GLP Arabic Curriculum

Year 1

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GLP Arabic Curriculum

Year 1, Unit 1: Greetings and Introductions
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Unit Assessment 40
First Grade Arabic
Unit 1: Greetings and Introductions
Lesson 1 : Say Hello to the Arab World

Language Objectives:
1. SWBAT understand, give, and reply to a common Arabic greeting.
2. SWBAT understand and answer when someone asks their name.
3. SWBAT say goodbye, and understand when someone says goodbye.

Culture Objectives:
1. SWBAT recognize two famous people from the Arab world.
2. SWBAT recognize some common Arabic first names.

<table>
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<th>Essential Vocabulary</th>
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</tr>
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</tr>
<tr>
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</tr>
<tr>
<td>أنا بخير</td>
</tr>
<tr>
<td>تشوفنا</td>
</tr>
<tr>
<td>مع السلام</td>
</tr>
<tr>
<td>ولد</td>
</tr>
<tr>
<td>بنت</td>
</tr>
</tbody>
</table>

Structures:
Difference between the response when speaking to a male versus a female.

A. Warm-up Activity
Greet students as they come in by saying, "اهلاً وسهلاً" Use gestures to encourage students to repeat the greeting. Play the Arabic Alphabet song as background music.
B. Greeting Song (Ahalan waSahalan)
Use two puppets to teach the words to the greeting song. First, act out and speak the entire conversation with the two puppets, Jamila and Ali. On "مع السلماء" (goodbye), hide the puppets behind your back.

<table>
<thead>
<tr>
<th>Arabic Phrase</th>
<th>English Translation</th>
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<tbody>
<tr>
<td>علي: اهلاً وسهلاً</td>
<td>Hello.</td>
</tr>
<tr>
<td>جميلة: اهلاً بيك</td>
<td>Hello.</td>
</tr>
<tr>
<td>علي: اهلاً بيك</td>
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<td>جميلة: كيف الحال؟</td>
<td>How are you?</td>
</tr>
<tr>
<td>علي: أنا بخير.</td>
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<td>جميلة: كيف الحال؟</td>
<td>How are you?</td>
</tr>
<tr>
<td>علي: أنا بخير.</td>
<td>I’m fine.</td>
</tr>
<tr>
<td>(الاثنين): تشرفاً مع السلماء</td>
<td>We wish you peace.</td>
</tr>
</tbody>
</table>

Now, sing the song while acting it out with the puppets, or play a recording of the song, if you are unable to sing it.

Teach the song by saying the first line, and having the students repeat, then sing the first line, and have the students repeat. Continue with each line of the song. Now sing the entire song with the class, while acting it out with the puppets.

C. Take Turns with Puppets
Choose two students and give each of them one of the puppets. Let the students use the puppets to act out the song while the class sings. While the two students are using the puppets, use your thumbs to act out the song, having the thumbs bend as if talking to each other. Encourage students to use their thumbs also. On "مع السلماء", hide thumbs behind your back. Repeat three times, giving different students a chance to use the puppets each time.

D. English OK Sign
Post the “English OK” sign. Tell the students (in English) that this is the sign that tells them it is OK to speak English. Ask the student to raise their hands if they have heard some words they didn’t understand. Point out that everyone heard words they didn’t understand. Tell the students that it’s OK not to understand everything, and that they can guess what you are saying from your actions, like a game. Turn the sign back over to the "الإنجليزي ممنوع" side.

E. Boys and Girls
Show the boy puppet, and say, “ولد” (boy). Have students repeat. Show the girl puppet and say, "بنت" (girl). Have students repeat. Choose three boys to come up front, pointing to each and saying, "ولد", then gesturing for them to come forward. Choose three girls in the same way, saying, "بنت". Have the girls stand on one side, and the boys on the other side. Point to each
student, and say, "ولد" or "بنت". Pause as you point, giving students a chance to say the right word out loud before you say it.

F. Greeting Boys and Girls
Have the first boy say, "أهلاً و سهلاً. " Respond directly to him with "أهلاً و بيك. " Have the class repeat the response. Repeat with the other boys. Have the first girl say "أهلاً و سهلاً " Respond directly to her with "أهلاً و بيك " emphasizing the "kee" sound at the end. Have the class repeat the response. Repeat with the other girls. Have the students return to their seats.

Choose three more boys and three more girls. Proceed with the other boys and girls the same way. Then, to reinforce the difference, go down the line of students at the front, saying directly to each one "أهلاً و بيك " or "أهلاً و بيك " as appropriate. Have students go back to their seats.

G. I am a Boy/I am a Girl
Use a moustache and dress-up necklace to pretend to be a boy or a girl. Put on the necklace. Approach a student and say "أهلاً و سهلاً " Student should respond with "أهلاً و بيك. " If the student forgets the "kee," point to the necklace and say, "أنا بنت. " (I am a girl.) Repeat with other students, sometimes using the necklace, and sometimes using the moustache.

Show the students the pictures of Queen Noor and King Hussein. Hold a picture in front of your face, and greet a student. Student should answer with the right greeting, depending upon which face you chose.

Have students stand up and walk around the room, practicing the greeting and response with each other. Let them take turns using the wig and moustache, and the pictures of Queen Noor and King Hussein.

H. My Name is...
Have the boy puppet say, "أنا اسمي علي. " (My name is Ali.) Have the girl puppet say, "أنا اسمي جميلة. " (my name is Jamila.) Choose a boy and a girl to come up front. Point to the girl, and say "أنا اسمي جميلة " and point to the boy and say "علي. " Help the students repeat the dialogue, acting as Ali and Jamila.

Tell the class, "أنا اسمي (Your Name) " (My name is Mr./Ms. (Your Name). ) Ask a student, "ما اسمك؟ " If the student doesn’t know how to answer, say "أنا اسمي (Your Name) " again. Then point to a student, and say "ما اسمك؟ " "Who is your name? " Toss a ball to a student. Student says, "أنا اسمي (Your Name) " and he or she tosses the ball back to you. Repeat with several more students.

I. Dismissal
Instruct the students to line up (in Arabic). Use gestures to convey the meaning. Sing the goodbye song to the students. This will familiarize them with it. They will learn it in a future
lesson. At the end say, "سُهْبَة" and wave goodbye to the students. Have the students repeat "سُهْبَة" as they leave.

Materials Needed:
- Puppets (one boy and one girl)
- Moustache
- Necklace
- Picture of Queen Noor (mounted on a craft stick, if desired)
- Picture of King Hussein (mounted on a craft stick, if desired)
- Alphabet Song: http://www.youtube.com/watch?v=ifktT2RAVtg
- Projector (if desired)
- “English OK” and “English is Forbidden” flashcards
- Presentational Assessment - Activity C
- Students sing the Hello Song

Assessments:
Interpersonal Assessment - Activity F
Students exchange greetings, using the appropriate form.

Interpersonal Assessment - Activity G
Students tell others their names.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
First Grade Arabic
Unit 1: Greetings and Introductions
Lesson 2 : Middle Eastern Greetings

Language Objectives:
1. SWBAT understand and respond to several Arabic greetings.
2. SWBAT exchange information about names.
3. SWBAT sing the Goodbye Song.

Culture Objectives:
1. SWBAT identify differences between gestures used with greetings in America and in the Middle East.
2. SWBAT understand that different greeting gestures are used depending on the relationship.

Essential Vocabulary

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<td>السلام عليكم</td>
<td>peace be upon you (traditional greeting)</td>
</tr>
<tr>
<td>وعليكم السلام</td>
<td>and upon you peace (traditional response)</td>
</tr>
</tbody>
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<td>response to a male</td>
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<tr>
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<td>I am fine</td>
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<td>تشرفنا</td>
<td>nice to meet you</td>
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Structures: Greeting and response construction when speaking to a male or female
### A. Warm-up Activity: What’s My Name?
Prepare name cards with Arabic names for several students in the class (see details in the Materials section). Place name cards in the magic hat before class. When students arrive, explain to them (in English) that they will each have a special Arabic name that you will use in Arabic class. Choose a name card out of the hat. Ask the student to come up front. Read the name card to the student. Give the student the name card to wear or place on desk. Have the student and the class repeat the name out loud. Have the student say, "_.___ اسمي " Help the student, and give praise (ممتاز). Have the student stay up front while you repeat this process with two other students’ names (for a very large class, repeat with enough students so that all students will have their names within about six class periods). After you have drawn all of the names, go down the line, pointing to each student and saying the name. Have the class repeat each name.

### B. Song
Play or sing the Ismee song for the students. Sing the song without the recording, or with the “minus track” recording. Have the students who just received their names sing their names in the song, and have the class echo (as in the example recording).

### C. Greeting Review
Greet a student with "آهلا وسهلا." Student should respond with "آهلا بيك" using the correct form for masculine or feminine. Model greeting both the girl and boy puppet, emphasizing the different greetings per gender. Have students walk around and greet at least three other students.

### D. Peace Be Upon You
Walk up to a student in a casual way, and say, "_.___ آهلا وسهلا" Student should respond with "آهلا". "آهلا وسهلا بيك/بيك."
Straighten your tie, shirt, skirt, etc. and approach a student in a more formal way. Say, "_.___ السلام عليك" (peace be upon you), giving the idea that this is considered a more formal greeting. Give the student the response, "_.___ وعليكم السلام" (and upon you peace), and have the student repeat. Have the class repeat both phrases.

Go to the door of the classroom. Turn around and walk, as if entering the room. Say, "_.___ السلام" Help students respond properly as a class. Walk to the door again and repeat this exercise.

### E. Culture Discussion (English)
Post the “English OK” sign, indicating that this is a time when it is OK to speak English in
the classroom.
Explain different types of greetings as follows. Add your own experience and knowledge as desired.

1. Someone you just met, person of the opposite gender who is not a family member:
   Shake RIGHT hands, or place hand on heart and give small bow.

2. Close friends of the same gender, family members:
   Kiss on both cheeks (Egypt, Lebanon, one kiss on each cheek; Iraq, two or three kisses on one cheek).

3. Bedouin Greeting - Men (explain who Bedouins are and where they live):
   Touch noses together three times.

Have each student pair up with another student to practice the greetings. Tell the class who they are greeting, for example, “two close friends,” “two men who just met,” etc. Students should say a greeting and use the appropriate gestures. Practice each type of greeting.

**F. Greeting Line**
Have students form two lines, facing each other, so that each student is across from a partner. Instruct students to greet each other. They can choose the type of greeting to use. After about 20 seconds, instruct the students in one line to move to the left so that they are standing across from a new partner. Students greet their new partners. Continue to switch partners in this manner, as time allows. Teacher may use student checklist to record mastery or note students who need extra support.

**G. Goodbye Song**
Teach the students the goodbye song you introduced in the last lesson. Have them repeat the words, and sing the phrases, one phrase at a time.

**G. Dismissal**
Call each of the students who have received their Arabic name by their Arabic name. Collect their name cards, or have them place them in a designated area. Then invite the rest of the class to line up. Sing the Goodbye Song with the students as they leave.
Materials Needed:
- Name cards: Assign each student in the class an Arabic name. Try to assign names that sound somewhat like their American names, if possible. Prepare name cards with the name written in Arabic script. Include the student’s American name, written smaller, below the Arabic name. Although the use of transliteration in class is discouraged, this is one case where you may want to include a transliterated version of the name in one corner of the card. The cards can be made out of cardstock, and folded like a tent to sit on the desks. Or you can purchase plastic name card holders with clips, so that students can clip the name on their clothing each day. Keep the name tags of each class in a special location, so that later a student can be assigned to pass out name tags at the beginning of class. You will give three to four students their Arabic names at the beginning of each class period, and practice these names with the class. Once a student has received his or her Arabic name, use that name every time you address the student.
- Magic Hat
- English OK sign
- Pictures of Arabs greeting each other in the ways presented during the lesson

Assessments
Conversational Assessment - Activities C, D
Students will give the proper response to the greeting.

Presentational Assessment - Activity E
Students will greet their partners in the manner they have learned for the type of relationship given.

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Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Relating Cultural Practices to Perspectives:
Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1)

Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
Language Objectives:
1. SWBAT understand and answer when asked about where they live.
2. SWBAT ask someone how they are doing, and reply appropriately.

Culture Objectives:
1. SWBAT identify greeting words in authentic listening material.
2. SWBAT identify Arabic names.

### Essential Vocabulary

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<td>I live in...</td>
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<tr>
<td>كيف حالك؟</td>
<td>How are you?</td>
</tr>
<tr>
<td>ممتاز</td>
<td>excellent</td>
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<th>Structures:</th>
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<tbody>
<tr>
<td>First person singular conjugation of “I live”</td>
</tr>
<tr>
<td>Preposition “في” (in)</td>
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### A. Warm-up Activity: What’s My Name?
Hand out the name cards of the students who have already received their Arabic names. As you hand them out, say the name out loud, and have the class repeat.

Choose a name card out of the magic hat. Ask the student to come up front. Read the name card to the student. Give the student the name card to wear or place on desk. Have the student and the class repeat the name out loud. Have the student say, "أَسْمَيِّي" Help the student, and give praise (ممتاز!). Have the student stay up front while you repeat this process with two other students’ names. After you have given out all of the names for the day, sing the Ismee song, using the students who just received their names.

B. Song
Sing the Ahlan Wa Sahlan song with the students. Choose two students to use the puppets during the song.

C. Greeting Practice
Greet a student with "أَهْلاً وَسَهْلاً" Student should respond appropriately. Assist as needed. Greet another student with "السلام عليكم" Student should respond appropriately. As before, assist as needed. Instruct the students to walk around the class and greet each other, using any greeting and gesture they choose. Hold up the stop sign and say "قَف" Ask a pair of students to demonstrate their greeting for the class. Have the other students tell what kind of relationship they have shown by their greeting. Have students continue to greet others. Stop every 30 seconds and have a pair demonstrate.

D. Listening Activity
Show the video (or play sound only) from Alif Baa (description in Materials section), or a similar video showing simple greetings between Arabs. Have students just listen. Instruct students to put their heads down on their desks, close their eyes, and listen carefully. When they hear a word or phrase they know, they should raise their hands. Play the video again. Ask students to tell what words they heard. Listen to the video again, and point out the words that the students remembered. Ask students to listen for the name of each of the people in the video. Play the first part, pausing the video after the first individual says his name. See if a student can repeat the name (Hosni). Repeat with the other clips, encouraging the students to listen for "أَنَا أَسْمَي" (my name is).

E. I live in New York
Show a photo of a house, preferably your actual house, or another house in the area where your school is located. Say, "أَنَا أَسْمَي أَسْتَاذ" (My name is ____) I live in New York.) Have the students repeat "أَنَا السَّكَن" then the full sentence "أَنَا السَّكَن في نيويورك" Approach a student, and say, "أَنَا السَّكَن" Student should answer with
"Assist as needed. Toss a stuffed animal or ball (something that is easy to catch) to a student and say, "أسمى أستاذ؟ ما اسمك؟" When the student answers, he or she should toss the object back to you. Repeat with several more students. Now repeat the activity with "أنا أسكن في نيويورك، وانت؟" Help the students say "أنا أسكن في ______. They can answer with their city or state, or even the name of their neighborhood or borough. Giving the students examples of what to say will help them understand the meaning.

F. How Are You?
Use puppets to act out the following short dialogue:

أهلا وسهلا
أهلا بك
أنا أسمي علي
أنا أسمي جميلة
كيف حالك؟
ممتاز
مع السلام
مع السلام

Use one puppet to ask a student "كيف حالك؟" Have the student repeat "ممتاز" (excellent). Have the entire class repeat. Use the puppet to ask the same question of several students. Now use the puppet to give greetings and ask students different questions. (كيف حالك؟ ما اسمك؟ أنا أسكن في ______). Student should reply to the greeting and question appropriately.

G. Partner Greetings and Questions
Ask students to form two lines, facing each other, so that each student is across from a partner. Give students 30 seconds to have a short conversations with their partner. Assist them if they get stuck. After 30 seconds, have students in one line move to the next student in the facing line, forming new pairs. Students have a conversation with the new partner. Continue switching every 30 seconds until time is up. Ask a pair to present to the class if desired.

H. Dismissal
Call each of the students who have received their Arabic name by their Arabic name. Collect their name cards, or have them place them in a designated area. Then invite the rest of the class to line up. Sing the Goodbye Song with the students as they leave.
Materials Needed:
- Magic Hat
- Name cards
- Puppets
- DVD from Alif Baa (Brustad, et al.): Unit One, Dialogue, Ahlan Wa Sahkan (formal)

Assessments
Interpersonal Assessment - Activity C
Students are able to greet one another and respond appropriately to the different greetings and gestures.

Interpretive Assessment - Activity D
Students recognize words they have learned and raise their hands.

Interpersonal Assessment - Activity E
Student answer appropriately when asked where they live.

Interpersonal Assessment - Activity G
Students are able to carry on a short conversation with a partner.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Language Objectives:
1. SWBAT understand and use possessive endings.
2. SWBAT recognize letters “yaa” and “kaaf” in the final position.

Essential Vocabulary

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<td>pen or pencil</td>
</tr>
<tr>
<td>كتاب</td>
<td>book</td>
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Structures:
Possessive pronouns “كّ، ك، ي” and “كّ، ك، ي”

A. Warm-up Activity: What’s My Name?
Hand out the name cards of the students who have already received their Arabic names. As you hand them out, say the name out loud, and have the class repeat.
Choose a name card out of the magic hat. Ask the student to come up front. Read the name
card to the student. Give the student the name card to wear or place on the desk. Have the student and the class repeat the name out loud. Have the student say, "______ اسمي" Help the student, and give praise (!) ممتاز. Have the student stay up front while you repeat this process with two other students’ names. After you have given out all of the names for the day, sing the Ismee song, using the students who just received their names.

B. Song
Sing the Hello Song with the students. Choose two students to use the puppets during the song.

C. My Name and Where I Live
Toss a stuffed animal or a ball to a student and ask "ما اسمك؟" (What is your name?) or "أين تعيش؟" (Where do you live?) Student answers, and tosses the ball back. Model answers for students, as necessary. Repeat with several students. Then let a student toss the ball and ask the questions.

D. Greetings Song
Post images (or PowerPoint) representing the individuals in the song (Hanan, Sawsan, Yunis). Model asking the picture of Hanan his name, and have students ask with you. Answer with "اسمي حنان" (My name is Hanan.) Repeat with the other pictures. Use a different character voice for each of the pictures when they answer to tell the class their names. Play the song (see materials) and have students listen. Teach the chorus of the song by having the students repeat each phrase after you, then sing each phrase after you. Sing the song as a class, with the recording.

E. Sing-off
Divide the class into groups (side of the room, or boys vs. girls). Have each group sing the song, with actions if desired. Recognize the group that does the best job. Also compliment the group that was the best audience while the others were singing.

F. My Name, Your Name
Ask a student, "اسمك؟" "What is your name?" Student should answer, "______ اسمي" Point to yourself, and say, "______ اسمي" Point to the student, and say, "______ اسمك" Ask another student the same question, and repeat the same demonstration of "اسمك" "Your name" and "اسمي" "My name" by pointing to yourself, and then the student.

Teach the words "قلم" (pencil) and "كتاب" (book) by holding up the items, and having students repeat the words. Take a pencil that belongs to a student, and say to him or her, "قلمنك." Hold
up your own pencil, and say, "قلمي" Repeat this process with “book.” Have the students repeat the words, "قلمي, فلمك" "كتابك, كتابك," pointing to themselves when it’s “mine,” and pointing to someone else when it’s “yours.” Have two to three boys and two to three girls come to the front of the room. Give each one a pencil or a book. Demonstrate the difference between the feminine and masculine endings by pointing to each item, and saying the right form of “your book,” depending on whether you are talking to a boy or a girl. Call on a student, and point to a book or pencil that one of the students has. Help the student tell whose item it is, using the right form.

G. Partner Game
Give each student a pencil or book. Have students quickly find a partner. Students tell their partner what item they have, and tell the partner the item he or she has, using the pronouns they have learned for “mine” and yours.” After they have completed this activity, students find a new partner and repeat. Continue as time allows.

H. Dismissal
Have students put their name tags and any other supplies away and line up. Sing the Goodbye Song with the class as they exit.

Materials Needed:
- Name cards
- Magic hat
- Images: boy from Lebanon, girl from Yemen, boy from Tunisia
- Greetings Song from Sing & Learn Arabic! Songs and Pictures to Make Learning Fun!
  [S.1.] ABC Melody: Recorded Books: 2008
- Tracing Worksheets for “kaaf” and “yaa”
- Enough pencils and books so that each student can have one item

Assessments:
Interpersonal Assessment - Activity C
Students answer appropriately when asked where they live.

Presentational Assessment - Activity E
Students sing the chorus of the song correctly.

Interpretive Assessment - Activity F, G
Students correctly identify items as “mine” or “yours.”
Interpretive Assessment - Activity G
Students identify correctly whether the word spoken by the teacher ends in “kaaf” or “yaa”.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
First Grade Arabic
Unit 1: Greetings and Introductions
Lesson 5: My Family

Language Objectives:
1. SWBAT name the family members.
2. SWBAT understand when someone talks about family members.

Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>أم/أمي</td>
</tr>
<tr>
<td>أبي/أبي</td>
</tr>
<tr>
<td>أخت/اختي</td>
</tr>
<tr>
<td>أخ/أخي</td>
</tr>
<tr>
<td>جدّ/جدّي</td>
</tr>
<tr>
<td>جدّة/جدّتي</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review:</th>
</tr>
</thead>
<tbody>
<tr>
<td>قلم</td>
</tr>
<tr>
<td>كتاب</td>
</tr>
</tbody>
</table>

Possessive pronouns "أ/أ" and "ي" "ي" "ك/ك"

Structures:
First person singular of “to love”

A. Warm-up Activity: What’s My Name?
Hand out the name cards of the students who have already received their Arabic names. As you hand them out, say the name out loud, and have the class repeat.

Choose a name card out of the magic hat. Ask the student to come up front. Read the name card to the student. Give the student the name card to wear or place on desk. Have the student and the class repeat the name out loud. Have the student say, "_____ اسمي" Help the student,
and give praise (ممتاز). Have the student stay up front while you repeat this process with two other students’ names.

After you have given out all of the names for the day, sing the Ismee song, using the students who just received their names.

**B. Song**  
Post the pictures of the people from the new Greeting Song. Review their names. Sing the Greeting Song with the students.

**C. New Vocabulary**  
Teach the family words by showing an image of each family member, saying the word, and having students repeat. Teach "أحب" (I love) by showing the students a picture of a heart.

Play the Family Song. Point out the “yaa” ending you hear at the end of the family member words in the song. Demonstrate the meaning by a review of "أمي", "أب", "كلمك", "كلم", "كلمتي", "كلمتك", "كلمتي" Hold up your pencil close to your chest and say, "أحب" Hold the picture of “mother” close to your heart, and say "أحبي" Use pictures and gestures to explain an entire sentence, as follows: "أنا" (point to self) "أحب" (point to heart) "أمي" "أحب أمي" (point to picture of mother). Have students repeat the sentence.

**D. Family Members Song**  
Teach the song to the students by holding up the picture of a family member, and having the students repeat the part of the song that talks about that family member. Then sing each phrase, and have students repeat.

Give each family member picture to a student. Have the students with the pictures line up at the front of the room. Sing the Family Song with the students. Have each student hold up the picture when that family member is mentioned. Choose new students to hold the pictures, and repeat.

**E. Fly Swatter Game**  
Post the family member pictures on the board, or project a PowerPoint slide with all of the family members. Divide the class into two teams. Have one student from each team come to the board. Give each of them a fly swatter. Say the name of a family member. The first student to swat the correct picture earns a point for the team. Continue as time allows.

**F. I Love My Mother**  
Point to the picture of mother. Say, "أنا أحب أمي" Ask for a student volunteer. Have that
student point to a family member, and say, "أنا أحب ______" Have the class repeat. Invite other students to come up and say they love a family member. Give all students a turn if time allows.

**G. Dismissal**
Have students put name tags away and line up. Stand at the door with the family member pictures. As students exit, show each student a family member, and have them say the name (assist as needed).

**Materials Needed:**
- Name Cards
- Magic Hat
- CD Player
- Greetings Song (see lesson 4)
- Images: mother, father, brother, sister, grandmother, grandfather, heart
- Family Song: [http://www.youtube.com/watch?v=XdOSv1vtAM0](http://www.youtube.com/watch?v=XdOSv1vtAM0)
- Computer and projector

**Assessments:**
Presentational Assessment - Activity D
Students remember and are able to sing at least part of the Family Members Song.

Interpretive Assessment - Activity D, E
Students hold up the correct picture when singing the part about that family member. Students swat the correct picture.

Presentational Assessment - Activity F
Students express love for a specific family member.

**ACTFL Standards:**
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Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
First Grade Arabic
Unit 1: Greetings and Introductions
Lesson 6: What I Like

Language Objectives:
1. SWBAT express likes and dislikes.
2. SWBAT understand when someone tells about likes and dislikes.

Culture Objectives:
1. SWBAT explain some differences between families in America and families in the Middle East.

Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>الشوكولاتة</td>
<td>chocolate</td>
</tr>
<tr>
<td>البيتزا</td>
<td>pizza</td>
</tr>
<tr>
<td>نعم</td>
<td>yes</td>
</tr>
<tr>
<td>لا</td>
<td>no</td>
</tr>
<tr>
<td>بيت/بيتي</td>
<td>house/my house</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>أم/أمي</td>
<td>mother/my mother</td>
</tr>
<tr>
<td>أب/أبي</td>
<td>father/my father</td>
</tr>
<tr>
<td>اخت/اختي</td>
<td>sister/my sister</td>
</tr>
<tr>
<td>أخ/أخي</td>
<td>brother/my brother</td>
</tr>
<tr>
<td>جد/جدية</td>
<td>grandmother/my grandmother</td>
</tr>
<tr>
<td>جده/جدتي</td>
<td>grandfather/my grandfather</td>
</tr>
<tr>
<td>أهلا وسهلا</td>
<td>hello and welcome</td>
</tr>
<tr>
<td>أهلا بيك</td>
<td>response to a male</td>
</tr>
<tr>
<td>أهلا بك</td>
<td>response to a female</td>
</tr>
<tr>
<td>أنا اسمي</td>
<td>My name is</td>
</tr>
<tr>
<td>تشرفنا</td>
<td>nice to meet you</td>
</tr>
<tr>
<td>أسكن في</td>
<td>I live in</td>
</tr>
<tr>
<td>كيف حالك؟</td>
<td>How are you?</td>
</tr>
<tr>
<td>ممتاز</td>
<td>excellent</td>
</tr>
</tbody>
</table>
### A. Warm-up Activity: What’s My Name?
(If you have already handed out all of the names, use the “Whose Name?” activity in lesson 7.)
Hand out the name cards of the students who have already received their Arabic names. As you hand them out, say the name out loud, and have the class repeat.

Choose a name card out of the magic hat. Ask the student to come up front. Read the name card to the student. Give the student the name card to wear or place on desk. Have the student and the class repeat the name out loud. Have the student say, “أسمي ______” Help the student, and give praise (ممتاز!). Have the student stay up front while you repeat this process with two other students’ names.

After you have given out all of the names for the day, sing the Ismee song, using the students who just received their names.

### B. Song
Sing the Greeting Song with the students. Choose students to act out the parts of the children in the song.

### C. Greetings and Questions
Toss a ball to a student and ask a question or give a greeting. Student should give an appropriate response, and toss the ball back. Repeat with enough students to review all of the greetings and questions learned so far.

### D. I Like Chocolate
Post the heart picture on the board. Give some examples of things you like, that the students can understand, as follows:
- أنا أحب الشوكولاتة.
- أنا أحب البينزا.
- أنا أحب ديزني.

Ask a student to come to the front. Say, "أنا أحب الشوكولاتة. وانت؟" (I like chocolate, and you?)
Demonstrate "نعم" (yes) and "لا" (no) by nodding and shaking your head. Ask similar questions to several more students. Have all of the students repeat, nodding or shaking their heads, as appropriate.

E. In My House
Sing the Family Song with the students.
Draw a very large house on the board. Teach students the word, "بيت" Post the family member pictures on the board. Use a puppet to tell about the family members that live in the house, as follows:

أنا اسمي علي.
انا أسكن في نيويورك.
في بيتني ________.
أم وأبي وأختي وأخي وجدتي وجدى.
Move each picture into the house as you say it.
Have a student come up. Move all of the family members out of the house. Help the student tell about the people who live in his or her house, and move the pictures. Repeat with two or three more students. Help the class to notice if the students’ grandparents live with them.

