td>
</tr>
<tr>
<td>Descriptive Adjectives</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? (See Unit 2)

B. Describe the Picture
Show a picture of a person or character, such as Mickey Mouse. Ask students to raise their hands and describe the picture (big ears, color of clothing, etc.).

Ask for a volunteer. Have the volunteer come to the front and turn away from the class. Give the volunteer a piece of paper, and supplies to draw with. Show the rest of the class another picture, out of sight of the volunteer. Have students raise their hands and give clues to describe the person or character in the picture. The volunteer draws a picture according to the description. Then show the volunteer the real picture, and compare. Point out the things you see in both pictures, and praise the volunteer for these things.

C. Group Game
Model the game as follows:
Ask for four volunteers. Give three of the volunteers a piece of paper and drawing supplies. Give the fourth volunteer a picture. The fourth volunteer can show the picture to the class, but not to the other volunteers. The student with the picture describes it to the students with the paper. They each draw what they think the picture looks like, based on the description. When they are finished, have the students compare their pictures, and let them look at the actual picture. Have them point out the things they all drew in their pictures, according to the description.

Divide the class into groups of three or four students. Give one student in each group a picture, and give the others in the group a piece of paper. The student with the picture describes it to the other students, who draw a picture according to the description. Then the group compares their pictures.
D. Sharing
When all of the groups have finished the activity, give each group a turn to come up to the front and show their pictures to the class. They should give a description of the picture, and point out the features they can see in the pictures they drew.
Have students put away all of the drawing materials. They may keep their pictures, if desired.

E. Who Is It?
Motion for all of the students to stand up. Give a few clues to describe one of the students in the class. Have students sit down as soon as they know you are not describing them. You do not need to use complete sentences, but feel free to use them if you like. The students can listen for the words they know, even if they do not know every word in the sentence. Start with the most general things, and then slowly become more specific, for example:

- هي بنت
- شعر أسود
- هي قصيرة
- هي تلبس قميص أبيض
- هي تلبس بنطلون أزرق

Continue until there is only one student standing.
Have all of the students stand back up and repeat the game. You may want to have a student give the clues this time.

F. Dismissal
Call out a certain clothing item and color, such as whoever is wearing a red shirt. Have those students put away name tags and line up. Continue naming clothing items until all the students are lined up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Pictures of people or characters with features and clothing that the students can describe (see materials section from Unit 3, Lesson 6)
- Blank paper
- Colored pencils, crayons, or markers

Interpretive Assessment - Activity B, C
Students draw a picture which matches the description given

Presentational Assessment - Activity B, C, D
Students use descriptive adjectives, clothing, and color vocabulary to describe a picture.

Interpretive Assessment - Activity E
Students respond to the description by sitting down when it does not apply to them.

ACTFL Standards:
Standard 1.2 Students understand and interpret. . .spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
Language Objectives:
SWBAT describe a person or character in a picture.
SWBAT select the correct picture when someone describes it.
SWBAT describe the clothing someone is wearing.
SWBAT draw a picture based on the description given.

Essential Vocabulary
Review:
All Unit 4 vocabulary

A. Warm-up Activity: Whose Name Is It? (See Unit 2)

B. Explanation of Centers
Show the students the different centers, and explain what they will do in each center. If you choose to explain in English, be sure to post the “English OK” sign, and take it down when you are done explaining. Be sure to explain the order of rotation between the stations as well.

Center 1: Pictures
Preparation - This area should have the pictures of people or characters used in the previous lesson spread out, face up.
Activity - Students take turns describing one of the pictures (without indicating which picture they chose), while the others in the group try to guess which picture it is. When someone guesses the correct picture and points to it, the next student takes a turn to describe one of the pictures.

Center 2: Fashion Show
Preparation - This area will have the box of clothing items.
Activity - Students take turns putting on the clothing, and having their own fashion show. Students take turns acting as the announcer, and describing the clothes the others are wearing.

Center 3: Elephant Game
Preparation - This area will have a chair, with the elephant underneath it, and enough space for a group of students to sit. The chair should face away from the area where the group will sit.
Activity - Students will play the elephant game from Lesson 8 Activity E. They will
decide for themselves who is “it,” and who is the thief.

**Center 4: Drawing**
Preparation - This area should be a table or group of desks, prepared with blank paper, and colored pencils, crayons or markers.
Activity - Students will take turns describing a person for the others to draw, using the vocabulary they have learned. Students should not look at each other’s papers while they are drawing. When they are done, they should compare the pictures, and point out the things that are the same, using the vocabulary they have learned.

**C. Centers**
Divide the class into four groups. Assign each group a station where they will begin. See how much class time is left. Subtract at least five minutes for cleanup. Divide the rest of the time by four. This will be the amount of time students will spend at each station. Use a bell, if desired, to indicate when students are to switch to the next station.

**D. Cleanup**
When time is up, each group should clean up the station where they ended. Ensure that all supplies are put back neatly where they belong before students return to their places for dismissal.

**F. Dismissal**
Call out a certain clothing item and color, such as whoever is wearing a red shirt. Have those students put away name tags and line up. Continue naming clothing items until all the students are lined up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Pictures of people or characters (from previous lesson)
- Box containing various items of clothing
- Stuffed elephant
- Blank paper
- Colored pencils, crayons or markers

Presentational Assessments:
Center 1 - describing pictures
Center 2 - describing clothing
Center 3 - giving clues that describe the thief
Center 4 - describing the person they want the others to draw

Interpretive Assessments:
Center 1 - choosing the correct picture
Center 3 - figuring out the thief from the clues given
Center 4 - drawing the person as described

Interpersonal Assessment:
In each center, students must communicate with each other to decide who goes first, who wears what, and who fulfills which role in the various activities.

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.