F. Culture Discussion
Post “English OK” sign. Ask the students who lives in their house, and have them answer by raising their hands, as follows: “Raise your hand if you have a brother that lives in your house.” Repeat for each of the family members. Be sure not to single out students whose family situations are different from the others. Emphasize that all families are different and special. Take note of how many students have grandparents living with them. Explain that in the Arab world, grandparents, and sometimes even aunts, uncles, and cousins are part of the same household. Remove the “English OK” sign at the end of the discussion.

F. Family Matching Game
Divide the class into groups of three or four students. Give each group a set of family member image cards. Have each group spread out their cards, face down. Students will take turns turning over a card, saying its name, and then turning over another card to see if it matches. Students should say the name of every card they turn over. If the two cards match, the student collects them. The student in each group who collects the most matches is the winner. If a group finishes playing before the others they can start again, and keep playing until the activity is over.

G. Dismissal
Have students put name cards away and line up. Sing the Goodbye Song with the students as they exit.
Materials Needed:
- Name cards
- Magic Hat
- Ball
- Family Song: http://www.youtube.com/watch?v=XdOSv1vtAM0
- Images of family members
- “English OK” sign
- Enough sets of family member image cards (two of each family member per set) so that each group of three or four students can use one.

Assessments:
Interpersonal Assessment - Activity C
Students respond appropriately to greetings and questions.

Presentational Assessment - Activity E
Selected students will correctly name the family members who live in their house, and select the corresponding pictures.

Presentational Assessment - Activity F
Students will correctly identify the family members as they turn over the cards.

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Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)

Cultural Comparisons:
Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2)
**Language Objectives:**
1. SWBAT understand and use several pronouns.
2. SWBAT respond to pronouns by performing an action that corresponds with the meaning.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>نحن</td>
</tr>
<tr>
<td>هو</td>
</tr>
<tr>
<td>هي</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>أنا</td>
</tr>
<tr>
<td>أنت / أنتِ</td>
</tr>
<tr>
<td><strong>Structures:</strong></td>
</tr>
<tr>
<td>Pronouns</td>
</tr>
</tbody>
</table>

**A. Warm-up Activity:** Whose Name Is It?
(If you have not finished handing out the names, use the “What’s My Name” activity from previous lessons instead).

Hand out students’ name cards. Say each name out loud, and have students repeat the name as you hand out the cards. Draw a name out of the magic hat, and write that student’s name on the board in Arabic script. Students raise their hands to guess whose name it is. If a student guesses an incorrect name, write the “guessed” name on the board, while pronouncing it slowly, and point out similarities and differences by indicating the letters and pronouncing the sounds (no explanation in English allowed!) When a student guesses correctly, the student whose name was drawn comes up front and chooses a song for the class to sing (Hello Song, Greeting Song, Family Song).
### B. More Pronouns
Review and introduce new pronouns by showing the pictures, then using gestures, as follows (students should repeat each word and gesture):

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>أنا</td>
<td>Point to self</td>
</tr>
<tr>
<td>انتَ/انتِ</td>
<td>Point directly to a boy for “anta,” and directly to a girl for “anti”</td>
</tr>
<tr>
<td>هو</td>
<td>Move hands in a circle, palms down, at shoulder height</td>
</tr>
<tr>
<td>هي</td>
<td>Point directly to a boy on one side of the room, while looking at the students in the middle of the room</td>
</tr>
<tr>
<td></td>
<td>Point directly at a girl on one side of the room, while looking at the students in the middle of the room</td>
</tr>
</tbody>
</table>

Repeat the words and actions several times. Then say a word without doing the action, and wait to see if the students will respond with the word and the action.

### C. Pronoun Game
Have all of the students stand up. Say a pronoun, but do not do the action. Students must repeat the pronoun and do the action. Choose one of the fastest students to come up front and be the “Ustaz.” That student says a pronoun, and chooses a fast responder to be the new “Ustaz.” Continue the game for five to ten minutes.

### D. We Are the Family
Watch the Arabic Family Members Video again. Have students listen for "نحن" Sing the phrase, "نحن العائلة," while making the gesture for "نحن" Use the pictures of mother and father to illustrate the following phrase. "أنا اسمي أستاذ. هي أمي، هو أبي.

### E. My Family Picture
Give five or six students each a white board marker, and instruct them to draw a family member on the board. Model by drawing a simple figure on the board, and telling the class, "، هي أختي" or whichever family member you choose. Have each of the students at the board tell the class which family member they have drawn. Assist as needed. Invite five or six new students to the board and repeat the activity. Continue until each student has had a chance to draw a picture on the board and tell the class which family member the picture represents.

### F. Group Activity
Divide the class into five or six groups, depending upon the number of white boards and markers you have. Borrow the white board and marker from one group, and model drawing a family member. Tell the group which family member it is, for example, "هو أبي." Erase the picture, and hand the board to the next student in the group. Students in each group take turns drawing a picture, telling the group who is in the picture, and then handing the white board and marker to the next student. Continue as time allows.
G. Dismissal
Have students put away name tags and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Magic Hat
- Name cards
- Pictures representing the pronouns (I, you, we, he, she)
- Pictures of mother and father from previous lesson
- Five or six white board markers
- Five or six individual white boards or plastic page protectors with card stock in side
- Letter worksheets
- Family Song: http://www.youtube.com/watch?v=XdOSv1vtAM0

Assessments:
Interpretive Assessment - Activity C
Students respond to each pronoun with the correct action.

Presentational Assessment - Activity E, F
Students explain who is in the picture they have drawn.

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Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
First Grade Arabic
Unit 1: Greetings and Introductions
Lesson 8 : Things My Family Likes

Language Objectives:
1. SWBAT talk about what family members like.
2. Use the proper conjugations of “to like/love.”

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>يحب</td>
</tr>
<tr>
<td>تحب</td>
</tr>
<tr>
<td>الموسيقى</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>هو</td>
</tr>
<tr>
<td>هي</td>
</tr>
<tr>
<td>الشوكولاتة</td>
</tr>
<tr>
<td>البيتزا</td>
</tr>
<tr>
<td>بنت</td>
</tr>
<tr>
<td>ولد</td>
</tr>
</tbody>
</table>

**Structures:**
Second person singular conjugations of “to like/love.”

**A. Warm-up Activity:** Whose Name Is It?
(If you have not finished handing out the names, use the “What’s My Name” activity from previous lessons instead).

Hand out students’ name cards. Say each name out loud, and have students repeat the name as you hand out the cards. Draw a student’s name out of the magic hat, and write that student’s name on the board in Arabic script. Students raise their hands to guess whose name
it is. If a student guesses an incorrect name, write the “guessed” name on the board, while pronouncing it slowly, and point out similarities and differences by indicating the letters and pronouncing the sounds (no explanation in English allowed!). When a student guesses correctly, the student whose name was drawn comes up front and chooses a song for the class to sing (Hello Song, Greeting Song, Family Song).

**B. I Like _____**
Ask several students about things they like: أنا أحب الشوكولاتة. انت؟ / انت؟ لا كم. (Arabic). Give each student a chance to tell one thing they like. Don’t worry if students use English words, as long as they practice

| أنا أحب. |

**C. He Is My Dad**
Hold up the picture of mother. Ask, "الأم بنت أو ولد؟" (Is mother a boy or a girl?) Students should answer

"بنت" Post the picture of mother on one side of the board. Repeat the question with the other family members, placing all of the boys on one side of the board, and all of the girls on the other side of the board. Review

"هو أبي. هي أختي. هو جدتي." by addressing each picture: "هو أبي." Repeat with the other pictures.

**D. She Likes Chocolate**
Point to yourself and say, "انا أحب الشوكولاتة." Point to a feminine member of the family, and say, "هي تحب الشوكولاتة." Write a small “t” in English above the feminine family members. Have students repeat the sentence. Point to a masculine member of the family and say, "هو يحب الشوكولاتة." Write a small “y” in English above the masculine family members.

Ask the class, "من يحب الشوكولاتة؟" (Who likes chocolate?) and have them raise their hands. Choose three to five students who like chocolate to come to the front of the class. Point to each boy, and say,

"هو يحب الشوكولاتة." and have the class repeat. For each girl say, "هي تحب الشوكولاتة." and have the class repeat.

Practice the pronouns and verbs in rapid succession, pointing to a girl, and saying, "هي تحب" then pointing to a boy and saying, "هو يحب." Point to a student and pause, giving the class a chance to respond with the pronoun and verb. Repeat with several students to be sure the class understands.
**E. Family Drawing**
Model drawing a family on the board. Draw a simple figure and say, for example, "أمي جان.." (My mother is Jane. She likes music.) Draw the thing that person likes next to their picture (a music note, for example). Draw two other members of the family with pictures of something they like, that the students can say. Say the appropriate sentences as you draw. Use familiar names so that the students will understand they are to tell the family member’s name. Point to each picture and say the sentence that corresponds with the picture. Have students repeat each sentence.

Give each student a large piece of paper. Instruct them to draw each of their family members, with something that person likes. Tell the students they must draw at least three family members. They can make a “pretend” family, if they do not have that many family members, or if they simply wish to be creative. Assist students in thinking of a simple thing each family member likes, that they can say in Arabic.

**F. Presentation Practice**
Model a presentation with the following elements:
1. Greeting
2. Talk about at least three family members
3. Tell the person’s name
4. Tell one thing they like
5. Say goodbye

For example:

اهلا وسهلا!
ابي مايكل.
هو يحب الشوكولاته.
أختي مريم.
هي تحب ديزي.
أمي ميشيل.
هي تحب الموسيقى.
مع السلاماء!

Have a student volunteer come to the front. Help the student present his or her picture. Have students practice in pairs. Walk around the room and help those who need help.

**G. Dismissal**
Collect student pictures and store for later practice and presentations. Have students put away name tags and line up. Sing the Goodbye Song with students as they exit.
Materials Needed:
- Magic Hat
- Name cards
- Pictures of family members
- Large paper
- Pencils, crayons, or markers

Assessments:
Presentational Assessment - Activity B
Students tell one thing they like, using the proper conjugation.

Presentational Assessment - Activity F
Students speak in full sentences about their families, and use the proper verb forms.

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Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
First Grade Arabic  
Unit 1: Greetings and Introductions  
Lesson 9 : I Can Count

Language Objectives:  
1. SWBAT count to ten in Arabic.  
2. SWBAT recognize written numbers one to five.

Culture Objectives:  
1. SWBAT understand that Arabic uses a different system for writing numbers.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
<td></td>
</tr>
<tr>
<td>واحد</td>
<td>one</td>
</tr>
<tr>
<td>اثنين</td>
<td>two</td>
</tr>
<tr>
<td>ثلاثة</td>
<td>three</td>
</tr>
<tr>
<td>اربعة</td>
<td>four</td>
</tr>
<tr>
<td>خمسة</td>
<td>five</td>
</tr>
<tr>
<td>سَتَة</td>
<td>six</td>
</tr>
<tr>
<td>سبعة</td>
<td>seven</td>
</tr>
<tr>
<td>ثمانية</td>
<td>eight</td>
</tr>
<tr>
<td>تسع</td>
<td>nine</td>
</tr>
<tr>
<td>عشرة</td>
<td>ten</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
<td></td>
</tr>
<tr>
<td>أ/ أم</td>
<td>mother/my mother</td>
</tr>
<tr>
<td>أ/ أبي</td>
<td>father/my father</td>
</tr>
<tr>
<td>أخت/اختي</td>
<td>sister/my sister</td>
</tr>
<tr>
<td>أخ/أخي</td>
<td>brother/my brother</td>
</tr>
<tr>
<td>جد/جدّي</td>
<td>grandfather/ my grandfather</td>
</tr>
<tr>
<td>جدة/جدّتي</td>
<td>grandmother/ my grandmother</td>
</tr>
<tr>
<td>اهلاً وسهلاً</td>
<td>hello and welcome</td>
</tr>
<tr>
<td>يحب</td>
<td>he likes</td>
</tr>
<tr>
<td>تحب</td>
<td>she likes</td>
</tr>
</tbody>
</table>

**Structures:**  
Counting
### A. Warm-up Activity: Whose Name Is It?
(If you have not finished handing out the names, use the “What’s My Name” activity from previous lessons instead).

Hand out students’ name cards. Say each name out loud, and have students repeat the name as you hand out the cards. Draw a students name out of the magic hat, and write that student’s name on the board in Arabic script. Students raise their hands to guess whose name it is. If a student guesses an incorrect name, write the “guessed” name on the board, while pronouncing it slowly, and point out similarities and differences by indicating the letters and pronouncing the sounds (no explanation in English allowed!) When a student guesses correctly, the student whose name was drawn comes up front and chooses a song for the class to sing (Hello Song, Greeting Song, Family Song).

### B. Number Song
Play the numbers song video (first 20 seconds only). Teach the numbers by holding up the appropriate number of fingers, saying the number, and having students repeat. Teach the song by singing one phrase at a time, then having students sing the phrase with you. Sing the song with the students slowly several times. Then play the first 20 seconds of the video again and sing along.

### C. Ball Toss
Have the class form a big circle. Have students toss a ball around the circle as they count. Each student must say the next number as they toss the ball to the student next to them. If a student does not know the number, say it for them, and have them repeat.

Divide the class into three or four groups. Give each group a ball, and have them play the game.

### D. Number Tracing
Give students a number worksheet with numbers one through five. Show the students on the board how to form the numbers, starting on the right. Give students time to trace the numbers. Play the number song as background music.

### E. Family Presentation Practice
Hand out the family pictures made by the class. Model a presentation for the class, including the necessary elements. Choose two volunteers to present to the class. After the two presentations, have each student present to a partner. Gather and store the pictures for the presentation assessment in the next lesson.
F. Dismissal
Have students put away name tags and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Magic Hat
- Name cards
- Numbers Video: http://www.youtube.com/watch?v=fJ50Po9_yYo
- Projector and speakers
- Three or four balls
- Number worksheets
- Pencils
- Family member posters from previous lesson

Assessments:
Presentational Assessment - Activity C
Students say the correct number when it is their turn.

Presentational Assessment - Activity D
Students trace the numbers, starting on the right.

Presentational Assessment - Activity E
Students use the proper verb forms, and include all the required elements of the presentation.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Relating Cultural Products to Perspectives:
Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)
Language Objectives:
1. SWBAT talk about family members.
2. SWBAT talk about things their family members like.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review: All Unit 1 vocabulary</td>
</tr>
</tbody>
</table>

**A. Warm-up Activity: Whose Name Is It?**
Hand out students’ name cards. Say each name out loud, and have students repeat the name as you hand out the cards. Draw a student’s name out of the magic hat, and write that student’s name on the board in Arabic script. Students raise their hands to guess whose name it is. If a student guesses an incorrect name, write the “guessed” name on the board, while pronouncing it slowly, and point out similarities and differences by indicating the letters and pronouncing the sounds (no explanation in English allowed!). When a student guesses correctly, the student whose name was drawn comes up front and chooses a song for the class to sing (Hello Song, Greeting Song, Family Song).

**B. Number Review**
Sing the Numbers Song with the students. Have students close their eyes. Say a number. Students hold up the corresponding number of fingers. Have students open their eye and see if they are correct. Repeat with numbers one to ten, in random order.

**C. Sing-off**
Divide the class into three or four groups. Give the students two minutes to get with their groups and talk about possible dance moves they can do to the number song. Have each group sing for the class, with their own dance moves.

**D. Countdown to Presentations**
Hand out the students’ family posters. Start at one side of the room, and have students count off, each one saying a number. The student who says the number "عشرة" (ten) gets to present
their family poster for the class. Use this as a chance to review the things that should be included in the presentation. Repeat the counting off game, starting where you ended, and have the next number ten present to the entire class also.

E. Family Speed Presentations
Have students take their posters with them, and form two long lines. Have the lines face each other so that each student has a partner. If a student is left without a partner, teacher should be the partner for that student. Students in the line on the right present to their partner in the line across from them simultaneously. When students seem to have finished, have the students on the left present. Then ask the students in the line on the right to move one step towards the front of the room, so that they are across from a new partner (the student at the front of the line will move to the back). Have students in each line present to their new partners. Repeat as time allows. During this activity, listen to the students present, and mark the assessment rubric for each student. Evaluate more than one student at a time, so that all students can be evaluated by the end of class.

F. Dismissal
Have students put away name tags and line up with their posters. Students may now take the posters home. Say a number between one and ten, and have that many students exit as a group. Count the students (with the help of the class) as they exit. Continue to call out a number and count off students until everyone has exited.

Materials Needed:
- Magic Hat
- Name cards
- Students’ family posters from previous lesson

Assessments:
Interpretive Assessment - Activity B
Students hold up the correct number of fingers when they hear the number.

Presentational Assessment - Activity C
Students will sing the numbers song, remembering all of the numbers.

Presentational Assessment - Activity D, E
Students use the proper conjugations, and include the necessary elements in the presentation (see rubric).
ACTFL Standards:
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Assessment

**Unit 1: Assessment Rubric**

<table>
<thead>
<tr>
<th>Student Name: _____________________________</th>
<th>Needs Help</th>
<th>Completes Independently</th>
<th>Sets a Strong Example</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student can create a family poster including at least three family members.</td>
<td></td>
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<tr>
<td>Student can give a greeting.</td>
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<tr>
<td>Student can speak about three family members.</td>
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<tr>
<td>Student can uses the verb “to like/love” correctly.</td>
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</tbody>
</table>

**I can statements:**
- I can greet a friend.
- I can say who is in my family.
- I can talk about things that I like.
- I can count from one to ten.
GLP Arabic Curriculum

Year 1, Unit 2: Khayameya
Table of Contents

Unit 2: Khayameya
Essential Question: What shapes, patterns, and colors are found in traditional Arabic artwork?

Lessons:
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5. Alif 17
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7. Arabesque Art 23
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10. Arabesque Plate Presentations 32

Unit Assessment 34
First Grade Arabic
Unit 2: Khayameya
Lesson 1: Khayameya Colors

Language Objectives:
1. SWBAT identify four colors in Arabic.
2. SWBAT respond to a color word by selecting the right color.

Culture Objectives:
1. SWBAT understand what Khayameya is, and its history.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>خيمة</td>
</tr>
<tr>
<td>خيمة</td>
</tr>
<tr>
<td>احمر</td>
</tr>
<tr>
<td>اصفر</td>
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<tr>
<td>ازرق</td>
</tr>
<tr>
<td>اخضر</td>
</tr>
<tr>
<td>Review: Numbers 1-10</td>
</tr>
</tbody>
</table>

**A. Warm-up Activity: Whose Name Is It?**

As students enter the room, they select their own name tag and take it to their desk.
Draw a student’s name out of the magic hat, and write that student’s name on the board in
Arabic script. Students raise their hands to guess whose name it is. If a student guesses an
incorrect name, write the “guessed” name on the board, while pronouncing it slowly, and
point out similarities and differences by indicating the letters and pronouncing the sounds (no
explanation in English allowed!). When a student guesses correctly, the student whose name
was drawn comes up front and chooses a song for the class to sing (Hello Song, Greeting
Song, Family Song, Numbers Song).

**B. Khayameya**

Show the class some authentic Khayameya craft items, or pictures of them. Display the items
where they can be seen by the students during the lesson. Use descriptive words, like، “جميل”،“ملون” etc. Don’t worry that the students don’t know these words. They need to be exposed to many words, and get used to guessing the meaning from visual clues.

<table>
<thead>
<tr>
<th>C. First Colors</th>
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</thead>
<tbody>
<tr>
<td>Use large colored squares of paper to teach four colors: احمر، اصفر، ازرق، اخضر. Hold up one square. Say its color, and have the class repeat. Hold up a second square and do the same. Alternate between the two colors, holding one up, and pausing for the students to say the color. When they are confident with these colors, repeat with the other two colors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Khayameya Colors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say a color. Ask for a student volunteer to come and point to that color on one of the Khayameya patterns on display. Repeat, using each color at least two times.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Color TPR</th>
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<tbody>
<tr>
<td>Give each student a set of color squares, with one square of each of the four colors. Instruct students to spread the colors out on their desks. Say a color. Students should respond by raising the appropriate color card. After students have practiced for a while, assign each student a partner. Partners should stand on either side of a desk, and share one set of four colors between them. Say a color. Students try to grab the right color and raise it up before their partner grabs it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. What is Khayameya?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post the “English OK” sign. Explain the origin of Khayameya, country, and the types of Khayameya crafts found today. Show a picture of a tent. Have students listen to the words “خيمة، خيامية” paying attention to the similar sounds. Pass the items around the room, or have students come up so they can handle them.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G. Counting Patterns</th>
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</thead>
<tbody>
<tr>
<td>Remove the “English OK” sign. Choose a certain shape or design element in one of the Khayameya crafts. With the students, count out loud how many of that shape are on the item. Ask for a student volunteer to come up and point to a shape to count. Have the student lead the class in counting the item.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H. Making Patterns</th>
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</table>
| Use the small colored squares to create a repeating pattern on the board. For example, red, red, blue, red, red, blue (secure with tape or magnets). “Read” the pattern out loud by saying the name of each color in Arabic, in order. Have students “read” the pattern with you. Ask for a volunteer to add a few more color squares to continue the pattern. “Read” the pattern again as a class. Invite a student to make a new pattern, using any of the color squares he or she
chooses. Have the class repeat the new pattern out loud. Give several more students the opportunity to make a pattern.

**I. Dismissal**
Call out one of the colors the students have just learned. Have students who are wearing that color put away name tags and line up. Continue with other colors. If any students remain, call the color of their clothing even though the students have not learned it yet. Point to the item of clothing that is that color as you say the word. Sing the Goodbye Song with students as they exit.

**Materials Needed:**
- Magic Hat
- Name cards
- Examples of Khayameya crafts, or pictures
- Pieces of colored cardstock in red, yellow, blue, and green
- Small color cards in the same four colors, one set for each student
- “English OK” sign

**Assessments:**
Interpretive Assessment - Activity D, E
Students respond to a color word by pointing to the color on the khayameya (D), and holding up the correct color card (E).

Presentational Assessment - Activity G
Students count the patterns using the correct numbers in Arabic.

Presentational Assessment - Activity H
Students identify the colors in the pattern correctly.

**ACTFL Standards:**
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
First Grade Arabic  
Unit 2: Khyameya  
Lesson 2 : Clap Three Times

Language Objectives:  
1. SWBAT count to ten in Arabic.  
2. SWBAT trace the numbers 1-10.  
3. SWBAT understand and follow simple commands.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
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<tr>
<td>صفق</td>
</tr>
<tr>
<td>دور</td>
</tr>
<tr>
<td>اقفز</td>
</tr>
<tr>
<td>مرة</td>
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<tr>
<td>مرات</td>
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<table>
<thead>
<tr>
<th>Structures: Commands</th>
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</thead>
<tbody>
<tr>
<td><strong>Numbers 1-10</strong></td>
</tr>
<tr>
<td>احمر</td>
</tr>
<tr>
<td>اصفر</td>
</tr>
<tr>
<td>أزرق</td>
</tr>
<tr>
<td>اخضر</td>
</tr>
</tbody>
</table>

**A. Warm-up Activity: Whose Name Is It?**  
As students enter the room, they select their own name tag and take it to their desk.  
Draw a student’s name out of the magic hat, and write that student’s name on the board in Arabic script. Students raise their hands to guess whose name it is. If a student guesses an incorrect name, write the “guessed” name on the board, while pronouncing it slowly, and point out similarities and differences by indicating the letters and pronouncing the sounds (no...
explanation in English allowed). When a student guesses correctly, the student whose name was drawn comes up front and chooses a song for the class to sing (Hello Song, Greeting Song, Family Song, Numbers Song).

**B. Numbers**
Play the numbers song video (first 20 seconds only) and sing the song as a class. Divide the class into three or four groups. Give each group a ball. Have each group practice the numbers by counting as they toss the ball to each other. The student with the ball says a number, and then may toss the ball to any other student in the circle, who must then say the next number. When they reach ten, counting starts over.

**C. Swat the Number**
Write the numbers 1-10 on the board, in order (or post pictures of the numbers, or project a slide showing the numbers). Divide the class into two teams. Give one student on each team a fly swatter. Say a number. Students should swat the correct number. The first student to do so earns a point for their team.

After a few minutes, erase the numbers, and write them again, in random order. Continue the game.

**D. Commands**
Have students stand up. Demonstrate the command words by saying the word, and doing the action. Have students repeat the word, and copy the action. After you have practiced each action several times, say an action, and wait for students to respond. Repeat with the other actions.
Now add a number of times. Say, “صفق ثلاثة مرات.” Hold up three fingers as you say it. Count out loud, and have the students count with you as they complete the action. Repeat with each of the actions two or three times. Use different numbers from 1-10.

**E. Dice Game**
Invite three or four students to stand in a circle at the front of the room to model the game. Give one student a die with an Arabic number written on each side. Instruct the student to roll the die. The student must say the number out loud, and either clap, turn around, or jump that many times, counting aloud as they perform the action. Pass the die to the next student, and continue in the same manner. When all of the students in the circle have had a turn, divide the class into four or five groups. Give each group a die, and have them play the game. Continue long enough for each student to have a minimum of two or three turns.

**F. Number Worksheet**
Hand out the number worksheets. Demonstrate the formation of the numbers on the board,
reminding students to start on the right. Students trace the numbers on the worksheet. Those who finish early can turn the paper over, and practice writing the numbers on their own.

### G. Dismissal
Have students stand up. Tell them to quickly form a group of four. Have the students who form a group the fastest put away name tags and line up. Say another number, and have students form groups of that number. Continue in this manner, having the students who form the proper group the fastest be the next to line up. Sing the Goodbye Song with students as they exit.

### Materials Needed:
- Magic Hat
- Name cards
- Dice with an Arabic number written on each side (these can be made by writing a number on each side of wooden or foam cubes)
- Number worksheet with numbers 1-10

### Assessments:
Presentational Assessment - Activity B
Students say the correct number when it is their turn.

Interpretive Assessment - Activity C
Students swat the correct number as they hear it.

Interpretive Assessment - Activity D
Students respond correctly to commands.

Interpretive Assessment - Activity E
Students recognize the written number, and respond accordingly.

### ACTFL Standards:
**Interpersonal Communication:**
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

**Interpretive Communication:**
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Making Connections:
Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (3.1)

Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their native language.
Language Objectives:
1. SWBAT identify items by shape and color.
2. SWBAT name several shapes.

<table>
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<tr>
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<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
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<tr>
<td>دائرة</td>
</tr>
<tr>
<td>مثلث</td>
</tr>
<tr>
<td>مربع</td>
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<tr>
<td>مستطيل</td>
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<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>احمر</td>
</tr>
<tr>
<td>اصفر</td>
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<tr>
<td>ازرق</td>
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<tr>
<td><strong>Numbers 1-10</strong></td>
</tr>
<tr>
<td><strong>Structures</strong></td>
</tr>
<tr>
<td>adjective/noun order</td>
</tr>
</tbody>
</table>

A. **Warm-up Activity: Whose Name Is It?**
As students enter the room, they select their own name tag and take it to their desk.
Draw a student's name out of the magic hat, and write that student’s name on the board in Arabic script. Students raise their hands to guess whose name it is. If a student guesses an incorrect name, write the “guessed” name on the board, while pronouncing it slowly, and point out similarities and differences by indicating the letters and pronouncing the sounds (no explanation in English allowed). When a student guesses correctly, the student whose name was drawn comes up front and chooses a song for the class to sing (Hello Song, Greeting Song, Family Song, Numbers Song).
B. Color Review
Review the colors by holding up a colored paper and asking students to say the color. Review all of the colors in this way, mixing them up and showing each color several times.

C. Shapes
Teach the shapes by drawing each one on the board, saying its name, and having students repeat. Then point to each shape, and call on a student to name it. Show images of different shapes and colors, and tell the students what they are. Have students repeat each shape and color.

١. دائرة أحمر
٢. مربع أصفر
٣. مثلث أزرق
٤. مستطيل أخضر

Demonstrate to students the difference between the word order in Arabic and in English as follows:

Point to the color red on different objects in the room saying, “ا‌‌حمر.” Point to the red circle, and say “ا‌‌حمر.” Trace the outside of the circle, and say, “دائرة ا‌‌حمر.” Then say “دائرة ا‌‌حمر” and have students repeat. Say, “دائرة ا‌‌حمر” and shake your head. Repeat it correctly with the class.

Note that the color vocabulary at this level is simplified, using only masculine forms.

D. Find The Shape
Display the Khayameya crafts, and other pictures with similar patterns. Say a shape and color that is on one of the items or pictures. Have students raise their hands when they see the shape. Keep repeating the shape and color, giving more students a chance to see it. Choose a student to come and point at the shape. Continue with more shapes and colors.

E. What Shape Do I Have?
Draw one of the shapes on a piece of paper, using one of the colors the students know. Let the class see that you are drawing, but do not let them see what you are drawing. Ask for a volunteer. Give the volunteer a piece of paper. Show your paper to the class, but not to the volunteer. Put your hand to your lips to indicate that it is a secret. Tell the volunteer the shape and color, and indicate that he or she should draw it. When the student has finished, hold your paper and the student’s paper up, so the class can compare and see if they are the same.

Give each student two pieces of paper, and markers, crayons, or colored pencils in the colors they have learned. Have the students draw one shape of their choice, with the color of their choice, on the paper. Students should not show each other what they have drawn.

Count off the students by twos. Have all of the “ones” take the picture they have drawn, and go stand by the desk of a “two.” The “ones” then tell the “twos” what they drew, without
showing the picture. The “twos” draw a picture, based on the information given by their
partner. Students compare the two pictures, and see if they are the same. “Ones” return to
their desks. “Twos” take their picture, and go stand by the desk of a “one.” Repeat the
activity with the new partner. This time the “twos” explain, and the “ones” draw.
Have the students return to their desks.

**F. Fly Swatter Game**
Choose five or six student pictures which are fairly clear, and which are different from one
another. Post the pictures on the board. Divide the class into two teams. Give the first student
on each team a fly swatter. Say one of the shapes and its color (from one of the pictures). The
first student to swat the correct picture earns a point for his or her team. Play until each
student has had at least one turn.

**G. Dismissal**
Have students put away name tags and line up. They may keep their shape pictures. Optional
homework: Ask the students to tell a family member how to say the shape and color in their
picture.
Sing the Goodbye Song with students as they exit.

**Materials Needed:**
- Magic Hat
- Name cards
- Colored shapes: red circle, yellow square, blue triangle, green rectangle
- White paper
- Colored pencils, crayons, or markers
- Fly swatters

**Assessments:**
**Interpretive Assessment - Activity D, F**
Students point to/swat the correct shape.

**Interpretive Assessment - Activity E**
Students draw the correct shape with the correct color.

**ACTFL Standards:**
*Interpersonal Communication:*
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Language Objectives:
1. SWBAT understand when someone tells the size of something.
2. SWBAT describe the size of things.

Essential Vocabulary

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<th>New Words and Phrases:</th>
<th>Arabic</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>كبيرة / كبيرة</td>
<td>big</td>
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<tr>
<td>صغيرة / صغيرة</td>
<td>small</td>
<td>small</td>
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<td>عندي</td>
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<td>I have</td>
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<td>دائرة</td>
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<td>turn</td>
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<td>اقفز</td>
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<td>jump</td>
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<td>مرة</td>
<td>time (repetition)</td>
<td>time (repetition)</td>
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<td>times (repetitions)</td>
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Review:

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<th>English</th>
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<tr>
<td>دائرة</td>
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<td>مثلث</td>
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<td>دور</td>
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<td>time (repetition)</td>
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<td>times (repetitions)</td>
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Numbers 1-10

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<td>10</td>
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</tr>
</tbody>
</table>
A. Warm-up Activity: Whose Name Is It? (See previous lessons)

B. Big and Small
Draw a giant circle on the board. Say, "دائرة كبيرة." Have students repeat. Draw a tiny circle on the board. Say, "دائرة صغيرة." and have students repeat. Point to one, and then the other, calling them "big" and "small," and having students repeat. Show the meaning of " groß" and "klein" with your arms, and have students repeat the word and do the action with you, with their hand close together for "small" and their arms stretched out to the sides for "big." Show the students cards with the different shapes on them. Identify them by color, shape, and size, and have students repeat, " مثلث أزرق صغير" for example.

C. Mystery Card Game
Give each student one image card with a shape on it. Have all of the students stand up, and hold up their card. One of these cards is the "mystery card." Call out a color. All students whose card has an object of that color on it stay standing, others sit down. Call out a shape. Those who do not have that shape should sit down. Now call out " groß" or "klein" Students whose card does not fit the description sit down. Check to see if the students still standing have the correct card, and praise them. Have all of the students stand up, and repeat the game. Next, have students take turns giving the clues.

D. Jump Three Times
Instruct students to trade cards with another student. Review the commands (jump, clap, turn around) by saying the words and practicing the actions with the students. Say just one word (it can be the shape, color or size). Students whose card does not fit the description sit down. Other students must do an action. To decide on an action, have one of the students who is standing roll the cube, prepared with the action commands (see materials), and another student roll a number die. All of the students who are standing need to perform the action on the cube, the number of times on the die. The class should count together as they do the action. Have students trade cards.

Next, choose a student to give the shape, color, or size word, and repeat the activity. Repeat with other students, having students trade cards after every round.

E. I Have a Big Blue Triangle
Collect all of the image cards. Place the image cards, along with a second set, face down in a pile on a table or desk. Have a student come up front to help you model the game. Take a card, and have the student take a card. Tell the student one piece of information about what you have, such as, "عندى أزرق. وأنت؟" (I have blue. And you?). The student should answer either, "لا. عندى أحمر" or "لا. عندى أزرق." or whatever color they actually have. When they have a match on one item, they continue to ask each other questions to see if they have a complete
match. If they don’t have a complete match, they say, “مع السلام” and go ask another student. When they find their match, both students get to mix their cards back in the stack and start again. Be sure that students do not show each other their cards, or speak in English during the game. If they do, take their cards and ask them to describe the card to you in Arabic. Then let them choose another card and rejoin the game.

F. Dismissal
When you stop the game, students should have a card in their hand. Call a shape, color, or size and have all of the students with that card put their cards and name tags away and line up. Repeat with other colors, shapes, or sizes until everyone is lined up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Image cards, each with a shape on them, as follows:
  - circle, triangle, square, or rectangle
  - red, yellow, blue, or green
  - large or small
  - There should be at least as many cards as there are students in the class, and two of each card. You may have to make additional cards for this game ahead of time.

Assessments:
Interpretive Assessment - Activity C
Students sit down or remain standing according to the word spoken.

Interpretive Assessment - Activity D
Students respond to the commands properly.

Interpersonal Assessment - Activity E
Students exchange information about the image on their cards.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Content Standards:
Physical Science:
PS1.A Structure of matter (includes PS1.C Nuclear processes)
Matter exists as different substances that have observable different properties. Different properties are suited to different purposes. Objects can be built up from smaller parts.
**Language Objectives:**
1. SWBAT recognize the letter “alif.”
2. SWBAT write the letter “alif.”
3. SWBAT recognize the sound of “alif” at the beginning of color words.
4. SWBAT understand additional color words.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
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<tr>
<td>بنفسجي</td>
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<td>مرة</td>
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<td>مرات</td>
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</tbody>
</table>

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

**B. New Colors:**
Hold up a card for a color the students know, and have students call out the color. Repeat with the other colors they know. Show them one of the new colors. Say it, and have the class repeat. Teach all four new colors this way. Hold up colors for the students to identify, alternating between new colors and those learned previously.
C. Color Race:
Demonstrate the game by calling out a color, and then rushing to touch something that is that color. Demonstrate what happens if a student does not find the right color in time, by saying a color, then saying "ثلاثة،اثنين، واحد" and not quite making it to the correct color. Act sad, and sit down. For a large class with limited space, have only part of the class play at a time. Have the students stand up. Call out a color, then count down. Students who are not touching the right color must sit down. Continue in this manner. When there are only one or two students left, declare them the winners, and have everyone else get back in the game. Play again.

D. Alif
Write the color words on the board. As you write, say each color and have the students repeat.
Read all of the colors again, pointing to the “alif” at the beginning of those that have “alif.” Invite a student to come up and circle one of the “alifs.” Invite other students to do the same, until all of the “alifs” are circled.

E. Does It Have Alif?
Have the students listen to see if they can hear which color words have “alif.” Say a color word. If it starts with “alif,” students should stand up. If it starts with something else, students should sit down.

F. Dismissal
Call out a color. Have students who are wearing that color put away name tags and line up. Continue calling out colors until all students are lined up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Color cards: red, yellow, blue, green, purple, orange, white, black.
- Alif Worksheets

Assessments:
Interpretive Assessment - Activity C
Students touch the right color.

Interpretive Assessment - Activity E
Students stand up or sit down, as appropriate.

Presentational Assessment - Activity F
Students trace the letters correctly.

**ACTFL Standards:**
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
Language Objectives:
1. SWBAT understand descriptions using color, shape, and number.
2. SWBAT describe objects using color, shape, and number.

Culture Objectives:
1. SWBAT recognize several flags from the Arab world.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
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<td>اصفر</td>
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<td>ازرق</td>
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<td>اخضر</td>
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<td>بنفسجي</td>
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<td>برتقالي</td>
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<td>أسود</td>
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<tr>
<td>Structures</td>
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<tr>
<td>Noun/adjective order</td>
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</table>

A. Warm-up Activity: Whose Name Is It? (See previous lessons)

B. Color Video
Give each student a set of colored cards, or a set of crayons or markers which contain the colors they have learned. Show one of the color videos listed below. When students hear the name of a color they know, they raise the corresponding card (or crayon/marker).
Now play the song and repeat the activity without showing the video, so the students will know the color only by listening, without visual clues.

### C. Shape and Color Review
Post image cards of various colored shapes on the board, or post a PowerPoint with these images.
Divide the class into two teams. Play the fly swatter game, calling out a shape and color. After a few turns, ask for student volunteers

### D. Guess the Flag
Divide the class into four or five groups. Give each group a page with pictures of six or more flags. Students take turns telling the group the colors and shapes on a flag. The other members of the group try to guess which of the flags on the page the students is describing.

### E. Flag Creation
Give each student a rectangular piece of paper, and colored pencils, crayons, or markers. Student create their own flag, using shapes and colors they know.

Call on several students to describe their flags to the class.

### F. Dismissal
Call out a color. Students who have that color on the flag they made may put away their name tags and line up. Keep calling colors until all students are lined up. Sing the Goodbye Song with students as they exit.

### Materials Needed:
- Videos and projector
- Arabian Sinbad Arabic learning series:
  - [http://www.youtube.com/watch?v=N2q5mhp6s4s](http://www.youtube.com/watch?v=N2q5mhp6s4s)
- Colors in Arabic Song:
  - [http://www.youtube.com/watch?v=fRB0VXnNoSg](http://www.youtube.com/watch?v=fRB0VXnNoSg)
- Fly Swatters
- Picture of flags of the Middle East - 4-5 copies.
- Blank paper
- Colored pencils, crayons, or markers

### Assessments:
Interpretive Assessment - Activity B, C
Students hold up/swat the correct color.
Interpersonal Assessment - Activity D
Students describe the flag, and other students choose the correct flag based on the description.

Presentational Assessment - Activity E
Students describe the colors and shape on their flag correctly.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Making Connections:
Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (3.1)
Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
First Grade Arabic
Unit 2: Khyameya
Lesson 7: Arabesque Art

Language Objectives:
1. SWBAT recognize and describe patterns in Arabesque Art.
2. SWBAT hear the relationship between words with the same root.

Culture Objectives:
1. SWBAT recognize Arabesque patterns.
2. SWBAT describe the characteristics of Arabesque art.

<table>
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<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
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<td>Structures:</td>
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<tr>
<td>Noun/adjective order</td>
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<tr>
<td>Root system</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? (See previous lessons)

B. Find Me Quickly
Post image cards with various colored shapes (from lesson 4) on the board. Divide students into two teams. Line the teams up from the board towards the back of the room. Describe one of the shapes, for example, "مربع احمر كبير." The first student in each line walks quickly to touch the correct shape. The student who touches the shape first earns a point for the team.

C. Arabesque Patterns
Display pictures of Arabesque patterns, or real objects if possible. Include textiles, architecture, and woodwork. Invite students up to touch the items and see the patterns closely, or pass the pictures around the room.

Post the “English OK” sign. Explain to the students that Arabesque art uses repeating patterns of shapes and colors. Choose a certain shape, and show the students how that shape

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repeats in a pattern. Point out that images of people and other living creatures are not used in this type of art. Take down the English OK sign. Describe some of the patterns simply, using the color and shape vocabulary that the students know. Invite some students to name shapes and colors they see in the patterns.

D. Shapes and Numbers
Show the students a square. With the students, count the sides of the square. Have the students repeat, "مربع - أربعة" (square - four) so that they hear the relation between the words. Do the same with the triangle, "مثلث - ثلاثة" (triangle - three).
Ask students to stand. Give them the command, "دور." (turn). Point to a circle, and say, "دائرة." Have students repeat these words, so that they hear the similarity in the words.

E. Pattern Art
Give each student a pattern worksheet. Ask them to color certain shapes a certain color, for example, "لون كل مثلث اخضر" (Color all of the triangles green). Point to each triangle on the worksheet, so that students understand "كل". Repeat with several colors and shapes. Have students write their names on their papers.

F. Dismissal
Collect the pattern worksheets. Have students put away name tags and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Shape/color image cards (lesson 4)
- Pictures of Arabesque patterns, or real objects if possible, including textiles, architecture, and woodwork (resources available at http://britton.disted.camosun.bc.ca/Islamic_Art_and_Geometric_Design.pdf)
- Pattern worksheets
- Colored pencils, crayons, or markers

Assessments:
Interpretive Assessment - Activity B
Students find the correct shape/color.

Interpretive Assessment - Activity E
Students color the shapes as instructed.

**ACTFL Standards:**
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
Relating Cultural Products to Perspectives:
Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)
Language Objectives:
1. SWBAT exchange information about how many of an object they have.
2. SWBAT work together to create a repeating pattern.

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<th>Essential Vocabulary</th>
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<tbody>
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<td>أولاد</td>
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<td>boys</td>
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<td>عندي</td>
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<tr>
<td>I have</td>
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<tr>
<td>Color and shape vocabulary</td>
</tr>
</tbody>
</table>

| Structures: |
| Question word, "كم" |
| Verb “to have” |

A. Warm-up Activity: Whose Name Is It? (See previous lessons)

B. How Many?
Ask all of the girls to come line up across the front of the room. Count them out loud. Have the students count with you. Announce the total. Then say, “كم بنت؟” (how many girls?) Put your hands out, with palms up, to signify a question. Repeat the total. Ask, “كم” again. Help the class answer correctly. Repeat the activity with the boys.

C. Number Review
Write the numbers 1-10 on the board in order (right to left). Count with the class, while pointing to each number. Leave the numbers written on the board for reference.
### D. Shape Cutouts
Give each student a bag or envelope containing cut out paper shapes. Each bag should contain 1-10 each of rectangles, circles, triangles, and squares of the same color.

Give each student a shapes worksheet.

Use an extra bag of shapes to demonstrate sorting the shapes (say the name of each shape as you put it in the appropriate pile). Then count each shape, and write the number on a worksheet.

Now demonstrate asking a partner by asking one of the students, for example, “کم دائره؟” Help the student count that shape, and write the shape on your worksheet.

Assign each student a partner. Have them complete the activity as demonstrated. When they finish, students should compare, to see if they wrote the same numbers in the columns.

### E. Make a Pattern
Have students remain with their partners. Demonstrate making a pattern with some of the cutout shapes. Have students line up some of their shapes on their desk to make a pattern.

Invite each pair to tell another pair about the shapes, color and number of objects in their pattern.

### F. Draw My Pattern
Have students collect their shapes and place them back in the bag. Invite a student to come to the board. Have another student arrange shapes in a pattern on his or her desk. The student must then tell the pattern, shape by shape, to the student at the board, who will draw it. Then compare the pattern, and see if they match. Give students colored pencils, markers, or crayons, and have them complete this activity with a partner. They can draw the pattern on the back of their worksheets.

### G. Dismissal
Have students put their shapes back into the bag. Call students to line up by the color of their shirts. Sing the Goodbye Song, or another song of your choice with students as they exit.

### Materials Needed:
- A bag or envelope containing cut out paper shapes for each student. Each bag should contain 1-10 each of rectangles, circles, and squares of the same color.
- Shapes worksheets
- Colored pencils, crayons, or markers
Assessments:
Interpersonal Assessment - Activity E, F
Students exchange information to make a pattern, and to copy the pattern described by their partner.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Content Standards:
Physical Science:
PS1.A Structure of matter (includes PS1.C Nuclear processes)
Matter exists as different substances that have observable different properties. Different properties are suited to different purposes. Objects can be built up from smaller parts.
First Grade Arabic
Unit 2: Khyameya
Lesson 9 : My Plate Pattern

Language Objectives:
1. SWBAT Create and describe a pattern made of different shapes and colors.

Culture Objectives:
1. SWBAT create a plate design modeled after traditional Arabesque patterns.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td>Review:</td>
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<tr>
<td>● All Unit 2 vocabulary</td>
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</table>

A. Warm-up Activity: Whose Name Is It? (See previous lessons)

B. I Have a Big Blue Triangle

Collect all of the image cards. Place the image cards, along with a second set, face down in a pile on a table or desk. Have a student come up front to help you model the game. Take a card, and have the student take a card. Tell the student one piece of information about what you have, such as "عندى أزرق. وأنثى؟" (I have blue. And you?). The student should answer either, "لا، عندي أحمر" or whatever color they actually have.

Have students stand up and choose a card from the pile. They should approach another student and tell that student what they have, asking “and you?” If they do not have a match, they go ask another student. When they have a match on one item, they continue to ask each other questions to see if they have a complete match. If they don’t have a complete match, they say, "مع السلام" and go ask another student. When they find their match, both students get to mix their cards back in the stack and start again. Be sure that students do not show each other their cards, or speak in English during the game. If they do, take their card, and have them describe it to you in Arabic. Then let them choose another card and rejoin the game.

C. Plate Patterns

Display examples of arabesques designs on a number of plates. Teacher will have to prepare this ahead of the lesson. Describe some of the designs to the students.
Assign each student a partner. Give each student a picture of a plate with an arabesque design. Students describe the colors and shapes they see on their plate to their partner. Tell students to trade plates with someone, and then find a new partner. Have students describe their plate to the new partner.

**D. Trading Shapes**
Show students a plate design you have made, using cutout shapes. Explain that they will each be making their own plate. Give each student a bag of shapes from the last lesson. Take a bag of shapes yourself, and demonstrate asking someone to trade some of their shapes. Give students a few minutes to trade shapes, using Arabic to describe the shape they want to trade, and how many they have.

**E. Creating the Plates**
Give each student a white paper plate. Have scissors, construction paper, and glue available. Students can decorate their plate with cutout shapes. If they need more shapes, they can make their own form construction paper. Make sure they write their names on their plates. Students who finish early can describe their plates to each other.

**F. Dismissal**
Collect the plates to use during the next lesson. Have students put away name tags and line up. Sing the Goodbye Song with students as they exit.

**Materials Needed:**
- Shape/color image cards (lesson 4)
- Pictures of plates with arabesque patterns
- Bags of cutout shapes (lesson 8)
- White paper plates - one for each student
- Scissors
- Construction paper

**Assessments:**
Interpersonal Assessment - Activity B
Students exchange information to find the matching card.

Interpersonal Assessment - Activity C, D, E
Students describe shapes and colors, and understand when others describe them.
ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Making Connections:
Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (3.1)

Content Standards:
Physical Science:
PS1.A Structure of matter (includes PS1.C Nuclear processes)
Matter exists as different substances that have observable different properties. Different properties are suited to different purposes. Objects can be built up from smaller parts.
Language Objectives:
1. SWBAT describe their creations using shapes, colors, and numbers.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>All Unit 2 vocabulary</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? (See previous lessons)

B. Description Practice
Hand out the plates to all of the students. Show your paper plate to the class. Describe it, using shape, color, and number words. Have each student find a partner, and describe his or her plate. Say, "أطلق," and have them switch, so the other student has a turn to describe. Now ask them to find a new partner, and repeat. Listen for students that need assistance, and help them practice what to say.

C. Plate Presentations
Have each student come to the front and describe his or her plate to the class. Use the rubric to record student achievement.

D. Which Plate Am I?
If there is still time after the presentations, choose 6 plates to display at the front of the room. Describe one of the plates. Students raise their hands when they know which plate it is. Have a student point to the correct plate. Repeat the activity as time allows, using different plates each time.

E. Dismissal
Collect the plates to use as a decoration in the room. Have students put away name tags and line up. Sing the Goodbye Song with students as they exit.
Materials Needed:
- Plates created by students in the last lesson
- Example plate created by teacher

Assessments:
Presentational Assessment - Activity C
(see rubric)

ACTFL Standards:
Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Making Connections:
Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (3.1)

Relating Cultural Practices to Perspectives:
Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1)

Content Standards:
Science 3.1 Observe, describe, and identify the properties of objects.
Unit 2: Assessment Rubric

<table>
<thead>
<tr>
<th>Student Name: ____________________________</th>
<th>Needs Help</th>
<th>CompletesIndependently</th>
<th>Sets a StrongExample</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student can describe each color on the plate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can describe each shape on the plate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can use numbers to tell about the pattern.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The plate is made with a repeating pattern.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I can statements:
• I can name different colors.
• I can name different shapes.
• I can describe a pattern.
• I can count from one to ten.
GLP Arabic Curriculum

Year 1, Unit 3: States of Being and Body Parts

This project was completed through generous funding from Qatar Foundation International (QFI). To learn more about QFI's work visit qfi.org.
Table of Contents

Unit 3: States of Being and Body Parts
Essential Question: How can I describe people and tell others how I am feeling?

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Language Objectives:
1. SWBAT describe how he or she is feeling.
2. SWBAT understand when others say how they are feeling.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>سعيد/سعادة</td>
</tr>
<tr>
<td>حزين/حزينة</td>
</tr>
<tr>
<td>بردان/بردانية</td>
</tr>
<tr>
<td>حرّان/حرانة</td>
</tr>
<tr>
<td>مريض/مرضية</td>
</tr>
<tr>
<td>نعسان/نعسانة</td>
</tr>
<tr>
<td>جوعان/جوعانة</td>
</tr>
<tr>
<td>عطشان/عطشانة</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>كيف الحال؟</td>
</tr>
<tr>
<td><strong>Structures:</strong></td>
</tr>
<tr>
<td>Addition of “a” sound for feminine adjectives</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? (See previous lessons)

B. New Vocabulary
Introduce the new vocabulary words by showing an action for each word. In this activity, you will use only the masculine forms, so that students can learn the basic words through repetition. Begin with those that are opposites:
- سعيد Give a huge smile.
- حزين Make a sad face, and use one finger to trace an imaginary tear down your cheek.
Have the students repeat the words and the actions with you. Switch back and forth between
the two words several times. Then say a word, and wait for the students to do the action without your help. Praise them if they do it. Move on to the next words:

<table>
<thead>
<tr>
<th>Arabic Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>بردان</td>
<td>Hug yourself and shiver.</td>
</tr>
<tr>
<td>خرَان</td>
<td>Fan yourself with both hands.</td>
</tr>
<tr>
<td>Alternate between these two as with the first two.</td>
<td></td>
</tr>
<tr>
<td>Then practice all four words in random order.</td>
<td></td>
</tr>
<tr>
<td>Then introduce the next four words.</td>
<td></td>
</tr>
<tr>
<td>مريض</td>
<td>Put one hand on your forehead, and one hand on your stomach.</td>
</tr>
<tr>
<td>نعسان</td>
<td>Make a yawning motion with your hand.</td>
</tr>
<tr>
<td>جَعَان</td>
<td>Pretend to reach for a bowl of food and start eating frantically.</td>
</tr>
<tr>
<td>عطْشان</td>
<td>Pretend to reach for water bottle and begin drinking.</td>
</tr>
<tr>
<td>Practice all of the words and actions with the students several times.</td>
<td></td>
</tr>
</tbody>
</table>

### C. Song

Show students the image for each new word, and post them on the board, having students say each word with you again. Sing the Ahalan WaSahalan song with the students. Have a student ask you, "كيف الحال؟" Answer with one of the new vocabulary words, while pointing to the picture. Sing the song again, substituting the new word for "بخير." Have a student choose another one of the words. Sing the song again, using that word.

### D. Class Graph

Line the states of being image cards up on the board in a row, leaving a space underneath. Give each student a small post-it note. Have them stick the note under the picture of how they are feeling today. As a class, count, up in Arabic, how many students are in each category. Write (or have a student write) the Arabic number for each category.

### E. I Am Happy

Have all of the students who put their post-it note under "سعيد" come to the front. Point to the first student, and ask, "بنت أو ولد؟" (girl or boy?). When the students answer, line the boys up on one side, and the girls on the other. Have the boys say, "أنا سعيد." Now have the girls say, "أنا سعيدة." Invite the students who chose a different emotion to come up, boys on one side, girls on the other. Help them say how they are feeling, using the correct form for masculine or feminine. Repeat with the other categories.

### F. Dismissal

Have students put away name tags and line up. As they exit, tell students each a state of being, and have them act it out.
Materials Needed:
- Images - States of Being
- Post-it notes (or students can make a tally mark with a white board marker)

Assessments:
Interpretive Assessment - Activity F
Students perform the correct action when they hear the word.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
Language Objectives:
1. SWBAT describe how a family member is feeling.
2. SWBAT understand when others describe how their family members are feeling.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td><strong>Review:</strong></td>
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<td>عطشان/عطشانة</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Family vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structures:</strong></td>
</tr>
<tr>
<td>Addition of “a” sound for feminine adjectives</td>
</tr>
<tr>
<td>Absence of the verb “to be”</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? (See previous lessons)

B. Ahalan WaSahalan
Place image cards for the emotions in the magic hat. Have a student choose a card from the hat, and show it to the class. Sing the “Ahalan WaSahalan” song as a class, using the state of being on the card and doing the action that goes with that word. Repeat with two or three additional students.
C. Action Review
Say one of the states of being without doing the action. Students should immediately repeat
the word, and do the action. After you have reviewed several actions, choose a student who
reacted very fast to be the “teacher” and say the next action. Then let that student choose
someone who reacted very fast to be the next “teacher,” and so on.

D. Circle Game
Divide the class into four groups. Have each group sit in a circle. Give each group a stack of
image cards for the states of being vocabulary.
The first student turns over a card, and passes it to the next student, saying the word. The
students continue to pass the card around, saying that state of being as they pass it. When the
teacher says ““فَارَّقَ” (stop), the student holding the card has a conversation with the student
next to him or her. One student asks, “كيف الحال؟” and the other student answers, “أنا
اثنا” using the emotion on the card. Then a new card is passed around in the same manner.
Continue with several more rounds.

E. How is My Family?
Collect the emotion cards from the last game. Post pictures of the family members on the
board. Have the class help you identify which are feminine and which are masculine ("بنت أو
ولد?"), and put the feminine family members on one side of the board, and the masculine
family members on the other. Choose one of the emotion cards, and show it to the class. Use
that emotion with each of the family members, and have students repeat, for example: ...أمي... سعيدة أمي سعيد. أختي سعيدة. جدتي سعيدة Emphasize the “a” sound at the end of the feminine
adjectives. Students may try to add “is” between the family member and the emotion. Simply
repeat the proper sentence, and have the class repeat, and they will become accustomed to the
difference between Arabic and English sentence construction and English.

F. Student Volunteers
Have a student volunteer come up and choose a state of being card, and hold it by a family
member card. Have students raise their hands to answer. When a student answers correctly,
have all of the students repeat. The student who tells the state of being of the family member
gets to come up and choose the next cards.

G. Dismissal
Have students put away name tags and line up. As they exit, tell students each an emotion,
and have them act it out.
Materials Needed:
- Image cards - state of being
- Family member pictures
- Magic Hat

Assessments:
Interpretive Assessment - Activity C
Students react to the state of being word by showing the action associated with it.

Interpersonal Assessment - Activity D
Students will ask, “How are you?” and answer with the state of being on the card.

Presentational Assessment - Activity F
Students give the correct family member and state of being, using the proper form for masculine or feminine.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
Language Objectives:
1. SWBAT describe the states of being of others using pronouns.
2. SWBAT ask and answer questions about emotions.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>هل (question word)</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>سعيدة/سماحة</td>
</tr>
<tr>
<td>حزين/حزينة</td>
</tr>
<tr>
<td>بردا/بردانية</td>
</tr>
<tr>
<td>حر/حرمانة</td>
</tr>
<tr>
<td>مريض/مريضة</td>
</tr>
<tr>
<td>نعاس/نفاسة</td>
</tr>
<tr>
<td>جائع/جوانة</td>
</tr>
<tr>
<td>غرمان/عشانة</td>
</tr>
<tr>
<td>هو</td>
</tr>
<tr>
<td>هي</td>
</tr>
<tr>
<td>انت/انت</td>
</tr>
</tbody>
</table>

Structures:
Pronouns with adjectives
Absence of the verb “to be”
Question word, هل

A. Warm-up Activity: Whose Name Is It? (See previous lessons)

B. Card Game
Demonstrate what the students will have to do as follows:
Have a stack of states of being image cards and a stack of family member image cards, face down. Choose one card from each stack. Say the sentence that goes with the cards. (My brother is sleepy, etc.)

Divide the class into groups of four or five students. Give each group a set of states of being image cards and a set of family member cards. Each group sits in a circle, and students take turns drawing a card form each stack, and saying the appropriate sentence. Instruct students that if they get stuck, others in their group can help them. If they are still stuck, they can raise their hand and the teacher will help them.

C. Pronoun Review
Review pronouns by using gestures, as follows (students should repeat each word and gesture):
- أنا/أنت - Point to self.
- هو/أنت - Point directly to a boy for “anta,” and directly to a girl for “anti.”
- هو/أنت - Point directly to a boy while looking at the other students, not at him.
- هي - Point directly to a girl while looking at the other students, not at her.

Repeat the words and actions several times. Then say a word without doing the action, and wait to see if the students will respond with the word and the action.

D. He’s Hungry, She’s Hungry
Post four to five pictures of famous people or characters from a book on the board - the funnier the better (see suggestions under materials). Choose a state of being card. Show the card to the class. Ask the class which of the characters should have that emotion. (من جوعان؟ "؟" "و هو جوعان.") After they choose, say, "Now let a student come up and choose a state of being card. Have the student choose who will have that state of being, and say “He/she is _____.” Have the class repeat the sentence. Give several more students a chance to choose. Emphasize the “a” sound at the end of the adjective for feminine characters.

E. Is She Hungry?
Leave a state of being picture by each character on the board. Ask questions similar to the following:
- هل هي جوعان؟
- نعم. هي جوعان.
- هل هو بردان؟
- لا. هو نعسان.

After you have given examples, ask a question, and let the students answer all together. Pay attention to the ending, and emphasize the difference between masculine and feminine endings. Give the characters new states of being, and repeat the activity.
### E. Are You Hungry?
Ask for a student volunteer. Give the student a state of being card, and take one yourself. Ask the student if he/she has the same card that you have, for example: هل انت نعسان؟ (Are you sleepy?). Have the student answer according to his card, for example: لا، أنا عطشان/أ. Demonstrate again with another student.
Place the state of being image cards (four to six sets) face down in a pile. Instruct students to take a card, and ask other students as in the example. Students must ask and answer, and not show the cards to each other. When they find a student with the same card, they are “winners.” They can put those cards back in the pile, and choose new cards.

### F. Finding Taa Marbuta
Separate the character pictures on the board so that all of the masculine ones are on one side, and the feminine ones are on the other side. Write هو سعيد horm and on the masculine side. Say "ما هو سعيد؟" (Is he happy?).
"Point to a picture on the feminine side, and say, "ما هي سعيدة؟" (Is she happy?). Pause and give the students a chance to say, "هي سعيدة." Write "She is happy." Underline the taa marbuta.
Repeat this process with another state of being, again writing the feminine form on the side with the female characters, and underlining the taa marbuta. Repeat with several more emotions. Be sure that you demonstrate both forms of taa marbuta (connected and not connected).

### G. Worksheet
Pass out the worksheets. Instruct the students to circle each taa marbuta.
Show the students how to form the taa marbuta (both ways). Have them trace the taa marbutas on the worksheet. Those who finish early can practice writing taa marbuta or copy the emotions words on the back of their paper.

### H. Dismissal
Have students put away name tags and line up. They can take their worksheets home.
Sing the Goodbye Song with students as they exit.

---

**Materials Needed:**
- Image cards - state of being (four to six sets)
- Image cards - family members (four to six sets)
- Worksheets - taa marbuta

**Assessments:**
- Presentational Assessment - Activity B
Students are able to say the appropriate sentence suggested by the cards.
Interpretive Assessment - Activity C
Students repeat the pronoun while performing the correct action to show its meaning.

Interpersonal Assessment - Activity E
Students exchange information about emotions to find a match for their card.

Interpretive Assessment - Activity G
Students find and circle the correct letters.

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Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
First Grade Arabic
Unit 3: Descriptions and Emotions
Lesson 4: My Mom, Your Mom

Language Objectives:
1. SWBAT ask and answer questions about the states of being of their family members.
2. SWBAT ask and answer questions about the states of being of the family members of others.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>أمك/كم</td>
</tr>
<tr>
<td>أبك/كم</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>أمي</td>
</tr>
<tr>
<td>أبي</td>
</tr>
<tr>
<td>هل</td>
</tr>
<tr>
<td><strong>States of being vocabulary from previous lessons</strong></td>
</tr>
<tr>
<td><strong>Structures:</strong></td>
</tr>
<tr>
<td>Possessive using ي and ك</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? (See previous lessons)

B. Yours and Mine (Review)
Write "اسمك" and "اسمي". Read each word out loud, and have students repeat, emphasizing the difference in the endings. Ask a student, "اسمك؟" (Point to the word on "اسمك") When student answers, point to the word, "اسمي".

Review the words "قلم" (pencil) and "كتاب" (book) by holding up the items, and having students repeat the words. Take a pencil that belongs to a student, and say to him or her, ".
Hold up your own pencil, and say, "قالمي" Repeat this process with “book.” Write "قالمي" on the board. Circle the “yaa” or “kaaf” at the end of each word. Have the students repeat the words, "قالمي" and "كتابك" pointing to themselves when it’s “yaa”, and pointing to someone else when it’s “Kaaf”.

B. Family Song/My Mother
Play the Family Song video, and have the students sing along. Post pictures of mother and father. Point to the mother, and point to yourself, and say, "أمي" (my mother). Ask a boy to come up. Hand the student the picture of the mother, and say, "أمك" (your mother). Ask a girl to come up. Take the picture from the boy, and give it to the girl. Say, "أمك" emphasizing the different ending when speaking to a girl. Now repeat the demonstration with the father and the same two students, emphasizing the different endings for “my father,” “your father” (speaking to a boy), and “your father” (speaking to a girl).

Ask for two new volunteers. Give one of them the picture of mother. Help the student say "أمي" Now give the picture of mother to the other student, and help the first student say, "أمك" Repeat with father, having the second student speak this time.

D. Is Your Father Thirsty?
Give the student who is holding the picture of the father the image card for “thirsty.” Ask "هل أبك عطش؟" Student should answer, "نعم، أبي عطشان." Assist as necessary. Have the other student hold the picture of mother. Give the students an image card, and ask a similar question. Have the class repeat questions and answers after you several times, as you gesture to the appropriate cards:

هل أبك عطشان؟ نعم، أبي عطشان.
هل أبك نعسان؟ نعم، أبي نعسان.
هل أبك نعسان للد، أبي عطشان.
هل أبك نعسان لا لد، أبي عطشان.

Invite the student helpers to sit down.
Post the pictures of mother and father on the board again. Have students form two lines from the front of the room to the back, one line in front of the picture of mother, and one in front of the picture of father. Place the states of being image cards face down in a stack at the front of the room. Have the students at the front of the line choose a card and show it to you. Ask each of them a question. Ask the one in the “mother” line about mother, and the one in the “father” line about father. You may ask using the state of being on their card, or a different one. For example:

هل أبك عطشان؟ نعم، أبي عطشان.

If the student has the picture for “thirsty,” he or she should answer, "نعم، أبي. " To keep the class involved as they wait for their turn, have them repeat the answer.
Ask a student from the “father” line, and then a student from the “mother” line, and keep alternating. After students answer, they put the image card back, mixing it in the pile, and return to their desks. The next student chooses a card and prepares to answer. All students in the room continue to repeat the answers.

**E. Family Picture**
Demonstrate drawing a family picture by drawing your own on the board. Draw a family member, telling the students who it is, and how that person is feeling. Try to include something in the picture that shows the state of being (sad face, happy face, bottle of water, etc.). Keep the picture simple, stick figures are fine. Continue by drawing a few more family members and telling their state of being.

Give each student a blank sheet of paper and something to color with (colored pencils, crayons, or markers). Students will draw members of their family with a particular state of being. If a student finishes early, have him present his picture to you, giving a complete sentence, such as "абووك حزين." Give reminders for m/f agreement, as necessary. When several students are finished, they can present to each other.

**F. Group Activity**
Divide the class into groups of three to five students. Have the students take turns presenting their picture to each other. If time allows, form the class into new groups, and have them present again.

**G. Dismissal**
Give a family member and state of being, such as "ابووك حزين." Students who drew that family member with that state of being can put away name tags and line up. Continue to call out family members and states of being until everyone is lined up. If you want to post the pictures to decorate the classroom, collect them as students exit. If not, students can take them home. Sing the Goodbye Song with students as they exit.

**Materials Needed:**
- Family Members Song: [http://www.youtube.com/watch?v=XdOSv1vtAM0](http://www.youtube.com/watch?v=XdOSv1vtAM0)
- Book
- Pencil
- Pictures of mother and father
- Image cards - states of being
- White paper
• Colored pencils, crayons or markers

**Assessments:**
Interpersonal Assessment - Activity D
Students answer the question correctly, according the image card chosen.

Presentational Assessment - Activity E
Students use family and states of being words to describe their picture, using proper m/f agreement.

**ACTFL Standards:**
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media
Language Objectives:
1. SWBAT name parts of the body.
2. SWBAT identify a body part when they hear the word.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>رأس</td>
</tr>
<tr>
<td>كتف</td>
</tr>
<tr>
<td>ركبة</td>
</tr>
<tr>
<td>قدم</td>
</tr>
<tr>
<td>عين</td>
</tr>
<tr>
<td>أذن</td>
</tr>
<tr>
<td>فم</td>
</tr>
<tr>
<td>أنف</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td><strong>Numbers 1-10</strong></td>
</tr>
<tr>
<td>كبير</td>
</tr>
<tr>
<td>صغير</td>
</tr>
</tbody>
</table>

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

**B. Song**
Teach the words and song. Head, Shoulders, Knees, and Toes by saying the words and completing actions as follows: (students should repeat each word and action)
- رأس | Touch your head with both hands.
- كتف | Touch your shoulders.
- رأس | Touch your head.
- كتف | Touch your shoulders.
- رأس | Wait to see if students touch their head - give praise.
- كتف | Wait to see if students touch their shoulders - praise.
<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ركبة</td>
<td>Touch your knees.</td>
</tr>
<tr>
<td>قدم</td>
<td>Touch your feet.</td>
</tr>
</tbody>
</table>

Sing the song slowly, while doing the actions. Students will probably recognize the song, and join in.
Stop after feet, and repeat the song again, a little faster.

Teach عين، أنف، رأس، أذن, in the same manner as above, with plenty of repetition.
Sing the last part of the song (eyes, ears, mouth and nose) with the students several times, slowly.
Now sing the whole song. After singing the whole song a few times, ask the students if they want to sing faster - ببطء. “Then sing it super slowly”

C. Super Singers
Divide the class into two or three groups. Have one group come up front and “perform” the song. Remind the other students to be a good, quiet audience.

Stand at the back of the room, so the performing students can see you, and you can help them with the song. Have each group perform. Praise them for the performance, and praise the audience if they are good, quiet listeners.

D. Speedy TPR
Have the class stand. Say a body part, but do not touch that body part. Students should repeat the word, and touch the body part. Say each of the body parts several times, in random order. Give a “high five” to students who are very fast.

E. Class Monster
You will be drawing a monster on the board, based on the choices of the students.
Start with the head. Ask "رأس كبير أو رأس صغير؟ رأس كبير أو رأس صغير؟" Demonstrate big and small as you say the words. Take a vote, by having students raise their hands for the choice they want. Draw a big or small head on the board. Next, ask how many eyes. Have students give you suggestions, then vote on two choices for the number of eyes. Only accept suggestions in Arabic. Have them choose the number of ears, and if they are big or small, the number of mouths, and if they are happy or sad, and the number of noses, big or small. When the class monster is finished, describe it to the class, using the words they know. Have them repeat phrases like "ألف حزين" "رأس كبير" etc. Do not worry about singular, dual, and plural forms of the body parts, as the students are just learning.
F. Group Monsters
Divide the class into groups of two to four students. Give each group a piece of paper and something to draw with. Have each group create their own monster. Encourage them to talk about it in Arabic. After all of the groups have created their monsters, have some groups (as many as time allows) present the monster to the class, describing each of the body parts.

G. Dismissal
Have students put away name tags and line up. Students may keep the monster pictures. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Recording of song and computer or CD player (optional)
- Paper
- Pencils, crayons, or markers

Assessments:
Presentational Assessment - Activity C
Students sing the song while touching the correct body parts as they say them.

Interpretive Assessment - Activity D
Students respond to the word by touching the correct body part.

Interpersonal Assessment - Activity F
Students communicate with each other to make decisions about their monster.

Presentational Assessment - Activity F
Students describe their monster to the class, identifying body parts correctly.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Language Objectives:
1. SWBAT describe someone using parts of the body and face, and colors.
2. SWBAT understand when someone describes a person.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>شعر</td>
</tr>
<tr>
<td>بني</td>
</tr>
<tr>
<td>رمادي</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>Colors</td>
</tr>
<tr>
<td>Emotions</td>
</tr>
<tr>
<td>Body parts</td>
</tr>
<tr>
<td><strong>Structures:</strong></td>
</tr>
<tr>
<td>Noun/adjective order</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? (See previous lessons)

B. States of Being Review
Have a student choose a state of being, either by drawing an image card, or just saying the word. Sing the Ahalan WaSahalan song as a class, using the chosen state of being and doing the action for that emotion. Repeat two or three more times, with a different student choosing the state of being each time.

C. Body Parts Review
Sing “Ra’as, Katif, Eukba, Qadam” with actions. Sing regular speed first, then very slow, then very fast.
D. Hair Color
Teach the word "شعر" (shar) to your students. Touch your hair, and have students touch their hair and repeat the word. Use the hair of students in the class as examples of hair colors ("شعر أسود" etc.). Start with the colors they have learned (بني "بني" (brown). Use a picture from a magazine, poster, or the internet for any hair colors you can’t show by using a student (gray, for example). After you have practiced all of the hair colors several times, go around the room, and have each student say their hair color. (بني "شعر أسود") Do not worry about complete sentences or possessive, just the hair color. This way it will be easy for them to describe the hair color of others in the class and in pictures.

E. Stand Up Game
Instruct students to stand up if what you say applies to them. Use different hair colors and eye colors. Use only the masculine singular form of the colors, for example:

- شعر بني (brown hair)
- عيون أخضر (green eyes)
- عيون أزرق (blue eyes)
- شعر أحمر (red hair)
- شعر أسود (black hair)

Students should stand up for each item that applies to them, and sit down when it does not apply to them.

F. People Pictures
Give each student a picture of a person (see materials). Play the Stand Up Game again, but this time they must stand up and hold up their picture when the description applies to the person in the picture they are holding. Use the hair and eye colors, and add things such as big/small nose, eyes, or ears.

G. Describing My Person
Instruct students to choose a partner. Give them 20 seconds to say as much as they can about their picture to their partner. Then say "اقفوا" (stop) and have the other partner tell about his or her picture. Say "اقفوا" again, and have them trade pictures with their current partner, and go find a new partner. Continue this game for several more rounds, as time allows. If there is an odd number of students, be the partner for a student without a partner.

F. Dismissal
After the last round of the game, instruct students to sit down, taking their picture with them. Give a description (brown hair). Students whose picture fits the description can turn in their picture and line up. Continue with different descriptions until all of the students are lined up.
Sing the Goodbye Song with students as they exit.

Materials Needed:
- Pictures of people - enough for each student to have one. These can be pictures cut from magazines, pictures printed from the internet, or any pictures that show one person’s face. They can even be cartoon characters. Students will enjoy the game even more if you use recognizable characters from TV or movies, or even pictures of faculty and staff from the school.

Assessments:
Presentational Assessment - Activity C
Students sing the song while indicating the correct body parts.

Presentational Assessment - Activity D
Students describe their own hair color.

Interpretive Assessment - Activity E, F
Students stand and sit according to the description given.

Interpersonal Assessment - Activity G
Students exchange information about their pictures.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
First Grade Arabic
Unit 3: Descriptions and Emotions
Lesson 7: More About Body Parts

Language Objectives:
1. SWBAT respond to commands involving body parts and colors.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>手 (hand)</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Colors</td>
</tr>
<tr>
<td>Body parts previously learned</td>
</tr>
<tr>
<td>Structures:</td>
</tr>
<tr>
<td>Noun / adjective order</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? (See previous lessons)

B. My Father Is Happy (Review)
Post the family member pictures. Have the students form a big circle. Model by telling the class the state of being of a family member, for instance, "أبي سعيد", and toss a ball or stuffed animal to one student. Have the class repeat what you said. The student must then say the state of being of a family member (class repeats), and toss the ball or animal to the next student. Continue in this manner until all of the students have had a turn.

C. Head, Shoulders Song
Sing “Ra’as Katif...” First regular speed, then very slow, then very fast. Have the boys come up front and sing the song as fast as they can (staying together). After, have the girls come up and do the same.

D. Hand
Teach the new body part, "اليد" (hand). Hold your hand up and say, "اليد", and have students repeat. Point to one hand, and say, "اليد". Have students repeat, pointing to their own hand.
Practice all of the body parts. Call out a body part, and have students touch that body part. Use all of the body parts in the song, plus “يد” and “شعر”. Say the body part, then be sure to pause to let the students touch the correct body part before you touch that body part.

**E. Twister**

Spread out twister mats in the room (see materials). Divide the class into groups of three or four students. Assign two groups to each mat. At each mat, one group will play while the other group watches. Call out a body part and a color. Students must touch the color with that body part. When a new body part is called, they still must keep the first body part on the assigned color. If a student falls down, or can’t keep all of the body parts in the right places, he or she is “out.” After a few students have gotten “out,” declare the rest of the students winners, and have the other groups play. Play several rounds.

Examples:
- يد على احمر.
- أنف على أزرق.
- قدم على بنفسجي.
- ركبة على برتقالي.
- شعر على أصفر.
- أذنعلى أخضر.

**F. Team Game**

Divide the students into three teams. Have the teams line up in lines going from the front of the room towards the back. Students at the front of the line are the first ones to play. Keep track of the points for each team on the board.

Touch a body part. The first student in each team’s line must say the body part. The first one to say it gets a point. If they say it at the same time, each team who said it gets a point. After their turn, students go back to the end of their team’s line. Continue as time allows, ensuring that every student gets at least one turn.

**G. Dismissal**

Have students fold twister mats, put away name tags and line up. Sing the Goodbye Song with students as they exit.

**Materials Needed:**
- Ball or stuffed animal to toss
- Twister mats - make twister mats by drawing large circles of different colors on the
shower curtain liner from the GLP teacher tool kit (use permanent markers), or on a large piece of paper (use any markers or crayons). Try to make at least two large circles of each color the students have learned on each mat. Circles should be large enough for more than one student to touch the color at the same time.

**Assessments:**
Presentational Assessment - Activity B
Students say the state of being of a family member, using the right gender agreement.

Interpretive Assessment - Activity D, E
Students touch the correct body part, or place touch the correct color with the correct body part.

Presentational Assessment - Activity F
Students name the correct body part.

**ACTFL Standards:**
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
First Grade Arabic
Unit 3: Descriptions and Emotions
Lesson 8: Feelings and Faces

Language Objectives:
1. SWBAT exchange information about feelings.
2. SWBAT draw a face according to a verbal description.
3. SWBAT give a basic description of someone.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>من هو الشخص؟</td>
</tr>
<tr>
<td>ملابس</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>States of being</td>
</tr>
<tr>
<td>Body parts/face</td>
</tr>
<tr>
<td>colors</td>
</tr>
<tr>
<td>كبير</td>
</tr>
<tr>
<td>صغير</td>
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</tbody>
</table>

Structures:
Who is... absence of the verb “to be”

A. Warm-up Activity: Whose Name Is It? (See previous lessons)

B. Ahalan WaSahalan
Post image cards of the states of being on the board in a row. Ask a student to choose a state of being for the song. Sing the song with the students, using the chosen state of being and the action that goes with it. Repeat, with another student choosing the state of being.

C. State of Being Survey
Ask a student how he or she is feeling. Write the student’s name on the board underneath the appropriate picture. Ask another student. Write his or her name under the appropriate picture.
Hand out the Feelings Survey worksheets, and pencils. Take a worksheet yourself, and model for students as follows. Approach a student, and ask, "كيف الحال؟" When the student answers, show the class that you are writing that student’s name under the picture on the worksheet that corresponds with the state of being. Then have the student ask you the same question. Answer the student, and help him or her put your name on the chart. Indicate to students that they are to ask each other "كيف الحال؟" and record the results on the worksheet. Give the students several minutes to walk around and ask as many people as possible.

Have the class sit down. Look at your chart, and model telling the class about how one of the people on your chart is doing, for example "سام بردان." (Sam is cold) Ask each student to tell about one other student in the class. It’s OK if a student is mentioned more than once.

<table>
<thead>
<tr>
<th>D. Draw a Face</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have the students turn their survey papers over. Ask them to draw a face just as you describe it.</td>
</tr>
<tr>
<td>رأس كبير</td>
</tr>
<tr>
<td>ثلاث عيون صغير</td>
</tr>
<tr>
<td>واحد أنف كبير</td>
</tr>
<tr>
<td>أزرع أنب</td>
</tr>
<tr>
<td>فم حزين</td>
</tr>
<tr>
<td>Collect the papers for assessment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Who is the Person?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give a description of a student in the class, one piece of information at a time, for example:</td>
</tr>
<tr>
<td>شعر بني</td>
</tr>
<tr>
<td>عيون بني</td>
</tr>
<tr>
<td>فم سعيد</td>
</tr>
<tr>
<td>ملابس أحمر (Indicate your own clothing when you say &quot;ملابس.&quot;)</td>
</tr>
<tr>
<td>بنيت</td>
</tr>
<tr>
<td>Ask students to raise their hands if they can guess who the person is. Keep going until they guess correctly.</td>
</tr>
<tr>
<td>Ask for a volunteer to leave the room. While the volunteer is out of the room, choose a student to be the mystery person. For the first mystery person, talk about possible descriptions of the person with the students as examples of what to say. Invite the student who went out of the room to come back in. This student is the detective. Have the detective ask a student, &quot;من هو الشخص؟&quot; Practice the phrase as a class. The student should answer by giving a clue about the mystery person. The detective then asks another student, and gets another clue. When the detective asks the mystery student, &quot;أنا!&quot; The mystery student says, &quot;أنا!&quot; Choose a new detective to go out of the room, and choose a new mystery person. Continue as time allows.</td>
</tr>
</tbody>
</table>

| 26 |
F. Dismissal
Have students put away name tags and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Image cards - states of being
- Feelings survey (This should have the images used for the states of being image cards across the top. See example pdf in unit folder)
- Pencils

Assessments:
Interpersonal Assessment - Activity C
Students exchange information about how they are feeling, and mark their charts correctly.

Interpretive Assessment - Activity D
Students draw a face which matches the description given.

Interpersonal Assessment - Activity E
Students give an accurate description of the “mystery person;” detective understands the description.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Language Objectives:
1. SWBAT describe their drawing to a classmate.
2. SWBAT match printed Arabic words with body parts.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>All unit vocabulary</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? (See previous lessons)

B. Matching Words
Post a large body drawing on the board, with the body parts that the students have learned labeled in Arabic script (see materials). Post papers for the matching game on the board (see materials).

Divide the class into three two or three teams. Each team has a turn to choose two papers to turn over. They are looking for a body part picture, and the matching word in Arabic script. Do not worry that they can’t read the words. Students will enjoy looking at the word on the poster, and trying to see if they match the words on the papers. Teams must say the word for the body part for any picture they turn over. The teacher can read the Arabic script for the words they turn over. If the team gets a match, they get a point. Continue until all of the cards have been matched up.

C. Body Posters
Post the “English OK” sign. Explain to the students that they will be creating a body poster of themselves. Tell them it can look just like them, or it can be crazy. Explain that they will present their poster to the class, and that they need to describe at least five body parts. They also need to use color and number words in their description, and tell how they are feeling. Tell them that, first, you would like them to help you finish your body poster. Turn the “English OK” sign back to “English Prohibited.” Call on students to give you ideas for hair color, number of eyes, size of nose, etc. on your picture. Draw these things on the picture as they say them.
Give each student a large piece of paper. Have students pair up. Students will take turns lying on their paper, while their partner traces around their body. Then students will draw in all of the body features. Give each student a sheet of body part words. Students will cut out the words, and glue or tape them by the appropriate body part, following the example on the board.

D. Partner Share
Students who finish their body drawings describe their drawing to a partner. Students who have extra time describe their drawings to additional students.

E. Dismissal
Ensure that all of the students have written their names on the Body Posters. Collect the posters for the next class period. Have students put away name tags and line up. If you are inviting families to attend the Body Poster presentations, give students a note to give their families. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Large body drawing - not life sized. Just a basic outline of a person. You will fill in the details later, with the help of the class. Label the body parts in Arabic script. Printing out the words on the computer and gluing them on using a simple font will make them easier for the students to match up.
- Memory game cards - prepare a set pictures of the body parts, and a matching set of words. Use the same font used for the labels on the Body Poster. It is best if these words and picture are posted on cardstock or other heavy paper so they will last, and so the students can’t see through them when they are turned over.
- Large paper - if large paper is not available, students can draw a body shape instead of tracing their real bodies.
- Colored pencils, crayons or markers
- Body parts vocabulary sheets
- Glue sticks or tape
- Optional - if you are inviting families to the Body Part presentations, prepare a note for students to take home listing the date, time, and place of the presentations.

Assessments:
Presentational Assessment - Activity B
Students will say the correct body part when they turn over a picture card.
Interpretive Assessment - Activity C
Students will place the words in the correct places to identify the body parts.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
First Grade Arabic  
Unit 3: Descriptions and Emotions  
Lesson 10: Presentations

**Language Objectives:**
1. SWBAT describe their Body Poster using body parts, colors and numbers.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>All unit vocabulary</td>
</tr>
</tbody>
</table>

(Welcome any guests, and help them get situated)

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

**B. Head, Shoulders**
Have students stand up and face the guests (if applicable). Sing “Head, Shoulders. . .” regular speed, very slowly, and very fast.

**C. Body Poster Presentations**
Post your Body Poster on the board. Present your poster to the class, using simple vocabulary, and being careful to include all of the elements required in the rubric.

Take the first student poster, and post it on the wall or on the board, low enough for the student to reach it. Invite that student to come up and present the poster to the class. Continue with the rest of the students, posting each poster where the student can reach it to point as they present. Complete an assessment rubric for each presentation.

**D. Songs**
If time remains, have student sing Arabic songs they have learned.

**F. Dismissal**
Thank any guests for coming, and excuse them. Have students put away name tags and line up. If you have a place in the school to hang the posters (hallway?), collect them and keep them. If not, let students take them home. Sing the Goodbye Song with students as they exit.

**Materials Needed:**
- Body Posters from the last lesson
- Magnets or tape to post the Body Posters on the board or wall
- Assessment rubric

Assessments:
Presentational Assessment - see rubric

ACTFL Standards:
Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
### Unit 3: Assessment Rubric

<table>
<thead>
<tr>
<th>Student Name: ________________________________</th>
<th>Needs Help</th>
<th>Completes Independently</th>
<th>Sets a Strong Example</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student has made a creative poster.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has placed the Arabic words properly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can name at least 5 body parts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can use color words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can use numbers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student tells how he or she is feeling (in the poster)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I can** statements:
- I can name body parts.
- I can use color words to describe my body parts.
- I can ask someone how they are feeling.
- I can describe how I am feeling.
GLP Arabic Curriculum

Year 1, Unit 4: Clothing and Descriptions

This project was completed through generous funding from Qatar Foundation International (QFI). To learn more about QFI's work visit qfi.org.
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Unit 4: Clothing and Descriptions
Essential Question: How can I describe what I am wearing and what others are wearing?

Lessons:
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Unit Assessment 35
Language Objectives:
1. SWBAT name some basic clothing items.
2. SWBAT respond to commands given to those wearing a certain item.
3. SWBAT choose the correct item of clothing upon hearing its description.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>قميص</td>
</tr>
<tr>
<td>تي شيرت</td>
</tr>
<tr>
<td>بنطلون</td>
</tr>
<tr>
<td>شورت</td>
</tr>
<tr>
<td>جينز</td>
</tr>
<tr>
<td>تنورة</td>
</tr>
<tr>
<td>أحذية</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td><strong>Colors</strong></td>
</tr>
<tr>
<td><strong>Structures:</strong></td>
</tr>
<tr>
<td>Noun/adjective order</td>
</tr>
</tbody>
</table>

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 ازرق. 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).

D. Clothing Race
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.

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 is the next student’s turn. Call out another item, including color. Continue to play until each student has had at least two turns.

E. Circle Game
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.

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, 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.)

Assessments:
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:
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Language Objectives:
1. SWBAT describe what he or she is wearing.
2. SWBAT understand when others tell about clothing items and colors.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>أنا البس</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>وانتة/انت؟</td>
</tr>
<tr>
<td>قميص</td>
</tr>
<tr>
<td>تي شيرت</td>
</tr>
<tr>
<td>بنطلون</td>
</tr>
<tr>
<td>شورت</td>
</tr>
<tr>
<td>جينز</td>
</tr>
<tr>
<td>تنورة</td>
</tr>
<tr>
<td>أحذية</td>
</tr>
<tr>
<td>Colors</td>
</tr>
<tr>
<td>Structures:</td>
</tr>
<tr>
<td>First person singular of “to wear”</td>
</tr>
</tbody>
</table>

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 قميص ازرق وبنطلون أسود." 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, "وانتة / انت؟" (and
you?) Say, "انا الألبس" 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, "وانت؟" 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 الألبس" 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 / انت؟" 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, "اقفوا" 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 الألبس" 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

Assessments:
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:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
First Grade Arabic
Unit 4: Clothing and Descriptions
Lesson 3: What My Family Wears

Language Objectives:
1. SWBAT understand when someone tells what a family member is wearing.
2. SWBAT talk about what family members are wearing.

### Essential Vocabulary

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

<table>
<thead>
<tr>
<th>Review:</th>
</tr>
</thead>
<tbody>
<tr>
<td>قمص</td>
</tr>
<tr>
<td>بناطرون</td>
</tr>
<tr>
<td>جينز</td>
</tr>
<tr>
<td>لحنية</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Colors</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Structures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second person singular, m/f of “to wear”</td>
</tr>
</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 - "انا الپلس" Then hold an item of clothing under the picture of “mother” and say, "امي تنفس" and describe the item of clothing. Now point to yourself again and say, "انا الپلس". Have students repeat, pointing to themselves. Now say, "امي تنفس" pointing to the picture of mother, and have students repeat. Hold an item of clothing under the picture of father, and say, "ابي پلس" and name the item of clothing. Have students repeat the sentence. Now point to yourself again and say, "انا الپلس" Have students repeat, pointing to themselves. Now say, "امي تنفس" pointing to the picture of mother, and have students repeat. Now say, "ابي پلس" 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:

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>أمي تنفس</td>
<td>Mother’s clothing</td>
</tr>
<tr>
<td>أختي تنفس</td>
<td>Sister’s clothing</td>
</tr>
<tr>
<td>جدتي تنفس</td>
<td>Grandmother’s clothing</td>
</tr>
<tr>
<td>ابي پلس</td>
<td>Father’s clothing</td>
</tr>
<tr>
<td>اخي پلس</td>
<td>Brother’s clothing</td>
</tr>
<tr>
<td>جدي پلس</td>
<td>Grandfather’s clothing</td>
</tr>
</tbody>
</table>

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, "اختي تنفس تي شيرت بنفسجي." Have the student select the item from the box and hold it in front of the appropriate family member. Ask the class, "صحيح 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:

"امي تنفس قميص ابيض وبنطلون ازرق."
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.

<table>
<thead>
<tr>
<th>F. Pair Share</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G. Dismissal</th>
</tr>
</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:**
- Family member pictures (Unit 1)
- Box containing various clothing items (see Lesson 1)
- Blank paper
- Colored pencils, markers or crayons

**Assessments:**
- 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:**
- Interpretive Communication:
  Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
(1.2) Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3) Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
Language Objectives:
1. SWBAT name several items of traditional Middle Eastern clothing.
2. SWBAT compare the clothing worn in the Middle East with the clothing worn in America.

Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
<th>عبادة</th>
</tr>
</thead>
<tbody>
<tr>
<td>abaya (women's cloak)</td>
<td>حجاب</td>
</tr>
<tr>
<td>hijab (women's head scarf)</td>
<td>توب</td>
</tr>
<tr>
<td>men's gown</td>
<td>كوفية</td>
</tr>
<tr>
<td>Keffiyeh (men's head scarf)</td>
<td></td>
</tr>
</tbody>
</table>

Review:

<table>
<thead>
<tr>
<th>shirt</th>
<th>قميص</th>
</tr>
</thead>
<tbody>
<tr>
<td>t-shirt</td>
<td>تي شيرت</td>
</tr>
<tr>
<td>pants</td>
<td>بنطلون</td>
</tr>
<tr>
<td>shorts</td>
<td>شورت</td>
</tr>
<tr>
<td>jeans</td>
<td>جينز</td>
</tr>
<tr>
<td>skirt</td>
<td>تنورة</td>
</tr>
<tr>
<td>shoe</td>
<td>حذاء</td>
</tr>
</tbody>
</table>

Colors

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, "وانت؟" 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,
"قميص أحمر. "، "أمي تلبس 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, "قف" 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, and 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.

**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 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.

**Assessments:**
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:**
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers,
or viewers. (1.3)
Cultural Comparisons:
Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2)
Language Objectives:
1. SWBAT describe what someone is wearing, including clothing items and colors.
2. SWBAT exchange information about clothing they brought, and clothing they would like to wear.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review: Clothing</td>
</tr>
<tr>
<td>Colors</td>
</tr>
</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 verb "يلبس/تلبس".
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

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Language Objectives:
1. SWBAT describe a person using descriptive adjectives.
2. 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 (m)</td>
</tr>
<tr>
<td>short (m)</td>
</tr>
<tr>
<td>thin (m)</td>
</tr>
<tr>
<td>fat (m)</td>
</tr>
<tr>
<td>strong (m)</td>
</tr>
<tr>
<td>weak (m)</td>
</tr>
<tr>
<td>smart (m)</td>
</tr>
<tr>
<td>brave (m)</td>
</tr>
<tr>
<td>snowman</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 “ طويلة" 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، طويل" Raise arms in a circle above head, and sway from side to side with the music.
- "كان رجل طويل، وهو طويل" With arms still raised, stand on tiptoes.

Keeping arms above head, bend knees to get slowly shorter, swaying from side to side with the music.
- "ذاب تحت الشمس، شمس طويل" 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.
شجاع   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. The 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).

Assessments:
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:
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Language Objectives:
1. SWBAT describe themselves and others using the masculine and feminine forms of descriptive adjectives.
2. SWBAT understand descriptions of others.

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
<th>جميلة</th>
<th>وسمنة</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful (f)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>handsome (m)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tall (f)</td>
<td>طويلة</td>
<td></td>
</tr>
<tr>
<td>short (f)</td>
<td>قصيرة</td>
<td></td>
</tr>
<tr>
<td>thin (f)</td>
<td>نحيفة</td>
<td></td>
</tr>
<tr>
<td>strong (f)</td>
<td>قوية</td>
<td></td>
</tr>
<tr>
<td>smart (f)</td>
<td>شاطرة</td>
<td></td>
</tr>
<tr>
<td>brave (f)</td>
<td>شجاعة</td>
<td></td>
</tr>
</tbody>
</table>

Feminine forms of descriptive adjectives

Review:
<table>
<thead>
<tr>
<th>(m)</th>
<th>(f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>tall</td>
<td>طويلة</td>
</tr>
<tr>
<td>short</td>
<td>قصيرة</td>
</tr>
<tr>
<td>thin</td>
<td>نحيفة</td>
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<tr>
<td>fat</td>
<td>سمين</td>
</tr>
<tr>
<td>strong</td>
<td>قوي</td>
</tr>
<tr>
<td>weak</td>
<td>ضعيف</td>
</tr>
<tr>
<td>smart</td>
<td>شاطرة</td>
</tr>
<tr>
<td>brave</td>
<td>شجاعة</td>
</tr>
<tr>
<td>snowman</td>
<td>رجل بلجي</td>
</tr>
<tr>
<td>I</td>
<td>أنا</td>
</tr>
<tr>
<td>you</td>
<td>انتَ / انتَ</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 (طويل, طويل, طويله, طويل).
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 "جميلة" (beautiful) and "حليم" (handsome). Point to each girl, and say, " جميلة." Point to each boy, and say, "حليم." Use actions to be sure students understand the meaning of these words.

D. I Am Tall

22
Have the students stand in a circle. Take a ball in your hands. Say, " أنا طويل/ طويلة " 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, "قفوا " 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

Assessments:
- 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:**
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
Language Objectives:
1. SWBAT describe people using adjectives, clothing, and colors.
2. SWBAT identify someone from descriptive clues.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>فيل</td>
</tr>
<tr>
<td>ابن</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>أنت / 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>
</tbody>
</table>

**Structures:**
Third person singular “to wear”

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**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 `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
- قميص أحمر
- جينز
- شعر بني
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).
فل، فل، فل، فل
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)

Assessments:
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:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Language Objectives:
1. SWBAT draw a picture from a description.
2. 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
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:

هم 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
Assessments:
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:
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
(1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
First Grade Arabic  
Unit 4: Clothing and Descriptions  
Lesson 10: Centers

Language Objectives:
1. SWBAT describe a person or character in a picture.  
2. SWBAT select the correct picture when someone describes it.  
3. SWBAT describe the clothing someone is wearing.  
4. SWBAT draw a picture based on the description given.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>All Unit 4 vocabulary</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>C. Centers</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Cleanup</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Dismissal</th>
</tr>
</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:
- Pictures of people or characters (from previous lesson)
- Box containing various items of clothing
- Stuffed elephant
- Blank paper
- Colored pencils, crayons or markers

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

Interpersonal:
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:**
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
## Unit 4: Presentational Assessment Rubric

<table>
<thead>
<tr>
<th>Student Name: ___________________________</th>
<th>Needs Help</th>
<th>Completes Independently</th>
<th>Sets a Strong Example</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student can use clothing words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can use color words.</td>
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<tr>
<td>Student can use the verb “to wear.”</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Student can use their vocabulary with relative fluency</td>
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<td></td>
</tr>
</tbody>
</table>

### I Can Statements:
- I can name different types of clothing.
- I can tell someone what I am wearing.
- I can describe what people look like and how they act.
- I can identify a person through a description.
GLP Arabic Curriculum

Year 1, Unit 5: Weather and Seasons

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Unit 5: Weather and Seasons
Essential Question: What is the weather like around the world in different seasons?

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Unit Assessment 34
First Grade Arabic
Unit 5: Weather and Seasons
Lesson 1: How is the Weather?

Language Objectives:
1. SWBAT describe several common types of weather.
2. SWBAT understand when someone describes the weather.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
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<tr>
<td>جو</td>
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<td><strong>Review:</strong></td>
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<td>بارد/ة</td>
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<td>حار/ة</td>
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<tr>
<td><strong>Structures:</strong></td>
</tr>
<tr>
<td>Pronunciation of article “ال” with sun letters “ الجو”</td>
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A. Warm-up Activity: Whose Name Is It? (See previous lessons)

B. Ali is Cold
Take out the puppet Ali, with hat and scarf. Have Ali greet the students. Ask the students, “هل هو بارد أو حار؟” (Is Ali cold or hot?) Students should answer "الجو بارد، يا علي؟" or "الجو بارد، يا علي؟". Display the images from this lesson on the board, and ask, "كيف الجو اليوم؟" or "كيف الجو اليوم؟". Have Ali answer "الجو بارد، يا علي؟" or "الجو بارد، يا علي؟" as you point to the weather image for “cold.” Repeat several times. Ask the class, "كيف الجو اليوم؟" and have
students repeat. Say, "الجو بارد" and have students repeat.

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<tr>
<th>C. Weather Words</th>
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<tr>
<td>Introduce the weather vocabulary. Show the picture, say the word, and have students repeat. Show a second picture, say the word, and have students repeat. Alternate showing one picture and then the other, pausing for students to say the word. Repeat with all of the lesson vocabulary.</td>
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<table>
<thead>
<tr>
<th>D. Weather Board</th>
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<tr>
<td>Give each student a picture of a weather image on a piece of card stock (there should be several copies of each image). As you hand each image out, show it to the class, say the word, and have the students repeat. After handing out several, just show it to the class and don’t say the word, so they can say the word if the remember it. Show students the prepared Weather board, so they can see where their pictures will be used.</td>
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</table>

Provide colored pencils, crayons, or markers. Students should color their weather picture for use on the weather board each day.

<table>
<thead>
<tr>
<th>E. What Weather Do You Have?</th>
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<tr>
<td>As students finish coloring, have them keep their pictures. When quite a few students have finished, have the other students continue coloring while you play the following game with the students who have finished: Say a type of weather. Students who have that picture stand up and hold their picture up. They look around at the other students who are standing to see if they all match. Students sit down. Call another weather word and repeat the game. Continue as time allows.</td>
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<tr>
<th>F. How is the Weather Today?</th>
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<tr>
<td>Have students place all of the weather pictures in a box or basket by the Weather Board to use each day. Ask the students, &quot;كيف الجو اليوم؟&quot; When students answer, choose a picture or pictures that represent the current weather, and place them on the board under the current day of the week (note: days of the week will be introduced in Lesson 2).</td>
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<tr>
<th>G. Dismissal</th>
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<tr>
<td>Have students put away name tags and line up. Sing the Goodbye Song with students as they exit.</td>
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Materials Needed:
- Puppet (Ali), with scarf and hat. Scarf and hat can be made from pieces of felt or other fabric.
• Weather images copied on card stock for students to color - enough for each student to color at least one picture, and several copies of each picture so that there are enough for the weather chart, even if the weather is the same for more than one day. Images can be “coloring page” images, or simple outlines drawn by the teacher.
• Colored pencils, crayons or markers
• Weather Board: Poster board with title in Arabic, and days of the week in Arabic across the top. Space below will be used to attach a weather picture for each day.

Assessments:
Presentational Assessment - Activity C, D
Students say the word that corresponds to the picture.

Interpretive Assessment - Activity E
Students stand when they hear the weather word that corresponds to their picture.

ACTFL Standards:
Interpretive Communication:
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Science Standards:
PS 1.1a Observe and describe weather conditions that occur during each season.
Language Objectives:
1. SWBAT repeat the days of the week.
2. SWBAT recognize the similarities between numbers and days of the week.

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<td>الثلاثاء</td>
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<td>الأربعاء</td>
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<td>الخميس</td>
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<td>الجمعة</td>
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<td>السبت</td>
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<td>غائم</td>
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Structures:
Similarities between numbers and days of the week

A.Warm-up Activity: Whose Name Is It? / Weather Board
Tell students that the “mystery student” today will get to complete the weather board. Draw a student’s name out of the magic hat, and write that student’s name on the board in Arabic.
script. Students raise their hands to guess whose name it is. If a student guesses an incorrect name, write the “guessed” name on the board, while pronouncing it slowly, and point out similarities and differences by indicating the letters and pronouncing the sounds (no explanation in English allowed!) When a student guesses correctly, the student whose name was drawn comes up front. This student will announce the weather for the day. Ask the student “كيف الجو اليوم?” “الجو بارد؟” "الجو شمس؟” "الجو نسيب؟” Have some suggestions for the answer, such as, Have the student choose a weather picture from the pictures colored by students, and put it on the Weather Board under the appropriate day of the week. (Optional - have the student also choose a song for the class to sing).

B. Weather Review
Divide the class into two groups. Have each group sit in a circle. Show how to play the game as follows: Hand a weather card to a student in one group while saying the word. Help the student say the word and hand the card to the next student in the circle, and so on. When the students have the idea, keep adding image cards one by one to each group of students, until each groups has one of each card going around their circle. Students continue to pass the cards around, while saying the word. If a student can’t remember the word, other students can help. Listen for problems, and assist as needed.

C. Days of the Week Song
Have students return to their seats. Indicate the row on the calendar containing the days of the week, and say, “ أيام الأسبوع” If you are in a classroom with an English calendar, you can also point to the row with the days of the week on that calendar. Say, “أيام” and have students repeat. Say "الأحد" and have students repeat. Now put it together again, and have students repeat “أيام الأسبوع”. Teach the first part of the Days of the Week song, as follows: Play a recording of the Days of the Week Song, or sing the song all the way through for the students once.

Sing “أيام” - (clap clap)” and have students repeat
Sing "الأحد" - (clap clap)” and have students repeat
Sing "أيام، أيام، أيام" - (clap clap)” and have students repeat
Say, “الأحد” and have students repeat
Say each of the days of the week one by one, having students repeat
Sing the days two at a time, and have students repeat
"الأحد الاثنين"
"الثلاثاء الأربعاء"
"الخميس الجمعة"
**D. Days and Numbers**
Help the student understand the relationship between the numbers and the days of the week by saying them together.

Hold up one finger and say "واحد". Point to Sunday on the calendar, and say "الأحد". Say, "واحد" and have students repeat. Do the same with each number and day of the week. Sing the “Days of the Week” song again, holding up one finger for "الأحد"，two for "الاثنين"，and so forth.

**E. What Day Is Today?**
Bring out Ali (or another puppet). Ask the puppet, "ما هو اليوم؟" (What day is it?) Have the puppet answer, "يوم ال_", with the appropriate day of the week. Have the class repeat “_اليوم ال". Now ask a student, "ما هو اليوم؟" Help the student, as needed, to answer with the correct day of the week. Ask another student in the same manner. Have the puppet ask a student the day of the week. Continue asking students one by one, having the puppet ask some of them, and asking others yourself, until everyone has had a chance to answer with the day of the week.

**F. Circle Game**
Have the students stand in a big circle. Give the first student a ball. Sing the Days of the Week song while passing the ball around the circle. When the students sing the last word (السبيت), the student with the ball must go and sit in the middle of the circle. Sing the song again. The student with the ball at the end of the song this time must go to replace the student in the middle of the circle, who re-joins the game. Continue as time allows.

**G. Dismissal**
Have students put away name tags and line up. Sing the Goodbye Song with students as they exit.

**Materials Needed:**
- Weather Board and weather pictures colored by the students - these will be used for each class period from now on
- Two sets of weather image cards
- Recording of “Arabic Days of the Week” song
Assessments:
Presentational Assessment - Activity B
Students say the word that corresponds with their card.

Interpersonal Assessment - Activity E
Students answer with the correct day of the week.

Presentational Assessment - Activity F
Students sing the Days of the Week song, remembering the days in order.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share
information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
(1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a
variety of topics using appropriate media and adapting to various audiences of listeners, readers,
or viewers. (1.3)

Making Connections:
Learners build, reinforce, and expand their knowledge of other disciplines while using the
language to develop critical thinking and to solve problems creatively. (3.1)

Science Standards:
PS 1.1a Observe and describe weather conditions that occur during each season.
First Grade Arabic
Unit 5: Weather and Seasons
Lesson 3: Weather Around the World

Language Objective:
1. SWBAT talk about the weather in selected places around the world.
2. SWBAT give a daily weather report.

Content Objective:
1. SWBAT recognize differences in the weather around the world.

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<td><strong>New Words and Phrases:</strong></td>
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<tr>
<td>مصر</td>
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<td>(or substitute an Arabic country of your choice that will be familiar to the students, such as where you are from if you are a native Arabic speaker).</td>
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<tr>
<th>Review:</th>
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<td>الجو</td>
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Structures:
preposition “في” (in)

A. Warm-up Activity: Whose Name Is It? / Weather Board
Draw a student’s name out of the magic hat, and write that student’s name on the board in
Arabic script. Students raise their hands to guess whose name it is. If a student guesses an incorrect name, write the “guessed” name on the board, while pronouncing it slowly, and point out similarities and differences by indicating the letters and pronouncing the sounds (no explanation in English allowed!) When a student guesses correctly, the student whose name was drawn comes up front. This student will announce the day of the week, and the weather for the day.

Ask student, “ما هو اليوم؟” (If the student can answer right away, that’s great, but the student can answer after the song) Sing the “Days of the Week” song with the students, pointing to the days on the calendar as you sing them. A variation on this is to ask ask "Is today Sunday?”: “هل اليوم الأحد؟” and when the whole class says, "no", "لا", go on to the question, "what is today?”: “ما هو اليوم؟” Have the student answer. If the student has already answered, ask the class, and have them answer all together.

Ask the student “كيف الجو اليوم؟” If you have a window, encourage the student to look out the window. Give some suggestions for the answer as needed, such as, "الجو بارد؟", "الجو مطعب؟"، "الجو بارد؟"، "الجو مطعب؟";

Have the student choose a weather picture from the pictures colored by students, and put it on the Weather Board under the appropriate day of the week.

Have the class repeat the entire weather report:

اليوم هو الاثنين. الجو مطعب.

If it is difficult for the class to repeat the weather report, practice it with them several times.

B. Where in the World
Show pictures of 3-6 famous places around the world, and their weather (see materials). These can be projected as a PowerPoint slide. Indicate to the students that they must be quiet and raise their hands by putting your finger to your lips, raising your other hand, and telling the class, “أرفعوا يديكم”.

Point to the picture of New York, and ask, “كيف الجو في نيو يورك؟” (How is the weather in New York?) Call on a student to answer. When the student answers, repeat the answer in a full sentence. Have the class repeat the sentence. Continue by asking about the weather in each of the places. Use the English names for the places, with the exception of Egypt (or the Arabic country you have chosen). Have the students repeat each answer in a full sentence.

C. Where is the Weather Cold?
Demonstrate the game as follows:
Put a stack of the weather image cards (only the words learned so far) face down in front of you. Ask for a student volunteer to help model the game. Choose a card from the stack, and show it to the class. Say the weather word in a sentence, using any place you think of that the students will recognize, for example, “.Hawaii الجو حار في” (The weather is hot in Hawai.) Have the student volunteer choose a card. Help the student think of a place that matches the weather on the card. It can be a place on the PowerPoint, or any place chosen by the student. Help the student say a sentence about the weather in that place. Have the class repeat the sentence. Ask for additional student volunteers. Have each one choose a weather card and say a sentence. Have the class repeat each sentence.
Divide the class into groups of 3-5 students. Give each group a set of image cards for the weather words. Instruct the students to take turns choosing a card, and saying a sentence about a place that could have that type of weather. Move around the classroom and listen to the students, assisting as needed. Collect the cards and have students return to their seats.

<table>
<thead>
<tr>
<th>D. Weather Charades</th>
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<tr>
<td>Instruct students not to answer out loud, but to raise their hands if the know what kind of weather you are showing them. Act out a type of weather, for instance, hug yourself and shiver for “cold,” or make “rain” with your fingers. Call on a student to answer. Then let the student who answered correctly act out a type of weather, and call on someone to guess. Encourage students to call on those who have not had a chance to answer.</td>
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<tr>
<th>E. Days of the Week Circle Game</th>
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<td>Have the students stand in a big circle. Give the first student a ball. Sing the Days of the Week song while passing the ball around the circle. When the students sing the last word (السبت), the student with the ball must go and sit in the middle of the circle. Sing the song again. The student with the ball at the end of the song this time must go to replace the student in the middle of the circle, who re-joins the game. Continue as time allows.</td>
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<td>Have students put away name tags and line up. Sing the Goodbye Song with students as they exit.</td>
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Materials Needed:
- How is the Weather in New York Worksheet
- Black and white weather image card sets for students
- Computer and projector
• Enough sets of image cards for each group (Activity C). These cards can be made by printing the image cards on cardstock or other heavy paper.

Assessments:
Interpersonal Assessment - Activity B
Students will answer the question by describing the weather in a particular place.

Presentational Assessment - Activity C
Student will give a complete sentence describing the weather in a particular place.

Presentational Assessment - Activity D
Student will identify the type of weather portrayed by the action.

Presentational Assessment - Activity E
Students will sing the days of the week in order.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Science Standards:
PS 1.1a Observe and describe weather conditions that occur during each season.

Social Studies Standard:
3.1 Environment/Weather
Language Objective:
SWBAT describe the weather they see in a picture.

Content Objective:
SWBAT recognize some famous places in the World

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<td>Structures:</td>
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<td>preposition “في” (in)</td>
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A. Warm-up Activity: Whose Name Is It? Weatherboard (see lesson 3)
B. Where in the World
Show pictures of the famous places from the previous lesson, and their weather (see materials). Indicate to the students that they must be quiet and raise their hands by putting your finger to your lips, raising your other hand, and telling the class, “ارفعوا يدكم.” Point to the picture of New York, and ask, "كيف الجو في نيو يورك؟" (How is the weather in New York?). Call on a student to answer. When the student answers, repeat the answer in a full sentence (الجو في نيو يورك بارد). Have the class repeat the sentence. Continue by asking about the weather in each of the places. Use the English names for the places, with the exception of Egypt (or the Arabic country you have chosen). Have the students repeat each answer in a full sentence.
Now post the pictures of the new places. Point to each place and say its name. Have students repeat.
Ask about the weather in each of the new places, and have a student tell what they think the weather is like, based on the picture. Have students repeat the description of the weather in a full sentence.

C. Find the Weather
Divide the class into two teams. Post the images representing different types of weather OR the images from activity B. Give one fly swatter to the first person on each team. Say a weather word. The first student to swat the correct word earns a point for the team. Continue until every student has had at least two turns, or until you notice that the students are losing interest in the activity. You may choose a student to be the “teacher” and call out the words.

D. Partner Card Game
Put some image cards face down on a desk or table. Choose a student to be your partner as you demonstrate the game. Take a card from the stack. Show it to your partner, and say a sentence about the weather, such as, “الجو في نيو يورك حار.” (The weather in New York is hot.) Have the student take a card, and make a sentence.
Have each student find a partner (or assign partners). Give each pair a few image cards with weather words. Have the students break into groups and practice the game with their partners. Make sure to be clear about the directions for the game, and where in the classroom the students should play.

E. Circle Game
Have the students stand in a big circle. Give the first student a ball. Sing the Days of the Week song while passing the ball around the circle. When the students sing the last word (السبت), the student with the ball must go and sit in the middle of the circle. Sing the song again. The student with the ball at the end of the song this time must go to replace the student in the middle of the circle, who re-joins the game. Continue as time allows.
F. Dismissal
Have students put away name tags and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Weather image cards
- Pictures of famous places from Lesson 3 with ob
- Pictures of places from this lesson with obvious weather (ppt or printed).
- Ball
- Fly swatters

Assessments:
Presentational Assessment - Activity B
Students say an appropriate sentence describing the weather in the picture, including the place.

Interpretive Assessment - Activity C
Students swat the correct picture when they hear the weather word.

Presentational Assessment - Activity D
Students sing the Days of the Week song, saying all of the days in order.

ACTFL Standards:
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Language Objectives:
1. SWBAT name the four seasons.
2. SWBAT talk about which season they like.

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<td>Structures</td>
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<td>Pronunciation of definite article with “sun” and “moon” letters</td>
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A. Warm-up Activity: Whose Name Is It? Weatherboard (see lesson 3)

B. The Four Seasons
Introduce each season by posting large pictures or a PowerPoint of the season images. Point to the season, say the word, and have students repeat. Teach them in order (spring, summer, fall, winter), and repeat them in that order several times, having students repeat each word.
Then point to a picture, and have students say the word out loud. Vary the order in which you point to the pictures.

C. I Like Summer
Tell the students which season you like. Say, "أنا" (point to yourself) (put your hands over your heart) "أحب" (point to the picture of the appropriate season). Have the front row, or 5-6 students, come up front and form a line. Let each student take a turn to tell which season they like, then turn to the next student in line and say, "أنت؟" Invite the next row or group to come up. Repeat until all students have had a turn to say their favorite season, or until you notice that students are losing interest in the activity.

D. The Weather is Cold in the Winter
Show a weather image card to the class. Ask for a volunteer to show which season it belongs with (there may be more than one right answer). Say a sentence reflecting the image card and the season, for instance, "الجو بارد في الشتاء" (the weather is cold in the winter.) Choose a few more students, and have them select a card. They must choose which season it should go with. Help them say an appropriate sentence. Have the class repeat each sentence.

E. Four Corners
Post the picture of each season (or put an item that represents each season) in each corner of the room. Demonstrate the game as follows:
Place the weather image cards face down on a table. Model the activity as follows:
Choose one card. Show it to the class. Decide on a season it can go with (there may be more than one correct answer). Take the image card with you and go stand in the corner for that season. Say the appropriate sentence for that weather image and season.
Now have students play the game. They each choose a weather image card, and go to the corner for the appropriate season. Students in each corner take turns saying their sentence about the weather and season, for example, "الجو حار في الصيف"
If time allows, have students choose another image, and repeat the game. Have students stay in their four corners for dismissal.

F. Dismissal
Say the name of a season. Students who are standing in that corner can put away name tags and line up. Repeat with the other seasons. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Weather image cards
- Large pictures representing the four seasons (or PowerPoint - if using a PowerPoint, you
will need something to represent each season that can be placed in the four corners of the room)

**Assessments:**
Interpersonal Assessment - Activity C
Students exchange information about which season they like.

Presentational Assessment - Activity E
Students say a sentence including their weather word, and the season.

**ACTFL Standards:**
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

**Science Standards:**
PS 1.1a Observe and describe weather conditions that occur during each season.
First Grade Arabic
Unit 5: Winter Season
Lesson 6: Warm or Cold Weather Activities and Items

Language Objectives:
1. SWBAT talk about things to do in different seasons.
2. SWBAT say which activities and items they like.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>التزلج</td>
</tr>
<tr>
<td>التزحلق</td>
</tr>
<tr>
<td>رجل ثلج</td>
</tr>
<tr>
<td>شوكولاتة ساخنة</td>
</tr>
<tr>
<td>السباحة</td>
</tr>
<tr>
<td>نظارة شمسية</td>
</tr>
<tr>
<td>الشاطئ</td>
</tr>
<tr>
<td>ايس كريم</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>الربيع</td>
</tr>
<tr>
<td>الصيف</td>
</tr>
<tr>
<td>الخريف</td>
</tr>
<tr>
<td>الشتاء</td>
</tr>
<tr>
<td><strong>Structures:</strong></td>
</tr>
<tr>
<td>I like (activity) in (season)</td>
</tr>
</tbody>
</table>

**A. Warm-up Activity:** Whose Name Is It? Weatherboard (see lesson 3)

**B. Cold Weather Activities**
Post a large picture or PowerPoint slide representing winter using the flashcard images. Introduce the winter activities and items. Show the picture, say the word, and have students repeat. Post the picture on or under the Winter image. Repeat the word, and perform an
action related to it. When all of the cold weather pictures are posted, point to a picture and have students say the word. Point to each picture at least three times, in random order.

<table>
<thead>
<tr>
<th>C. Warm Weather Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post a large picture or PowerPoint slide representing summer using the flashcard images. Introduce the summer activities and items. Show the picture, say the word, and have students repeat. Post the picture on or under the Summer image. Repeat the word, and perform an action related to it. When all of the warm weather pictures are posted, point to a picture and have students say the word. Point to each picture at least three times, in random order.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. I Like Skiing in Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell the students you like a certain activity, in a certain season, such as &quot;أنا أحب التزلج في الشتاء&quot; Give another example of a sentence with “I like (activity) in (season).” Ask for a few volunteers to come up and tell about what they like in winter or summer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Tell a Friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students stand up. Students find a partner, and tell that person an activity they like to do in a certain season, and ask, “and you?” The partner then tells an activity they like to do in a certain season. When they are finished with one conversation, students find a new partner and repeat.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Charades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act out one of the activities, and ask students to raise their hands and guess which activity it is. Let the student who guesses correctly act out something for the others to guess. Continue in this way, letting those who guess correctly be the next to act something out. Be sure to give students who have not had a turn the chance to answer.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G. Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students put away name tags and line up. Go down the line of students, and have each one tell you something they like in winter or summer. Sing the Goodbye Song with students as they exit.</td>
</tr>
</tbody>
</table>

**Materials Needed:**
- Pictures or PowerPoint representing Winter and Summer
- Image cards for cold weather and warm weather activities and items
Presentational Assessment - Activity C  
Students say the word for the activity or item.

Interpersonal Assessment - Activity E  
Students tell each other an activity or item they like about a certain season.

**ACTFL Standards:**  
Interpersonal Communication:  
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)  
Interpretive Communication:  
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)  
Presentational Communication:  
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

**Science Standards:**  
PS 1.1a Observe and describe weather conditions that occur during each season.
Language Objectives:
1. SWBAT describe the weather in several places around the world.
2. SWBAT talk about the activities they would do in a certain place.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td><strong>Review:</strong></td>
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</tr>
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<td>نظارة شمسية</td>
</tr>
<tr>
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</tr>
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<td>الصيف</td>
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<tr>
<td>الخريف</td>
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<tr>
<td>الشتاء</td>
</tr>
<tr>
<td>الأردن</td>
</tr>
<tr>
<td>فرنسا</td>
</tr>
<tr>
<td>المكسيك</td>
</tr>
<tr>
<td>هاواي</td>
</tr>
<tr>
<td>مصر</td>
</tr>
</tbody>
</table>

Structures:
أحبُ (نشاط) في (فصل/مكان)
أحبُ (نشاط) في (فصل/مكان)
I like (activity) in (season/place)
### A. Warm-up Activity: Whose Name Is It? Weatherboard (see lesson 3)

### B. Stand Up For Swimming
Ask, “من يحب السباحة في الصيف؟” (Who likes swimming in the summer?) Ask the students who like swimming in the summer to stand. Have all the standing students say, “أنا أحب السباحة في الصيف” Repeat with the other activities and items learned in Lesson 6, having students stand when they like that thing, and say the sentence in Arabic, including the item and the season.

### C. What Would You Do In Hawaii?
Post the pictures of places around the world from lessons three and four on the board. Ask, "كيف الجو في هاواي?" (How is the weather in Hawaii?) Call on a student to answer. Praise the answer, and ask, "ماذا بعد؟" (What else?) Call on other students to give additional weather words.

Say, "أنا أحب السباحة في هاواي," Place the image card for swimming under the picture for Hawaii. Ask, "ماذا بعد؟" (What else?) Call on students to suggest other activities for Hawaii. Place the image cards under the picture of Hawaii.

Point to another place, and ask the students what the weather is like. Call on a student to answer. Ask, "أي مكان؟" Call on other students to add to the description of the weather. Then ask what they would like to do there. Have students raise their hands, and give an idea of an activity they have learned, that they would like to do in that place. Have the class repeat a sentence about it, for example, "أنا أحب التزلج في نيو يورك." Ask, "ماذا بعد؟" (What else?) Call on more students to give ideas of activities they could do in that place.

### D. Group Activity
Divide the class into groups of three or four students. Let each group choose a place from the pictures posted on the board. Spread out the image cards for (1) Weather, and (2) Warm and Cold Weather Activities and Items on a table (you may want to make extra sets). Let each group choose several images which they can use to describe the weather in their place, and what they would do there. Have students take turns within their group talking about the weather, and things they would like to do.

### E. Group Presentations
Have one group come to the front with their image cards. Ask the group questions to guide them in telling about the weather, and the things they like to do in their chosen place. Ensure that each student participates. Repeat with each of the groups.
**F. Days of the Week**
Choose a student volunteer to lead the class in singing the Days of the Week song. Have the leader point to the days on the class weather calendar as they sing.

<table>
<thead>
<tr>
<th>E. Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students put away name tags and line up. Sing the Goodbye Song with students as they exit.</td>
</tr>
</tbody>
</table>

**Materials Needed:**
- Pictures of famous places from lessons 3 and 4
- Image cards (1) Weather (2) Warm and Cold Weather Activities and Items (You may want to make extra copies)

**Assessments:**
- Interpretive Assessment - Activity B
  Students stand when they hear an activity they like.
- Interpersonal Assessment - Activity D, E
  Students tell each other / the teacher about the weather in their chosen place, and about the activities they would do there.

**ACTFL Standards:**
- Interpersonal Communication:
  Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)
- Interpretive Communication:
  Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
- Presentational Communication:
  Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Language Objectives:
1. SWBAT recognize a place by a description which includes weather and activities.
2. SWBAT describe a place using weather and activities.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>ماذا تحب/تحبّي؟</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Weather, Places, and Activities</td>
</tr>
<tr>
<td>Structures:</td>
</tr>
<tr>
<td>second person singular of “to like”</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? Weatherboard (see lesson 3)

B. How’s the Weather?
Post the pictures of places on the board. Ask for two student volunteers. Demonstrate the game as follows:
Point to one of the pictures. Have one student ask the other, “؟(selected place)” كيف الجو في (What is the weather like in)
The other student should answer with a sentence that makes sense for the weather in that place. Now the second student asks,  “؟(selected place)” Help the student understand the question, and answer appropriately. Say  “ماذا تحب/تحبّي?” ماذا تحب/تحبّي؟  أنا أحب “I love” pointing to yourself. Ask “ماذا تحب/تحبّي؟” again, gesturing to the first student, and using the inflection to make it an obvious question. Let the student answer again.

Bring two more students up, and repeat the demonstration, pointing to a different place this time.
### C. Pair Activity
Have half of the students get up, and go stand across from a seated student. Point to the picture of a place. Have the students ask each other how the weather is, and what they like. Then have the standing students move and pair up with a different student. Point to a new place, and repeat the activity. Continue until you have used each place at least once.

### D. Charades
Put the image cards for the unit face down on a table. Invite a student to come choose a card. The student must act out the word until a classmate guesses it correctly (remind students to raise their hands and wait to be called on to answer).

### E. Where in the World
Divide the class into two teams. Have the picture of places posted on to board (or projected on a PowerPoint slide). Have the first person from each team come up front. Start describing a place by telling about the weather, and some activities you would like to do there. The students up front can guess the place at any time. The first student to guess the place earns a point for the team. Continue as time allows.

### F. Dismissal
Have the winning students put away name tags and line up. Then have the other team do the same. Sing the Goodbye Song with students as they exit.

---

### Materials Needed:
- Pictures of famous places from lessons 3 and 4
- Image cards for Unit 5

### Assessments:

- **Interpersonal Assessment - Activity C**
  Students ask and answer questions about the weather and activities appropriate to the place.

- **Presentational Assessment - Activity D**
  Students say the correct word according the actions.

### ACTFL Standards:

#### Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

#### Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
First Grade Arabic
Unit 5: Weather and Seasons
Lesson 9: Fly Around the World

Language Objectives:
1. SWBAT work together with the class to plan a fantasy trip around the world, including the activities they like.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Weather, Places, and Activities</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? Weatherboard (see lesson 3)

B. Circle Game
Have the students stand in a big circle. Give the first student a ball. Sing the Days of the Week song while passing the ball around the circle. When the students sing the last word (السبت), the student with the ball must go and sit in the middle of the circle. Sing the song again. The student with the ball at the end of the song this time must go to replace the student in the middle of the circle, who re-joins the game. Continue as time allows.

C. Where Should We Go?
Post the pictures of famous places on the board. Write the days of the week in Arabic script across the top of the board. Put them in the same order as the Weatherboard so it will not be confusing for the students. Post the “English OK” sign. Explain to students that you will be taking an imaginary trip around the world. The class will decide where to go, how to describe the weather, and what to do there. Tell them that when they vote, they can only vote for one of the choices. Take down the “English OK” sign.

Ask the students to raise their hands and vote for the place the class will go on Sunday. Point to each place, and have students raise their hands if that is the place they want to go. Count the hands out loud in Arabic. Repeat with the other places. Put the picture of the “winning” place under the word for Sunday. Repeat with the other days of the week, having students vote, and putting the picture of the place under the day.
D. What is the Weather Like?
Divide the class into seven groups, and assign each group a day of the week (for a small class, you can assign some groups two days of the week). Give each group a blank piece of paper and something to color with. Have each group discuss the weather words they would use to describe the weather in that place, and work together to create a picture showing the weather. Have each group come up and tell about the weather, and post their picture under the appropriate day.

E. What Do We Like?
Take out the image cards for the warm and cold weather activities and items. Call on one student for each day of the week. Have that student come up and choose an activity/item for one day of the week. If the student can say a sentence about that activity (for example, “I like ice cream in Hawaii”), the student can put that activity on that day. If the student is unable to say the sentence, choose another student, and let them pick an activity. Continue until there is an activity for each day.

F. Dismissal
Have students put away name tags and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Pictures of famous places from lessons 3 and 4
- Image cards for Unit 5
- Blank paper
- Crayons, markers, or colored pencils.

Assessments:
Interpretive Assessment - Activity C
Students raise their hands when they hear the place they want to vote for.

Presentational Assessment - Activity D
Students describe their weather pictures, using the correct weather words.

Presentational Assessment - Activity E
Students give a complete sentence about what they like to do or have in that particular place.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
First Grade Arabic
Unit 5: Weather and Seasons
Lesson 10: My Trip

Language Objectives:
1. SWBAT plan their own fantasy trip, including place, weather, and activities.
2. SWBAT describe their fantasy trip to the class

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Weather, Places, and Activities</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? Weatherboard (see lesson 3)

B. Trip Chart Example
Make a table on the board that resembles the Trip Worksheet, with two boxes across and three down.
Tell the class where you want to go. Draw a simple picture representing that place in the top box of the first column. Tell the class what the weather is like in that place. Draw a simple picture in the second box of the first column that represents that type of weather.

Tell the class an activity you like that you could do in that place, and draw a simple picture to represent it.
Example:
- أنا أحب فلوريدا (draw a palm tree)
- الجو في فلوريدا مشمس (draw a sun)
- أنا أحب السباحة في فلوريدا (draw some waves to represent water)

Repeat with the second column. This time, have students suggest the place, the weather, and the activity.

C. My Trip Chart
Give each student a blank trip chart, and something to color with. Students fill in their chart with two places, and the weather and activity for those places. As students color, go around
and ask them where they like to go, what the weather is like, and what they like to do. Help them answer with complete sentences.

**D. Trip Presentations**
Have each student come to the front and present his or her trip to the class.

**E. Circle Game (if time allows)**
Have the students stand in a big circle. Give the first student a ball. Sing the Days of the Week song while passing the ball around the circle. When the students sing the last word (السّبعة), the student with the ball must go and sit in the middle of the circle. Sing the song again. The student with the ball at the end of the song this time must go to replace the student in the middle of the circle, who re-joins the game.

**F. Dismissal**
Have students put away name tags and line up. They can take their trip charts home. Challenge the students to tell about their trip chart in Arabic to a family member or friend. Sing the Goodbye Song with students as they exit.

**Materials Needed:**
- Trip Chart for each student (separate attachment)
- Crayons, markers, or colored pencils

**Assessments:**
Interpersonal Assessment - Activity C
Students use weather, place, and activity vocabulary to answer questions

Presentational Assessment - Activity D

**ACTFL Standards:**
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Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Unit 5: Assessment

<table>
<thead>
<tr>
<th>Student Name: ____________________________</th>
<th>Needs Help</th>
<th>Completes Independently</th>
<th>Sets a Strong Example</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student can make a creative chart.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can name two places.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can tell about weather appropriate for that place.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can tell about an activity appropriate for that place.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Student can use complete sentences.</td>
<td></td>
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</tbody>
</table>

**I Can** Statements:
- I can name different types of weather.
- I can name the four seasons.
- I can talk about different activities that I do during the four seasons.
- I can use complete sentences to talk about my favorite weather and activities.
Table of Contents

Unit 6: Animals
Essential Question: What are different kinds of animals like, and where do they live?

Lessons:
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5. What Animals Do You Like? 17
6. Animal Characteristics 21
7. Who Am I? 25
8. What Animals Can Do 29
9. All About My Animal 33
10. Animal Presentations 36

Unit Assessment 38
**Language Objectives:**
SWBAT name several common pets.
SWBAT talk about the pets they have.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
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<tr>
<td>dog</td>
</tr>
<tr>
<td>cat</td>
</tr>
<tr>
<td>fish</td>
</tr>
<tr>
<td>bird</td>
</tr>
<tr>
<td>house</td>
</tr>
</tbody>
</table>

**Review:**
I have عدد
numbers 1-10

**Structures:**
"ي" to show possession

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**A. Warm-up Activity:** Whose Name Is It? (See Unit 2) You may also choose to continue to do the Weather Board each day, or once a week (see unit 5).

**B. Pets**
Introduce the four pets by showing the image cards one by one, or projecting a PowerPoint with images of the pets. Say each pet, and have students repeat several times. Then show or point to one pet, and give students a chance to respond with the correct word.

**C. Toss the Pet**
Introduce stuffed animals for each of the pets. Say the name of a pet as you toss it to a student. Student must say the name, and toss the pet back to you. Keep tossing the different pets to different students. If they seem to struggle with a particular pet, toss that same pet to
several students in a row, so that the class will hear the name multiple times in succession. Be sure that each student has a chance to participate and say the name of at least two of the pets.

<table>
<thead>
<tr>
<th>D. I Have a Dog</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Draw a simple outline of a house on the board. Teach the students the word &quot;بيت&quot; (house).</strong> Take the image card for dog (or another pet of your choice), and place it in the house. Tell the students, &quot;في بيتي عندى كلب&quot; (At my house I have a dog). Repeat the sentence, pointing and gesturing to be sure they understand (if you have a pet, show the students a picture of you and the pet at your house).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Who Has a Dog?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ask the students, &quot;من عندك كلب؟&quot; (Who has a dog?). Encourage students to raise their hands if they have a dog. Have those students stand up. Have them repeat &quot;في بيتي عندى كلب&quot;</strong> Repeat this process with the other pets, asking who has that pet, and having them stand and repeat the appropriate sentence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. How Many?</th>
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</thead>
<tbody>
<tr>
<td><strong>Ask for students who have a dog to raise their hands again. Call on one student, and ask, &quot;كم عدد كلبكم؟&quot; Student should say the Arabic number for the number dogs they have. Ask another student. Repeat this activity with the other pets, calling on students to tell you how many they have of that particular pet. Ask which students have no pets (you can draw a &quot;0&quot; the board to demonstrate “none.” Teach the students to say, &quot;صفر&quot; Make sure each student has a chance to answer at some point during the activity.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G. Be a Dog!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Show the students an action for each pet. For dog, students can crawl on the floor and bark. For cat, students crawl and meow. For fish, students put hands out in front of them with palms together, and move them right and left in a fish motion. For bird, students flap their arms like wings as they run. Explain that students may move anywhere in the room, but they may not crawl on or under anything, and they may not touch each other.</strong> Say one of the words. Students should react by doing the action for that pet. Say each of the words, in random order, several times. Now call on a student to say the animal words, while the other students react. If time allows, repeat the activity in pairs. One says the animal, and the other reacts.</td>
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<thead>
<tr>
<th>H. Dismissal</th>
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<tbody>
<tr>
<td><strong>Have students put away name tags and line up. Sing the Goodbye Song with students as they exit.</strong></td>
</tr>
</tbody>
</table>
Materials Needed:
- Image cards of the four pets
- Stuffed animals: dog, cat, fish, bird (these can often be purchased at second-hand stores or yard sales for very low cost)
- Picture of you with your pet, if applicable.

Assessments:
Presentational Assessment - Activity C
Students say the correct pet word while tossing the animal back to the teacher.

Interpretive Assessment - Activity E
Students stand when their pet is mentioned.

Interpersonal Assessment - Activity F
Students answer questions about how many of each pet they have.

Interpretive Assessment - Activity G
Students act out the appropriate animal when they hear the word.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
First Grade Arabic
Unit 6: Animals
Lesson 2 : Animals in the Arab World

Language Objectives:
SWBAT name some animals common in the Arab world.
SWBAT name some animals common in both the Arab world and the U.S.

### Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>cow</td>
<td>بقرة</td>
</tr>
<tr>
<td>donkey</td>
<td>حمار</td>
</tr>
<tr>
<td>goat</td>
<td>ماعز</td>
</tr>
<tr>
<td>sheep</td>
<td>خروف</td>
</tr>
<tr>
<td>horse</td>
<td>حصان</td>
</tr>
<tr>
<td>chicken</td>
<td>دجاج</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>dog</td>
<td>كلب</td>
</tr>
<tr>
<td>cat</td>
<td>قط</td>
</tr>
<tr>
<td>fish</td>
<td>سمك</td>
</tr>
<tr>
<td>bird</td>
<td>عصفور</td>
</tr>
<tr>
<td>house</td>
<td>بيت</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structures:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>he/it has</td>
<td>عنده</td>
</tr>
<tr>
<td>she has</td>
<td>عنهها</td>
</tr>
<tr>
<td>he/it lives in</td>
<td>يسكن في</td>
</tr>
<tr>
<td>she lives in</td>
<td>تسكن في</td>
</tr>
</tbody>
</table>

**A. Warm-up Activity:** Whose Name Is It? (See Unit 2) You may also choose to continue to do the Weather Board each day, or once a week (see unit 5).
B. Pet Charades
Act out an animal, and have students raise their hands to name the animal. The student who guesses correctly then can act out an animal for other students to guess. Continue, with each student that guesses correctly acting out the next animal.

C. New Animals
Introduce the new animals (do not introduce camel until Lesson 3) with pictures and/or stuffed animals. Hold up the picture or stuffed animal, say the word, and have students repeat. Ensure that students repeat the name of each animal several times. Then show the students the picture or stuffed animal, and have them call out the name. Show each animal several times, and vary the order. If students have trouble with some of the animals, show those particular animals more often. If using stuffed animals, toss an animal to a student. Student must say the name of the animal as they toss it back to you.

D. Animals in the Arab World
Show a map of the world. Point out New York. Point out the Arab world. Show an Arab-looking boy puppet (Ali), or picture of an Arab boy. Show an American-looking puppet (Sara), or picture of an American girl.
Hold Ali in front of the Arab world on the map. Tell the students "علي يسكن في مصر." (Ali lives in Egypt - or Arabic country of your choice.)

Hold Sara in front of the general area of New York on the map. Tell the students، "سارة تسكن في نيويورك" "سارة عندها كلب." Post the picture of the animal near New York on the map.

Tell the students about an animal Ali has, for example, "علي عند حمار." Post the picture of that animal in the Arab world on the map. Continue with several more animals, assigning them to the person who would be most likely to have that animal (do not include camel). Ask the students about some of the animals, saying the animal, and asking if it would live in New York City, for example، "ماعز في نيويورك؟" "يمكن!" "ماعز في مصر؟" Ask، "Children will probably laugh. Tell them، "يمكن!" "ماعز في مصر؟" Ask.

E. Animal Sounds
Divide the class into four groups. Give each group a set of animal image cards. Play an animal sound from the sound files. Students in the group must decide which animal it is. One volunteer from each group holds the animal up high, and the group says the name of the animal. Groups must decide if that animal is likely to be in New York or Egypt (or the Arabic country you have chosen). The volunteer then brings the animal picture up, and places it near the part of the map where it belongs. Repeat with the other animal sounds. Do not use the
camel sound in this lesson.

**F. Swat the Animal**
Divide the class differently now, into two teams. Play the fly swatter game with the animal pictures the students have posted on the map. There are several images of each animal, so teams might swat different images. The first student to swat a correct animal gets two points. If the other student swats a correct animal as well, they earn one point. Keep track of points on the board.

**G. Dismissal**
Invite the winning team to line up first. Sing the Goodbye Song, or another song of your choice with students as they exit.

**Materials Needed:**
- Image cards of all of the animals - four sets. Photocopies or computer printouts are fine. Make these on cardstock if possible. REMOVE the camel from these sets for use during this lesson.
- Magnets or tape to post pictures on the board
- Stuffed animals representing the animals in the lesson (optional).
- Map of the world
- Animal sound recordings (mp3 files provided)
- Fly swatters

**Assessments:**
Presentational Assessment - Activity B
Students say the correct pet name based on the actions.

Presentational Assessment - Activity E
Students say the correct animal name when they hear the sound.
Students place the animal in a spot on the map according to what they have learned about animals in the Arab world.

**ACTFL Standards:**
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
First Grade Arabic
Unit 6: Animals
Lesson 3: Where Do Animals Live?

**Language Objective:**
SWBAT name some places where animals live.

**Content Objective:**
SWBAT tell which animals live in which places.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
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<tr>
<td>camel</td>
</tr>
<tr>
<td>the sea</td>
</tr>
<tr>
<td>the mountain</td>
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<tr>
<td>yard</td>
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<td>the water</td>
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<tr>
<td>tree</td>
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<tr>
<td>barn/stable</td>
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<tr>
<td>the desert</td>
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<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
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<td>fish</td>
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<td>bird</td>
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<tr>
<th>Structures:</th>
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<tbody>
<tr>
<td>يعيش في</td>
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</tbody>
</table>
### A. Warm-up Activity: Whose Name Is It? (See Unit 2)
You may also choose to continue to do the Weather Board each day, or once a week (see unit 5).

### B. Animal Sounds
Play the animal sounds from Lesson 2, one at a time. Have students raise their hands and tell the name of the animal. After you have played all of the other animal sounds, play the camel. Let students make a few guesses. Then show them the picture of the camel, and teach them the word, "جمل".

### C. Where Do They Live?
Show students the map of the world. Review the location of the US, and the Arab world. Show students where desert areas are. Show the picture of the desert. Teach the students "صحراء". Tell them, "الجمل يعيش في الصحراء." Have students repeat the sentence. Play the camel sound again, just for fun, and ask the students what it is, and where he lives. Help them repeat the sentence again.

Introduce the other habitats, as follows:
Show the picture, and say the word. Have students repeat. Post the picture on the board. Ask students who might live there. If a student’s suggestion makes sense, form a sentence, for example, " السمك يعيش في البحر." Have students repeat the sentence. Place the picture of the animal under the picture of the habitat on the board. Show the picture of a mountain, and ask who would live there. When students give an answer that makes sense, form a sentence, for example, " الماعز يعيش في الجبل." Continue introducing all of the habitats in this manner.

### D. Place Race
Divide the class into two teams. Take the animal image cards off the board. Add any extra animal image cards that you didn’t put on the board. Divide the cards into two equal stacks, and give each team a stack of cards. The stacks do not need to contain equal numbers of each animal. Have the teams line up, each team forming a line from the front of the room to the back. Each team places their stack of cards at the front of the line, on a chair or desk. The first student in each line takes the first card from their stack. The student must say the name of the animal out loud, and go place it on the board in an appropriate habitat. Then that student gives the next student in line a “high five” and the next student can take a card and repeat the activity. The student who has just had a turn goes to the back of the line. Be sure that each student says the name of the animal. If they don’t, have them stop, and say the
name of the animal before they “high five” the next player. The first team to complete the activity with all of the cards in their stack wins.

E. Find the Match
Take all of the animal image cards AND the habitat image cards down from the board. Add the extra copies of the habitat image cards. Mix the cards well, and place them in a pile, face down, on a desk or table at the front of the room. Demonstrate what to do with the cards as follows:
Choose a card, and show it to the class. If it is an animal, you must find the card for its habitat to have a match. If it is a habitat, you must find the card for an animal that would live in that place to have a match. Have two or three students choose cards from the stack to help you demonstrate. Tell one of the students the animal or habitat of your card. Have the student tell you what card they have. If they are a match, give the student a high five, and place your card in the magic hat. The student also places the matching card in the magic hat. If it is not a match, tell the next student what card you have, and have the student tell you the card he or she has, and go on to ask the next student (try to plan ahead so that one of the volunteer students will have a match to your card).

After you have demonstrated the game, have each of the students choose a card. Students may walk around the room, approaching other students to find the match. If students speak English, they have a 10-second timeout. When they find a match, both students put their cards in the magic hat, and choose a new card from the stack.

Keep playing until all the cards are gone, or as time allows. If you have extra time, or a very large class, you can take the cards out of the magic hat and put them back in the stack to make the activity last longer.

F. Writing a Sentence
Give each student a sentence worksheet and a pencil. Write the sentence from the worksheet on the board. Read the sentence to the students while pointing to each word. Have the students repeat the sentence with you. Show students where to start when they write. Have students complete the worksheet by tracing the sentences. Students who finish early can write the sentence, or their names, on the back of the worksheet. Collect the worksheets.

F. Dismissal
Have students line up. Stand at the door with the Magic Hat. As students exit, they choose a card from the Magic Hat, tell you what it is, and then put it back in the hat.
Materials Needed:
- Animal sound recordings
- Map of the world
- Animal image cards (4 copies)
- Habitat image cards (4 copies)
- Magnets or tape to post cards on the board
- Magic Hat
- Sentence worksheets
- Pencils

Assessments:
Presentational Assessment - Activity B
Students say the name of the animal when they hear the sound.

Presentational Assessment - Activity D
Students say the name of the animal on the card, and place it in a correct habitat.

Interpersonal Assessment - Activity E
Students exchange information about the card they have, and find the student who has the habitat or animal that goes with the habitat or animal they have.

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Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Language Objectives:
SWBAT talk about where animals live.
SWBAT ask where a particular animal lives.

<table>
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<th>Essential Vocabulary</th>
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<tbody>
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<td><strong>Review:</strong></td>
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<td>cat</td>
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<tr>
<td>fish</td>
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<tr>
<td>bird</td>
</tr>
<tr>
<td>camel</td>
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<tr>
<td>colors</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Structures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>يعيش في (he/it lives in)</td>
</tr>
<tr>
<td>اين يعيش؟ (where does ...live?)</td>
</tr>
</tbody>
</table>
### A. Warm-up Activity: Whose Name Is It? (See Unit 2) You may also choose to continue to do the Weather Board each day, or once a week (see unit 5).

### B. Picture Sentences
Divide the class into groups of three students each. One group may have two or four students, as numbers require. Spread out the image cards, face up, on a table or desk at the front of the room. Invite one group to the front. Say a sentence, including an animal, and its habitat, for example, "السمك يعيش في الماء." The students in the group must choose the correct pictures to represent the sentence, and post them on the board. Give each group a chance to come to the front and have a turn to complete the same activity. Repeat as desired. This activity can be repeated in groups, with teacher walking around and monitoring as needed.

### C. Where Does the Red Dog Live?
Draw six large house shapes on the board, using a different color for each (or if you don’t have four colors of white board markers, draw each house on a different color of paper, or with a different color of crayon). Tell the class the “name” of a house, and have them repeat, for example, "البيت الأحمر." Point to the next house, and ask for a student to tell what color the house is. Have the class repeat. Do the same with the other houses. Now hold up a paper pet (see materials). Have the students tell the color and name of the pet, for example, "قط أبيض." Repeat with all six pets the students will use for the activity. Now let students help you decide where to put each pet. Put each pet in one of the houses. Discuss the pets, the houses, and whether students want a certain pet in a certain house, for example:

الكلب الأخضر - أيون؟
في البيت البني؟

Students will need to hear the objects and colors with the definite article "ال" and recognize the words.

When you have placed one animal in each house, ask, "أين يعيش الكلب الأخضر؟" Answer with a complete sentence, "الكلب الأخضر يعيش في البيت البني." Have students repeat the sentence.

Ask about the location of another animal. Have students raise their hands, and call on a student to answer. When a student answers correctly, have the class repeat the sentence. Continue with the other animals.

### D. Partner Game
Demonstrate the game by calling two students to the front. Students should sit or stand at a table or desk. Give each student a “houses” game board. Give each student a set of colored paper pets. Stand a book on end, or use manila folders to create a barrier so the students can’t see each other’s boards. Instruct one student to put a pet in each house. Help the second
student choose a pet, and ask the first student where that pet is, for example:
Student 2: (Where does the green dog live?)
الكلب الأخضر يعيش في البيت الأزرق. 1
Student 2 then places his green dog in the blue house on his game board.
Continue with all six animals, assisting as needed. Show the class the animal Student 2 is
asking about each time. Have them repeat the sentence when Student 1 answers. When they
have finished with all of the animals, take down the barrier. The game boards should match -
meaning each animal is in the same house on both boards. Praise the volunteers for their
efforts.

Now, assign each student a partner. Give each student a houses board and a set of colored
paper pets. Students each play the game with their partner. Those who finish quickly can play
again. Walk around the room, giving assistance as needed. Students who speak English have
a 10-second timeout. Praise the pairs when their boards match at the end of the game. If the
boards don’t match, ask students to figure out why, and practice the color or animal that
doesn’t match.

Collect the board games and colored paper pets to use again.

<table>
<thead>
<tr>
<th>E. Draw the Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quickly review all of the animals and habitats by posting the image cards on the board, and having students call out the name of each one as you post it.</td>
</tr>
</tbody>
</table>

Give each student a blank piece of paper, and crayons, colored pencils, or markers. Explain that you will tell them an animal to draw in a certain place, and they should draw it on the front side of their paper.

Say a sentence with an animal, a color, and a habitat, such as, "الجمل الأزرق يعيش في الصحراء." Students should draw a blue camel in the desert.

When most of the students have finished, ask them to turn over their paper to draw a second scene. Give them another sentence, such as, "العصفور يعيش في الشجرة الأصفر." Students should draw a red bird in a yellow tree.

Remind students to write their name on their paper.

<table>
<thead>
<tr>
<th>F. Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post the “English OK” sign. Explain to students in English that they may bring a picture of any animal they like, and share it during the next class period. It can be a picture of their own pet, or a picture from a magazine, or a book about an animal. Tell the students that if it is an animal they have not learned, you will teach them the name of the animal. Take down the “English OK” sign.</td>
</tr>
</tbody>
</table>
G. Dismissal
Students turn in their papers for assessment, and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Animal image cards
- Habitat image cards
- Colored white board markers, or six houses drawn on different colors of paper or with different colored crayons.
- Houses game boards - one for each student. Print using a color printer.
- Colored paper pets - one set for each student. Print using a color printer. These can be cut out in squares with a paper cutter, or students can cut them out before starting the game.
- Manila folder barriers (optional) - some teachers may already have these, or some type of barrier that students use during spelling tests so they can’t see each other’s papers. They can be made by taping, stapling, or gluing manila folders together. Instructions are found here [http://www.classroomdiy.com/2012/05/diy-privacy-offices.html](http://www.classroomdiy.com/2012/05/diy-privacy-offices.html)
- Paper
- Crayons, colored pencils, or markers
- “English OK” sign

Assessments:
Interpretive Assessment - Activity B
Students choose the correct pictures to represent the sentence.

Interpersonal Assessment - Activity D
Students exchange information to make their houses board match that of their partner.

Interpretive Assessment - Activity E
Students draw pictures representing certain animals, colors and habitats as instructed by the teacher.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Language Objectives:
SWBAT talk about animals they like and dislike.
SWBAT understand when others talk about animals they like and dislike.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>3-4 animals chosen by students</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>All animals</td>
</tr>
<tr>
<td>I like انا أحب</td>
</tr>
<tr>
<td>he/it lives يعيش</td>
</tr>
<tr>
<td>numbers</td>
</tr>
<tr>
<td>Structures:</td>
</tr>
<tr>
<td>to like, first person singular</td>
</tr>
<tr>
<td>to live, third person singular</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? (See Unit 2) You may also choose to continue to do the Weather Board each day, or once a week (see unit 5).

B. Animal Charades
Act out an animal the students have learned. Have students raise their hands to guess the animal. Call on students to answer. The student who answers correctly then acts out an animal for the class, and calls on someone to answer. Continue in this manner to review the animals. Repeat the activity in pairs, if desired.

C. New Animals
Students who brought a picture of an animal may present it to the class. Students should say, “انا أحب” and the name of the animal in Arabic, if it is an animal they have learned. If it is an animal the class has not learned, tell the student how to say the animal. Have the class repeat the name of the new animal several times. Post the picture on the board. Continue with each
student who brought a picture. It is likely that many students will have forgotten to bring a picture. This is OK. Having just a few new animals is ideal. Prepare one or two pictures of new animals that you can teach in case none of the students remember to bring a picture. Make a note of the new animals learned, and review them during subsequent lessons. Post each picture on the board, low enough that students will be able to reach to write tally marks below each picture in Activity F.

D. I Like Bears
Post a picture of each of the previously learned animals that it not already on the board. For example, if a student brought a picture of a dog, you do not need to post the image card for “dog” because the student’s picture will be on the board. If no one brought a fish, post the image card for “fish.” Practice the new animals. Say “انا أحب الدب” for example, and have students repeat. After you have practiced each of the new animals at least once, get out the ball. Point to one of the animals (it can be a new animal, or one previously learned). Toss the ball to a student. The student should say,”_____ أحب” and say the name of the animal. Assist as needed. Have the class repeat.

E. Group Activity
Divide the class into groups of four or five students. Guide one group in a demonstration of the activity while other groups watch. Give a student a ball (or other object to pass around the circle). The student with the ball says,”انا أحب (animal of his choice), وانت؟” and passes the ball to the next student, who says the same thing, using an animal of his choice.

Give each group a ball, and have them start the activity. Continue this activity until each student has had a chance to have several turns. Encourage students to say a different animal each time, or to say more than one animal. You can do this simply by saying, “؟_____ 3ح” after a student says one animal.

Collect the balls, and have students return to their places.

F. Take a Vote
Demonstrate voting for one of the animals on the board. Do this by saying,”_____ أحب” and the name of the animal, and putting a tally mark below the picture of that animal on the board.

Give each student a turn to come to the front and vote for their favorite animal, by saying the sentence, and placing a tally mark below the animal they like.

G. Counting
As a class count the tally marks for each animal out loud. When you are done counting each
animal, write the number by the animal. When you have finished counting all of the votes, announce the winning animal, by telling the class how many students liked that animal. For example, “خمسة طلاب يحبون الدب.” (Five students like the bear.) Continue with the other animals, telling the students how many liked each animal. This will give the students familiarity with the plural form of the verb “to like.” They are not expected to memorize this form, but they will understand it from context.

H. Dismissal
Have the students who liked a certain animal line up first. Repeat with each animal until all of the students are lined up. Sing the Goodbye Song, or another song of your choice, with students as they exit.

Materials Needed:
- Pictures of several new animals, in case none of the students remember to bring them.
- Balls or other objects for the students to pass around in activity E - one for each group of four or five students.
- Animal image cards

Assessments:
Presentational Assessment - Activity B
Students say the correct name of the animal when they see the action.

Presentational Assessment - Activity C
Students use “I like” correctly, and the name of the animal if it is an animal previously learned.

Interpersonal Assessment - Activity E
Students ask and answer each other, and tell each other an animal they like.

Presentational Assessment - Activity F
Students say a complete sentence about the animal they like.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
(1.2) Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Language Objective:
1. SWBAT name body parts of animals.

Content Objective:
1. SWBAT identify similarities and differences in animals.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<td>feathers فيقرش</td>
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<td>wing عُنْجَاح</td>
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<tr>
<td>tail نَذيِل</td>
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<td><strong>Review:</strong></td>
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<td>hair شَعْر</td>
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<tr>
<td>foot قَدْم</td>
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<td>eye عَنْب</td>
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<tr>
<td>ear أَذْن</td>
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<tr>
<td>mouth فَم</td>
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<tr>
<td>nose أَنْف</td>
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<tr>
<td><strong>Structures:</strong></td>
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<tr>
<td>عنده he/it has</td>
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A. **Warm-up Activity:** Whose Name Is It? (See Unit 2) You may also choose to continue to do the Weather Board each day, or once a week (see unit 5).

B. **Review Song**
Sing “Head, Shoulders, Knees and Toes” with the class (see Unit 3 for the song chart).
Students should do the actions, touching each of the body parts as they sing.
C. Animal Body Parts
Show the class the image of a horse. Ask the class what the animal is. Call on a student to answer. Ask,"هل الحصان عنده رأس؟" (Does the horse have a head?) Class should answer, "نعم!" Ask about another body part, for instance,"هل عنده شعر؟" When you get to feet, ask,"هل عنده قدم؟" And then ask,"كم؟" (How many?) Count the legs as a class.

Next, show the fish. Ask questions about what body parts the fish has, and have students answer, for example, students should answer "لا" to "هل عنده قدم؟" because a fish doesn’t have feet.

Show the bird. Ask questions in a similar manner. Ask,"هل عنده شعر؟ " Students should answer, "لا". Show the image of feathers, and teach the students "ريش". Then show the image of a wing, and teach the students "جناح". Have students make a “chicken wing” action with their arm as they practice the word. Use the new words to ask questions about other animals, for example,"هل الكلب عنده جناح؟" Students should answer, "لا".

Choose an animal with a tail to teach the word, "ذيل". Show the image card, as well as a few animals who have tails. Have students repeat the word several times. Use the word to ask questions, as with wing and feather.

D. Fly Swatter Game
Divide the class into two teams. Post the Animal image cards (no habitats or body parts) on the board. Give a fly swatter to the first student on each team. Say "عندھ" any animal body part. Students must swat an animal which has that part. Each student who swats a correct animal earns a team point. There can be several correct answers, for example,"عندھ رأس" would apply to all of the animals. "عندھ قدم " would not apply to the fish, and "عندھ جناح " would only apply to the bird.

E. Who Has a Tail?
Move the image cards of the animals to one side of the board. On the other side, post the image of “tail.” Ask,"أي حيوان عنده ذيل؟" (What animal has a tail?) Have students raise their hands to answer. Call on a student to answer. If the student answers with an appropriate animal, have the student come up and take that animal’s image card, and place it under the “tail” image. Continue calling on students, and having them answer, and move the image cards, until the class has identified all of the animals that have a tail. Choose two students to move all of the image cards back to the other side of the board.

Choose another body part, and put it in place of the card for “tail.” Repeat the activity, with students identifying all of the animals that have that body part. Complete this activity with each of the new words, as well as some of the familiar body parts, such as ears and feet.
F. Circle Game
Choose three students to demonstrate the game. Tell the students an animal body part. Each student in the circle must name an animal with that body part. If they can’t think of one, or say an animal that is incorrect, they scoot back a couple of inches, and the remaining students continue to name animals. When no one can think of any more animals that have that body part, the last student who said a correct animal is the winner of that round. All three students join back in the game. The winning student gets to choose the body part for the next round. After you have helped the students demonstrate the game, divide the class into groups of three or four students. Each group should sit in a circle. Give the class a body part to start with. The winner in each group will choose a body part for their group for subsequent rounds. Listen to the groups, and assist as needed. Continue the game as time allows.

G. Dismissal
Have students line up. Stand at the door with the Magic Hat. As students exit, they choose a card from the Magic Hat, tell you what it is, and then put it back in the hat.

Materials Needed:
- Unit 6 Image cards for animals and animal body parts
- Body Parts Image Cards from Unit 3
- Fly Swatters
- Magic Hat

Assessments:
Interpretive Assessment - Activity D
Students swat an animal that has the body part they hear.

Interpersonal Assessment - Activity E
Students answer the question correctly by saying the name, and identifying an animal with that body part.

Presentational Assessment - Activity F
Students name an animal with the body part indicated for that round.

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Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

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Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

New York Science Standards:
LE 3.1a Identify, describe, and compare the physical structures of animals; compare and contrast the physical characteristics in animals.
First Grade Arabic
Unit 6: Animals
Lesson 7: Who Am I?

Language Objectives:
1. SWBAT describe an animal using physical description and habitat
2. SWBAT guess the identity of an animal when given clues such as physical description and habitat

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<td>Review:</td>
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<td>Animals</td>
</tr>
<tr>
<td>Body parts</td>
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<tr>
<td>Colors</td>
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<td>Habitats</td>
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<tr>
<th>Structures:</th>
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<tbody>
<tr>
<td>يعيش في</td>
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<tr>
<td>he/it lives in</td>
</tr>
<tr>
<td>عنده</td>
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<tr>
<td>he/it has</td>
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<tr>
<td>هل</td>
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<tr>
<td>question word</td>
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</table>

A. Warm-up Activity: Whose Name Is It? (See Unit 2) You may also choose to continue to do the Weather Board each day, or once a week (see unit 5).

B. Habitat Review
Toss a ball to a student, and say, for example, "الكلب يعيش في__" Student should complete the sentence with "البيت" or "الحديقة" and toss the ball back to you. Continue in this manner, reviewing all of the animal habitats. Now give the ball to a student, and have him start a sentence, and toss the ball to another student. The student completes the sentence, then starts another sentence of his own, and tosses the ball to a student to complete it. Continue until most, if not all students have had a turn.
C. Who Am I?
Describe an animal, and have students raise their hands to guess the animal. Give one piece of information at a time, and allow students to guess before you say another thing about the animal. For example:

- عَنْدَهُ شَعر
- عِنْدَهُ ذِبَل
- لُونُهُ بني
- يَعْيَشُ فِي أَسْطِبَل

The student who answers correctly can now describe an animal for the class in the same manner. Show the student the animal image cards to help him or her choose an animal to describe (do not show the card to the class). The student can call on those who are raising their hands to answer. The one who answers correctly gets the next turn. Repeat this process for at least five animals.

D. Six Questions
(Like the game of twenty questions, but shorter)
Demonstrate the game by choosing a student, and having the student choose an animal image card. The student should look at the card, but not show the class. Ask the student a question that can be answered with "نعم" or "لا", for example, "هل عندك ريش؟". Have students repeat the question, practicing "هل عندك " The student with the card answers "نعم" or "لا". Hold up one finger, to show that you have asked one question. Ask another "yes or no" question. Continue asking the student questions about the animal. Put up another finger each time you ask a question. When you have enough information, you can guess the animal. If you ask six questions, and still can’t guess the animal, show the students the six fingers, and tell them, " точки". Have the student volunteer tell you the animal.

Place all of the animal image cards face down at the front of the room. Include extra copies. Assign each student a partner (or have them choose their own partner). One student will choose an animal card, and the other student will ask six (or fewer) “yes or no” questions and try to guess the animal. Then each pair will return the image card to the stack, and the other partner will take an image card. Pairs continue taking turns as time allows. If there is an uneven number of students, three students can work in a group. One student chooses the card, and the other two student take turns asking questions.

E. I Like Camels!
Post the image cards for four to six animals in different places around the room. Show the students where they are. Place a piece of paper and something to draw with in each area. Post the “English OK” sign. Explain the activity to the students, for example:

I will give you to a count of ten in Arabic to choose which of one of these animals you like best. Go stand by the animal you like. All of the students who like that animal will work
together to make a poster, and decide what you can say about your animal. Make a picture of
the animal. Each student must be ready to tell one thing about the animal - where it lives,
what color it is, what body parts it has. Decide who will say which thing, and be ready to
present to the class as a group.

Count from ١٠ down to ١ Students should go to the animal they like best, and begin
working on the group project. Monitor the groups, to keep them on task, and to ensure that
everyone participates. If a group is ready early, encourage them to practice saying what they
plan to say in their presentation. When most groups are ready, have each group take a turn to
present to the class. Students should show their posters, and each student should say
something about the animal.

F. Dismissal
Have students bring you the image cards and drawing materials. They make keep the pictures
they drew. Invite the group whose area is clean the fastest to line up first. Continue inviting
groups to line up when their areas are clean. Sing the Goodbye Song with students as they
exit.

Materials Needed:
• Ball
• Animal Image Cards
• Paper
• Crayons, markers, or colored pencils

Assessments:
Presentational Assessment - Activity B
Students complete the sentence by saying an appropriate habitat.

Interpersonal Assessment - Activity D
Students ask and answer questions to guess which animal their partner has.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share
information, reactions, feelings, and opinions. (1.1)
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. 

(1.2) 
Presentational Communication: 
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3) 

New York Science Standards: 
LE 3.1a Identify, describe, and compare the physical structures of animals.
Language Objective:
1. SWBAT talk about things animals can do.

Content Objective:
1. SWBAT compare and contrast abilities of animals.

<table>
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<tbody>
<tr>
<td>New Words and Phrases:</td>
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<tr>
<td>it flies</td>
</tr>
<tr>
<td>it swims</td>
</tr>
<tr>
<td>it runs</td>
</tr>
<tr>
<td>it walks</td>
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<tr>
<td>Review:</td>
</tr>
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</tr>
<tr>
<td>Habitats</td>
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<tr>
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</table>

A. Warm-up Activity: Whose Name Is It? (See Unit 2) You may also choose to continue to do the Weather Board each day, or once a week (see unit 5).

B. Fly Swatter Game
Review all of the animals by playing the fly swatter game. Post all of the animals on the board, or fill the pocket chart with animals. Divide the class into two teams. Give the first student on each team a fly swatter. Say one of the animals. The first student to swat the correct animal earns a point for his or her team. After a few turns, switch out the pictures for different animals, or for habitats and animal body parts. Play until each student has had at least one turn.
C. The Bird Flies
Post pictures of a bird, a fish, a horse and a cat.
Tell the students about what these animals can do. Make actions to demonstrate each verb.
For example:
العصفور يطير (point to the bird, then wave your arms in a flying motion).
Have students repeat "يطير" and flap their arms.
هل السمك يطير? لا! السمك يسبح. Put the palms of your hands together, and make a side to side “swimming” motion with your hands, as in Lesson 1 Activity G. Have students repeat السمك يسبح and do the action.
هل الحصان يطير؟ لا! الحصان يجري. Run or gallop in place.
In a similar way, introduce اللقط يمشي. You may want to point out that a horse can also walk, and a cat can run. Continue to ask questions about these verbs, using different animals that the students have learned.

D. Run!
Have the students stand up. Practice the new verbs by having the students act them out when you say them. Using the command form is fine, in plural form, since you are addressing the whole class - it sounds similar, and they should learn to recognize it as well. At first, give the students the command, and do the action with them. After more practice, say the word, but wait for the students to do the action, instead of doing it with them.

As students get comfortable with the words, choose a student to give a command. Let the student pick someone who responded to the command very fast to go next. Continue, letting students have turns to give the commands.

E. Step By Step
The object of this game is for students to make it from one end of the room to the other. Every time you say a sentence that is true, students can take a step. Every time you say something that is not true, students must not move, If they move, they must go back to the start.

Line up half of the students across one end of the room. The other half will watch first, and then have a turn to play. Designate the place the students must touch on the other side of the room to win the game, and show it to the students. This can be the wall, the white board, or a desk or table.

Use sentences about what animals can do, as well as where they live and their body parts from previous lessons. For example:
السمك يجري.
الكلب يمشي.
(Since most camels cannot swim, students should not take a step. If you would like to have a short cultural lesson on swimming camels, that is up to you).
Each time, after students respond by stepping or not stepping, clarify the meaning of the sentence with actions, and with pictures if necessary. Praise those who responded correctly, and have those who responded incorrectly return to the beginning. When one student touches the wall, that student is the winner. Repeat the game with the other half of the class.

F. Raise the Animal
Give each student an animal image card. Some students may have the same animal, but it is better if students do not have the same animal as someone sitting close to them.

Say a characteristic that applies to some of the animals. Students whose animal fits in that category should raise their animal up high. Point to each student in turn, who has his animal raised, and have him say the name of the animal. If the animal does not really fit in that category, ask the class about it, for example:

الشعر
Students raise cards, and say, "عندما ينام، يشعر..."
If a student says "عندما ينام، يشعر..." you would say, "لا، ينام في الصحرااء" Students will answer "لا" (remember to treat wrong answers with humor, and never shame or belittle a child for making a mistake).

More examples:

بیجک
میخک
عندما نیل
یک در ماه
بیجک
بیجک

If a student’s animal choice is unclear, it’s fine to accept it, and say "میک" For instance, students may not know if a horse or donkey can swim. The main point is to practice the language, and ensure that the students understand what was said.

After you have used five or six different sentences, give the students five seconds to trade cards with another student. Then play the game again, giving different sentences. Continue as time allows.

G. Dismissal
Collect the image cards from the students. Invite students to line up, beginning with the quietest row or table. Sing the Goodbye Song with students as they exit.
Materials Needed:
- fly swatter
- Pocket chart (optional)
- Image cards

Assessments:
Interpretive Assessment - Activity B
Students swat the picture which corresponds to the word.

Interpretive Assessment - Activity D
Students perform the action that corresponds with the word.

Presentational Assessment - Activity F
Students say the name of an animal that fits the category mentioned.

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Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

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Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)

New York Science Standards:
LE 3.1a Identify, describe, and compare the physical structures of animals. Compare and contrast the physical characteristics in animals.
Language Objectives:
1. SWBAT tell about an animal, including habitat, description, and ability.
2. SWBAT understand when others tell about an animal.

Content Objective:
1. SWBAT describe the physical structure of an animal.

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A. Warm-up Activity: Whose Name Is It? (See Unit 2) You may also choose to continue to do the Weather Board each day, or once a week (see unit 5).

B. All About My Animal
Draw a simple picture of an animal on the board. Tell the students, “أنا أحب ال__” (name the animal you have drawn). Ask students to raise their hands and tell you things about that animal. Show students the habitat image cards. Ask where that animal lives. Call on a student to answer. When a student answers correctly, post the image card of the habitat under the picture you drew. Show the students some animal body parts/characteristics cards. Ask them which things the animal has. Call on students to answer. Post the cards for the correct answers under the animal picture. Show the students the action cards. Ask students what the animal can do. Call on students to answer. Post cards for each correct answer under the animal picture. If you have extra class time, this activity can be repeated in small groups, with the teacher walking around and monitoring.
C. My Animal Poster
Demonstrate the poster-making process as follows: Draw your animal on a piece of paper. Have the image card copies you need prepared at the front of the room (see materials). Show the students the container of habitats. Select the appropriate habitat picture, and demonstrate gluing it on your animal poster. Say the word for the habitat as you glue it on. Show the students the container of body parts/characteristics. Choose two appropriate items. Count them out loud with the students, and say what they are. Act as if you are going to glue them on, just to demonstrate. Show the students the container of ability cards. Choose one or two cards appropriate to your animal. Tell the students what they are, and hold them up to your poster, showing that you would glue them on.

Give each student a piece of paper. Instruct them to draw an animal they like. As students finish with their pictures, they may come up and choose one habitat picture, two body parts/characteristics cards, and one or two ability cards. Students should glue these pictures at the bottom of their posters. Remind students to label their posters with their names.

D. Guess My Animal
As students finish with their pictures, have them find a partner. One student tells the other student the habitat, characteristics, and abilities of the animal, and the other student tries to guess what animal it is. Then the other student describes his or her animal in the same manner. When both students have had a turn, they may look for a new partner. Listen to students’ descriptions, and assist as needed. Collect the animal posters so that students can use them for presentations during the next class period.

E. Dismissal
When students have turned in their animal posters, they may line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Image cards
- Paper photocopies of image cards - enough so that all of the students will be able to find what they need. These should be simple black and white photocopies on regular paper.
  - Habitats - make 8-12 copies and place them in a basket or other container labeled “choose 1.”
  - Body parts/characteristics - make 10-14 copies of the animal body parts from this unit, plus head and foot from unit 3, and put them in a container labeled “choose 2.”
  - Abilities - make 8-12 copies and place them in a container labeled “choose 1 or
2.”
- Glue sticks
- Paper for animal posters - extra large paper or poster board, if possible.
- Crayons, colored pencils or markers.

Assessments:
Interpersonal Assessment - Activity B
Students accurately answer the teacher’s questions about the animal.

Presentational Assessment - Activity D
Students accurately describe their animal’s habitat, characteristics, and abilities.

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Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)

New York Science Standards:
LE 3.1a Identify, describe, and compare the physical structures of animals.
Language Objectives:
1. SWBAT present information about an animal they like, including habitat, characteristics, and abilities.

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A. Warm-up Activity: Whose Name Is It? (See Unit 2) You may also choose to continue to do the Weather Board each day, or once a week (see unit 5).

B. Model Presentation
Explain to the students that they will present about their animal, without telling the class what the animal is. Students in the class will raise their hands to guess the animal. Model this process by telling about an animal. First, tell about the habitat. Next, give two characteristics/body parts, then give one or two abilities. For example:
- يعيش في أسفل
- عدوم شعر وذيل
- يمشي وجري
Call on students to guess what animal it is. Allow three students to guess. If no one guesses the animal, tell them what it is.

C. Student Presentations
Give each student a chance to present to the class, without telling the name of their animal. Let the students call on volunteers to guess. If no one guesses correctly, have the student tell the class the animal after three guesses. Then have the student show the class the poster, and repeat the clues while pointing to the pictures on the poster.

When students have finished their presentations, collect the posters to use as classroom decorations. If time allows, let students hang up their own posters in the classroom, or in the hall outside the classroom, as appropriate for your school.
D. Dismissal
Invite students to line up quietly. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Animal posters created by students during the last lesson.
- Tape (or whatever method is allowed at the school) to hang pictures in the classroom or hallway.

Assessment:
Presentational Assessment - Activity C

ACTFL Standards:
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)

New York Science Standards:
LE 3.1a Identify, describe, and compare the physical structures of animals.
## Unit 6: Assessment Rubric

<table>
<thead>
<tr>
<th>Student Name: ___________________________</th>
<th>Needs Help</th>
<th>Completes Independently</th>
<th>Sets a Strong Example</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student can tell about the animal’s habitat.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can describe the animal using at least two characteristics or body parts.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Student can tell an ability of the animal, using the proper form of the verb.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can draw a picture, and include the above information on the poster.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### I Can Statements:
- I can name different animals.
- I can describe the characteristics of animals.
- I can describe what animals do and how they move.
- I can name different locations where animals live.
GLP Arabic Curriculum

Year 1, Unit 7: Qatar
Table of Contents

Unit 7: Qatar
Essential Question: What is Qatar like and what can we do there?

Lessons:
1. Where is Qatar? 2
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8. Buying Drinks and Sweets 31
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Unit Assessment 42
First Grade Arabic
Unit 7: Qatar
Lesson 1: Where is Qatar?

Language Objectives:
1. SWBAT recognize and begin to use numbers above ten.
2. SWBAT name the country of Qatar.

Content Objective:
1. SWBAT know where to find the Arab World on a map.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>The Arab World</td>
</tr>
<tr>
<td>Qatar</td>
</tr>
<tr>
<td>Egypt</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Numbers 1-10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation of numbers 11-20</td>
</tr>
<tr>
<td>Comparison to “teens” in English</td>
</tr>
</tbody>
</table>

**A. Warm-up Activity:** Whose Name Is It? (See Unit 2) Choose one name, and have that student complete the Weather Board (see unit 5) with the local weather. After the student has put the picture(s) for the day’s weather in place, show the students a weather forecast (projected, from the internet, if possible) which gives the forecast for the local high temperature in both Fahrenheit and Celsius, or write the numbers for the predicted high temperatures on the board.

**B. Qatar**
Show the students a map of the world. Point out to students your area on the map, and say the name of your state. Point to each of the places you used during the weather unit, saying the names out loud. Point to the Arab World, and say, "العالم العربي." Have students repeat. Move your hand over the area on the map in a circle, indicating that this is the name of the entire area. Point to Egypt, and say, "مصر" Have students repeat. Now point to Qatar and say " قطر". Circle your hand over the entire area again, saying, "العالم العربي." Have students repeat. Point to your state and say its name. Circle your hand over America, and say, "امريكا" Point to Egypt, Qatar, and the Arab world, saying each name as you point.

Point to a place, and encourage the students to call out the name of that place. Repeat with all of the places.

C. Map Race
Be sure the map is positioned in a place where students can reach it. Divide the class into two teams. Give the first student on each team a fly swatter. Say the name of one of the places on the map. The first student to swat the correct place gets a point. Continue until every student has had a turn.

D. Weather in Qatar
Choose a second name to write on the board, and play the Name Game. When the students guess the name, invite that student to come tell about the weather in Qatar. You will need to tell the student what the weather is like, or show a picture. You may want to make a second weather chart for Qatar weather, or the students can put Qatar’s weather at the bottom, below the weather for your area.

Write the numbers for the high temperature forecast for Qatar next to the numbers you wrote for your weather. Students can compare the temperature forecast for both locations (in both Celsius and Fahrenheit). This first day, they can just see the written numbers in English, and hear the teacher pronounce them. Have students repeat the numbers.

E. Let’s Go To Qatar!
Tell the students the class will now travel to Qatar. If you are good with Google Earth, show the trip from where you are to Qatar. Otherwise, point to the map, and show how you would fly to Qatar.
Show part of the Qatar video.
Post the “English OK” sign. Ask for several students to tell the class what they liked best about Qatar in the video. At the end, take down the “English OK” sign.

### F. Number Review
Sing the “Numbers Song” with the students (see Unit 1). Write the numbers one to ten on the board in Arabic. Sing the song again, pointing to each number as the class sings it.

### G. More Numbers
Count from one to ten, then go on. As you say each number from 11-20, pause and have students repeat. Now count again. Write each number from 11-20 on the board as you say it. Now count, saying three numbers at a time, and have student repeat each set of three. For example:

<table>
<thead>
<tr>
<th>Arabic Numbers</th>
<th>Repeat</th>
</tr>
</thead>
<tbody>
<tr>
<td>احد عشر, اثنا عشر</td>
<td>(students repeat)</td>
</tr>
<tr>
<td>ثلاثة عشر, اربعة عشر</td>
<td>(students repeat)</td>
</tr>
</tbody>
</table>

Next, count slowly from 1-20, together with the students. Point to each number as you say it.

### H. Toss Game
Point to one of the numbers on the board. Indicate for students to raise their hands to say the number. When a student says an incorrect number, tell the class the correct number, and have the entire class repeat the number as you point to it. When a student says the number correctly, that student gets to “shoot a basket”. Give the student a ball. Let the student try to toss the ball into the magic hat. Continue practicing the numbers with this game, in random order, as time allows.

### I. Dismissal
Count the students to line them up. Each time you point to a student and say a number, the student should repeat the number, and go line up. Sing the Goodbye Song with students as they exit.

---

**Materials Needed:**
- Internet weather forecast (optional)
- Large map of the world
- Second Weather Board for Qatar weather (optional-see unit 5)
- Fly swatter
- “English OK” sign
- Computer and projector
- Video [http://www.youtube.com/watch?v=55Ap_Ps7sLs](http://www.youtube.com/watch?v=55Ap_Ps7sLs) (if you download the video, you will not have to worry about having an internet connection)
• Magic Hat
• Ball

Assessments:
Interpretive Assessment - Activity C
Students swat the correct place on the map

Presentational Assessment - Activity G
Students say the correct number.

ACTFL Standards:
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)

Cultural Comparisons:
Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

New York Social Studies Standards:
Standard 3.1a, 3.1 b Places in a community can be located on a map and globe.
Language Objectives:
1. SWBAT understand numbers up to 100.
2. SWBAT count to 100 with assistance.

Content Objective:
1. SWBAT recognize currency from Qatar.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>Qatari Riyal</td>
</tr>
<tr>
<td>US dollar</td>
</tr>
<tr>
<td>Money</td>
</tr>
<tr>
<td>Change</td>
</tr>
<tr>
<td>Numbers up to 100</td>
</tr>
<tr>
<td>I want</td>
</tr>
<tr>
<td>Please (to a man/boy)</td>
</tr>
<tr>
<td>Please (to a woman/girl)</td>
</tr>
<tr>
<td>Be my guest (to a man/boy)</td>
</tr>
<tr>
<td>Be my guest (to a woman/girl)</td>
</tr>
<tr>
<td>Thank you</td>
</tr>
<tr>
<td>You’re welcome</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Numbers 1-20</td>
</tr>
</tbody>
</table>

Structures:
Formation of numbers 20-100
Comparison to numeral order in English
A. **Warm-up Activity:** Whose Name Is It? (See Unit 2) Choose two names, and have those students complete the Weather Board (see unit 5) with local weather, as well as weather in Qatar. Students can compare the temperature forecast for both locations, and practice numbers up to 100. Write the numbers for the high temperatures on the board (Arabic style), and have the students repeat the pronunciation after you.

B. **Tens**
Sing the “Numbers Song” as a class.
Teach the “tens” numbers as follows:
Write the numbers on the board (10, 20, 30... 100) Write the numerals used in Arabic, and write them from right to left. Point to each number in order, and say it out loud. Have the students repeat each number.

Students should get used to the sound of each number. They may not be able to remember these numbers well enough to read them on demand, but they should understand them, and be able to make a guess at reading any number from 1-100, if given enough time.

C. **Counting to One Hundred**
Have the students count with you from 1-20. Repeat any numbers they do not know well.
Continue on counting, encouraging students to join in when they get the idea. Count slow enough to be sure students can hear and process the numbers. Keep counting in this way, recognizing those who start to count along with you by pointing and smiling. When you get to each “tens” number, point to that number on the board. Count all the way to 100. Feel free to walk around, move your arms, dance, clap, or whatever you like to keep a rhythm while you count. Encourage the students to move with you.

D. **Counting Challenge**
Ask for six volunteers for a counting challenge. Have the volunteers stand in a circle at the front of the classroom. Have them start counting by each student saying one number in turn, around the circle. When a student is unable to say the correct number, that student sits down. It is likely that all of the students will be “out” long before 100 - that is just fine. Write down the highest number the students in the circle were able to reach in a corner of the board. Tell the students they will all get a chance to play during the next class period, and they can try to beat the record.

C. **Qatari Riyal**
Project a PowerPoint slide of Qatari riyal, large enough so students can see the details.
Include 1, 5, 10, 20, 50, and 100. Point out each number, and have students raise their hands to identify the numbers.
Teach them "دollar American," "Point to the Qatari Riyal and say, "ريال قطري." Have students repeat. Hold the American and Qatari money in your hands, and say, "فلوس." Have students repeat.

**E. Money, Please!**
Have the following conversation with a puppet, as a demonstration:

Puppet: أريد فلوس من فضلك.
Teacher: (gives puppet some money)
Puppet: شكراً
Teacher: عنواً

Now, let a student hold the puppet. Say the dialogue again. Have all of the students repeat each line of the dialogue after you say it. The student with the puppet acts out the dialogue as everyone says the words.

Take some of the bills you have prepared. Hold your hand out, as if offering them to a student. Help the student say, "أريد فلوس من فضلك." Give the student one of the bills. Repeat this activity with two more students, so that each of them has a bill. Have these three students stand at the front of the room, facing the class. They are the "bankers" for this activity.

Divide the class into three groups. Have each group form a line in front of one of the three bankers at the front of the room. Give each of the bankers a stack of bills. The first student in each line asks the banker at the front of the line, "أريد فلوس من فضلك." The student at the front of the line then gives that student a bill (and says شكراً or عنواً, if the student remembers that part). The receiving student should say, "شكراً," to which the other student should reply, "أريد فلوس من فضلك." The student who just received the bill goes back to his seat, and the next student in line repeats the activity.

**F. What is On My Bill?**
Have the students examine their money, and see if there is anything on it that they can name. Point to items on the PowerPoint slide that they might have on their individual bills (specific numbers, جمل, عصفور, شجرة). Have students raise their hands if they have that item on their bill.

**G. Optional Activity**
If time remains, show part of a video about Qatar. Select the video showing the boats.

**H. Dismissal**
Say the name of an item on a Qatari bill. Invite students who have that item on their bill to turn in their bill and line up. Say other items, and have students line up, until all of the students are lined up.
Sing the Goodbye Song with students as they exit.

Materials Needed:
- PowerPoint slide showing Qatari bills (http://banknotesinfo.com/qatar)
- Fake Qatari Riyals (enough for one for each student). Make these bill by copying pictures from the website above. Make some from each side of a Qatari Riyal, so that students can see the different pictures. Use different denominations as well, just be sure to keep them separate for lesson 6 where everyone will use “One Riyal” bills.
- Puppet
- Video, projector

Assessments:
Presentational Assessment - Activity D
Students say the correct number.

Interpersonal Assessment - Activity E
Students ask for money, using the proper polite language.

Interpretive Assessment - Activity F
Students raise their hands when they hear an item that is on their bill.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

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Cultural Comparisons:
Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2)
Math Standards:
Standard 2.MD3 Work with time and money.
Language Objectives:
1. SWBAT describe traditional Qatari clothing.

Content/Culture Objective:
1. SWBAT recognize the flag of Qatar.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>flag</td>
</tr>
<tr>
<td>hat</td>
</tr>
<tr>
<td>sandal</td>
</tr>
<tr>
<td>shoe</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>he wears/is wearing</td>
</tr>
<tr>
<td>she wears/is wearing</td>
</tr>
<tr>
<td>clothing (Unit 4)</td>
</tr>
<tr>
<td><strong>Structures:</strong></td>
</tr>
<tr>
<td>Conjugation of نِس</td>
</tr>
</tbody>
</table>

**A. Warm-up Activity:** Whose Name Is It? (See Unit 2) Choose two names, and have those students complete the Weather Board (see unit 5) with local weather, as well as weather in Qatar. Students can compare the temperature forecast for both locations, and pronounce the numbers in the forecasts.

**D. Counting Challenge**
Divide the class into groups of five to seven students. Have each group stand in a circle, and complete the counting challenge by each student saying one number in turn, around the circle. When a student is unable to say the correct number, that student sits down. It is likely
that all of the students will be “out” long before 100 - that is just fine. See which group can reach the highest number, and record that number on the board. This activity can be repeated during other class periods whenever you have extra time. Keep a record on the board of the highest number reached.

C. Pair Activity
Describe the clothing you are wearing, including color, and any clothing items the students learned in unit 4. Invite a student to come up front. Ask the student to describe the clothing he or she is wearing.
Have students find a partner. Each pair should tell each other what they are wearing, including color. After they have told each other what they are wearing, students must find another partner and have the same conversation. Help students find new partners quickly, and participate in the activity with any student that does not have a partner.

D. Arabic Clothing Items
Review the Arabic clothing items learned in Unit 4 (عباية، حجاب، ثوب، كوفية). Show the item (or a picture, if you don’t have the item), and ask the students to raise their hand if they remember the word. Call on a student to say the word. If the student is correct, give praise, and have the class repeat the word as you show the item. Introduce the new clothing words (قبعة, صندل, حذاء) by showing the item, saying the word, and having the students repeat.

E. Describe the Clothing
Divide the class into groups of three students. Each group needs to decide who is "واحد", who is "اثنين", and who is "ثلاثة". Show the first picture of a Qatari (male) in the PowerPoint (see materials). Demonstrate the activity by describing what the person is wearing, for example, "هو ثوب أبيض وحذاء" Have the students repeat "هو ثوب أبيض وحذاء", then each of the clothing items. Change to the next picture (female), and describe what she is wearing. Have the students repeat "هي تلبس" as well as the clothing items.

Ask the students who are number “واحد" to raise their hands. Change to a new picture, and have each number one student describe the clothing the person is wearing to the other students in the group. Now ask for one volunteer to describe it for the class.

Ask the number twos to raise their hands. Change the picture, and instruct the number twos to describe the clothing to the others in the group. Ask for a volunteer to describe it to the class. Repeat the same process, having the students take turns describing the pictures, until each student has had two turns to describe the picture to the group.

F. The Flag of Qatar
Point to the American flag (or show a picture of it, if there is not a flag in the room). Say, "علم
"America" and have students repeat. Show a picture of the flag of Qatar, and say, "علم قطر". Have students repeat. Point to each flag in turn, and say, "علم"; having students repeat. Point to each of the colors in both the American flag and the flag of Qatar, and ask for students to raise their hands to say the color. Show the students the white points on the flag. Count them in Arabic as a class.

G. Coloring Activity
Give each student a flag coloring page, and a maroon (or dark red) crayon, colored pencil, or marker. Instruct students to color their flag just like the real flag of Qatar in the picture. Play some music from Qatar as the students color.

H. Dismissal
Invite students who are finished coloring to put away their coloring supplies and line up. If you would like to use the flags to decorate the classroom, collect them from the students, otherwise, they may take the flags home. Give students who are not finished a few minutes to complete their flag. After that, if they still are not finished they can finish coloring at home. Sing the “Goodbye Song” with students as they exit.

Materials Needed:
- Arabic clothing items (عباية، حجاب، ثوب، كوفية، قبعة، صندل) or pictures, if you do not have access to the items
- PowerPoint with one picture of a Qatari person on each slide. These pictures can be found through a Google search. Include a variety of people, including men, women, and children; some wearing traditional clothing, and some wearing more modern clothing.
- Flag of Qatar coloring pages (copied from page included with this unit)
- Maroon (or dark red) crayons, colored pencils, or markers - in order to get enough for each student in the class, you may need to borrow from other teachers in the school

Assessments:
Interpersonal Assessment - Activity C
Students tell each other about the clothing they are wearing.

Presentational Assessment - Activity D
Students say the correct number when it is their turn.

Presentational Assessment - Activity E
Students describe the items of clothing and colors, using the proper form of the verb "اليس".
ACTFL Standards:
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Interpretive Communication:
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Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2)

Social Studies Standards:
Standard 3.1a Clothing styles.
Standard 1.1a, 1.2b Cultural heritage, people are diverse.
First Grade Arabic
Unit 7: Qatar
Lesson 4 : Qatar Begins With ﻗ

Language Objectives:
1. SWBAT recognize the letter “ق” in all of its forms (initial: ﻗَﻠَمٌ (pencil), middle: ﻥَقْود (money), standalone: ورق (paper).
2. SWBAT recognize the word "قطر".

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>(a sheet of) paper ﻟٌو رق</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Qatar قطر</td>
</tr>
<tr>
<td>pen/pencil ﻗَﻠَم</td>
</tr>
<tr>
<td>Structures:</td>
</tr>
<tr>
<td>Writing - ﻗ</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? (See Unit 2) Choose two names, and have those students complete the Weather Board (see unit 5) with local weather, as well as weather in Qatar. Students can compare the temperature forecast for both locations, and pronounce the numbers in the forecasts.

B. Alphabet Song
Show the alphabet video (song starts at :35) Follow along with the song by pointing to the letters on a classroom alphabet poster. Encourage students to sing along as much as they can.

C. Letter ﻗ
Write the letter "ق" on the board. Tell the students its name. Write "قطر" on the board. Point to the word, and pronounce it. Have students repeat. Point to the letter again, say its name, and have students repeat. Go around the room, saying the sound of "ق". Point to your throat,
and have students listen carefully to the sound. Approach each student, and have him or her repeat the sound individually.

Hold up a pencil, and say, "قلم". Have students repeat. Point to your foot and say, "قدم". Have students repeat. Point to Qatar on the map, and say, "قطر". Point to the word "قطر" on the board, and say "قطر" again. Write "قلم" on the board. Hold up the pencil, and point to the word. Say "قلم" and have students repeat. Write "قدم" on the board. Point to your foot, and point to the word. Say the word, and have students repeat. Now alternate between pointing to a word, and pointing to an item. Each time you point, pause for the students to call out the word.

<table>
<thead>
<tr>
<th>D. Alphabet Jump</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruct students to jump when they hear the letter &quot;ق&quot; in the alphabet song. Play the video again. Students should sing along as much as possible, and jump each time they hear &quot;ق&quot;.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write &quot;ق&quot; on the board, and say the word. Hold up the piece of paper. Have students repeat &quot;ق&quot;.</td>
</tr>
<tr>
<td>Have the following conversation with a puppet, as a demonstration:</td>
</tr>
<tr>
<td>Puppet: أريد ورقة من فضلك.</td>
</tr>
<tr>
<td>Teacher: فظصل.</td>
</tr>
<tr>
<td>Puppet: شكراً.</td>
</tr>
<tr>
<td>Teacher: انا أعرف.</td>
</tr>
<tr>
<td>Puppet: أريد قلم من فضلك.</td>
</tr>
<tr>
<td>Teacher: فظضل.</td>
</tr>
<tr>
<td>Puppet: شكراً.</td>
</tr>
<tr>
<td>Teacher: انا أعرف.</td>
</tr>
</tbody>
</table>

Now, let a student hold the puppet. Say the dialogue again. Have all of the students repeat each line of the dialogue after you say it. The student with the puppet act out the dialogue as everyone says the words. |

Choose three students and have them stand at the front of the room, facing the class. Have these three students ask you for paper and pencil. Give them each a stack of paper and a handful of pencils. Divide the class into three groups. Have each group form a line in front of one of the three students at the front of the room. Each student should ask for pencil and paper when it is their turn. The receiving student should say, "شكراً", to which the other student should reply, "أنا أعرف". The students who just received the paper and pencil goes back to her seat, and the next student in line repeats the activity, until all students have pencil and paper. |
Write “ﻕ” on the board in its initial, medial, and final forms. Have the students pay attention to how you form each one. Have the students practice writing the letter. Draw attention to the circular shape, and the two dots. Write each of the words on the board again, showing students how to start the word, and how to form each letter. Encourage students to practice writing these words on their paper as many times as they can.

<table>
<thead>
<tr>
<th>F. Word Search</th>
</tr>
</thead>
<tbody>
<tr>
<td>While students practice writing, write more words on the board that contain &quot;ﻕ&quot;. Try to fill the board with as many words as there are students in the class. You can write the same word several times, in different places on the board. Students do not need to know these words. Invite students to come up and circle a &quot;ﻕ&quot; - any &quot;ﻕ&quot; they can find. Students can come up two or three at a time, as long as you have two or three white board markers for them to use. Give each student a chance to circle a &quot;ﻕ&quot;.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G. Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students hold up their papers, to show you what they have written. Choose students who have written the words many times to line up first. Continue calling on students to line up until they are all lined up. Praise each student for their writing, even those who line up last. Sing the Goodbye Song with students as they exit.</td>
</tr>
</tbody>
</table>

Materials Needed:
- Computer and/or projector
- [http://www.youtube.com/watch?v=ifktT2RAVtg](http://www.youtube.com/watch?v=ifktT2RAVtg) (if you download the video, you will not have to worry about having an internet connection)
- Alphabet poster - if you do not have one, make one by writing the letters of the alphabet on a large poster
- Puppet
- Paper for each student
- Pencils

Assessments:
Presentational Assessment - Activity C
Students say the correct word when you point to a written word or an item.

Interpretive Assessment - Activity D
Students jump when they hear "ﻕ".
Interpersonal Assessment - Activity E
Students ask for pencil and paper, using polite language.

Presentational Assessment - Activity E
Students write "ز" and several words which contain "ز".

Interpretive Assessment - Activity F
Students find and circle "ز".

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
Language Objectives:
1. SWBAT name some traditional instruments.

Culture Objective:
1. SWBAT recognize differences between the music of Qatar and music in America.

### Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
<th>العربية</th>
</tr>
</thead>
<tbody>
<tr>
<td>drum</td>
<td>طبلة</td>
</tr>
<tr>
<td>tambourine</td>
<td>دف</td>
</tr>
<tr>
<td>cymbals</td>
<td>صنج</td>
</tr>
<tr>
<td>music</td>
<td>موسيقى</td>
</tr>
<tr>
<td>dance</td>
<td>الرقص</td>
</tr>
<tr>
<td>Lute</td>
<td>عود</td>
</tr>
<tr>
<td>Zither</td>
<td>قانون</td>
</tr>
</tbody>
</table>

Review:
- Qatar
- قطر
- Clothing items

---

**A. Warm-up Activity:** Whose Name Is It? (See Unit 2) Choose two names, and have those students complete the Weather Board (see unit 5) with local weather, as well as weather in Qatar. Students can compare the temperature forecast for both locations, and pronounce the numbers in the forecasts.

**B. Qatari Music**

Play the video of Qatari music and dance.
Introduce the words "طبلة" (drum) and "الرقص" (dance) by referring to the video. Encourage students to clap or dance with the music. Pause the video periodically to ask questions and make comments, such as:
C. Group Discussion
Divide the class into groups of four or five students. Post the “English OK” sign. Ask the students to share what they liked about the music, and how the music and the dancing differed from what they are used to.
Ask each each group to choose a student to share one thing they thought of with the rest of the class.
If a student does not bring it up, you may want to talk about different instruments, the fact that only men were dancing, and the clothing they were wearing.

D. Instruments
Show the image cards for music and dance, and practice those words with the students. Introduce the instrument vocabulary. If you have any of these instruments, show them to the class to teach the vocabulary. Otherwise, use the image cards. Show the students an instrument, and say the word. Create an action for each instrument (as if you are playing that instrument). Show each action to the students. Students should repeat the word and do the action.

Say the name of an instrument, but do not do the action. Students should respond by repeating the word and doing the action. Now hold up an instrument, and have students call out what it is. Repeat with each of the instruments several times, in random order.

E. Make an Instrument
Give each student two paper plates. Instruct the students to draw a picture on the under side of each plate. Students should also write their names on one of the plates. Encourage students to practice writing their names in Arabic, as well as practicing the letter "ق", and any other letters they remember.

Students who are finished coloring can come to the front and get a handful of beans. Students should put the beans in one plate, then put the other plate upside down on top of the first plate. Help the students staple the plates together, all around the outside. Play Qatari music while students make the instruments. Collect the instruments for use in lesson ten.

F. Dismissal
Students should clean up and put away all coloring supplies, and any beans that may have fallen on the floor. When an area is clean, invite the students in that area to line up. Sing the Goodbye Song with students as they exit.
Materials Needed:

- computer, projector
- [http://www.youtube.com/watch?v=Y1S8Sz88G5g](http://www.youtube.com/watch?v=Y1S8Sz88G5g)
- “English OK” sign
- Image cards of the vocabulary for this lesson
- Paper plates (small size is best)
- Stapler
- Dry beans
- Crayons, colored pencils or markers

Teacher references:

http://www.qatarliving.com/node/288445
http://en.wikipedia.org/wiki/Ardah
http://www.khafif.com/rhy/

Assessments:

Interpersonal Assessment - Activity B  
Students answer questions about the clothing worn in the video.

Interpretive Assessment - Activity D  
Students respond to the instrument word by doing the appropriate action

Presentational Assessment - Activity D  
Students say the name of the instrument.

ACTFL Standards:

Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Cultural Comparisons:
Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2)

Social Studies Standards:
Standard 3.1a Leisure time, entertainment.
Standard 1.1a, 1.2b Cultural heritage.
Language Objectives:
1. SWBAT name common items ordered in an Arabic coffee house
2. SWBAT request typical coffee house items.

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<tr>
<th>Essential Vocabulary</th>
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<tbody>
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<td>New Words and Phrases:</td>
</tr>
<tr>
<td>coffee shop</td>
</tr>
<tr>
<td>coffee</td>
</tr>
<tr>
<td>tea</td>
</tr>
<tr>
<td>juice</td>
</tr>
<tr>
<td>sugar</td>
</tr>
<tr>
<td>sweet/dessert</td>
</tr>
<tr>
<td>date (the fruit)</td>
</tr>
<tr>
<td>date dessert</td>
</tr>
<tr>
<td>you’re welcome</td>
</tr>
</tbody>
</table>

Review:
I want          أريد |
Please (to a man/boy) من فضلك |
Please (to a woman/girl) من فضلك |
masculine and feminine |
Thank you        شكرا |
water            ماء |

Structures:
Conjugation of “want” - first person singular

A. Warm-up Activity: Whose Name Is It? (See Unit 2) Choose two names, and have those students complete the Weather Board (see unit 5) with local weather, as well as weather in
Qatar. Students can compare the temperature forecast for both locations, and pronounce the numbers in the forecasts.

**B. The Arabic Coffee Shop**

Show students a picture of a coffee shop in Qatar. Point out anything in the picture that the students know how to say (clothing items, colors). Count the number of people in the picture along with the students. Tell students the word "مقهى". Show a picture of an American coffee shop. Tell the students, "مقهى في أمريكا". Show the first picture again, and say, "مقهى في قطر".

**C. New Vocabulary**

Introduce the coffee shop vocabulary by showing each picture, saying the word, and having students repeat. If the item is in one of the coffee shop pictures, point out the item there. Choose six students to come to the front of the room. Give each student one of the image cards for the coffee shop vocabulary. Have the students spread out across the front of the room. Point to each student, and say the word for the image card that student is holding. Have the class repeat. Now say one of the words without pointing. The class should point to the student with that card. Say each word several times, in random order.

**D. I Want Tea**

Use two puppet to demonstrate a coffee shop dialogue, a ‘boy’ and a ‘girl’ puppet::

Teacher: اهلاً و سهلاً
Puppet: اهلاً بك
Teacher: ممكن قهوة؟
Puppet: لا. أنا أريد شاي من فضلك.
Teacher: سكر؟
Puppet: نعم.
Teacher: طيب.

(Teacher takes the image card for tea, and gives it to the girl or boy puppet)

تفضلي.  
Puppet: شكراً.
Teacher: عفوًا.

**E. At the Coffee Shop**

Choose a student volunteer. Sit in a chair at a desk or table, to act as the customer. The student will act as the waiter. Greet the student, and ask for a coffee shop item, for example: مرحبا. أريد قهوة مع سكر من فضلك.
The student should respond appropriately to the greeting, and give you what you asked for. Practice asking for things at the coffee shop with the class by having them repeat entire phrases after you, such as: أنا أريد شاي من فضلك.
F. Partner Activity
Count the students off by twos. Have all of the “ones” stand up, and go stand in front of a “two” (who will be sitting down). “Ones” will be the waiters, and “twos” will be the customers. Instruct students to practice ordering, and taking an order. Move around the room and listen to the students, assisting as needed. When they are finished, have the “ones” return to their seats. The “twos” now stand up, and go stand in front of a seated student. Repeat the coffee shop ordering activity, with the “twos” as the waiters, and the “ones” as the customers.

G. Dismissal
Invite the “twos” to line up. Then invite the “ones” to line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Powerpoint slides/pictures: coffee shop in Qatar, coffee shop in America
- Image cards for coffee shop vocabulary

Assessments:
Interpretive Assessment - Activity C
Students point to the person holding the image card for the word.

Interpersonal Assessment - Activity F
Students use new vocabulary to effectively communicate a coffee shop order.

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Cultural Comparisons:
Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2)

Social Studies Standards:
Standard 3.1a Food, leisure time, entertainment.
Standard 1.1a, 1.2b Cultural heritage.
Standard 5.1c Community workers provide services.
Language Objectives:
1. SWBAT talk about drinks they like and dislike.
2. SWBAT Say what they are drinking.
3. SWBAT understand when others talk about drinks.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>I drink</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>I like</td>
</tr>
<tr>
<td>coffee</td>
</tr>
<tr>
<td>tea</td>
</tr>
<tr>
<td>sugar</td>
</tr>
<tr>
<td>water</td>
</tr>
<tr>
<td>emotions</td>
</tr>
</tbody>
</table>

**Structures:**
First person singular of “to like” and “to drink”

A. Warm-up Activity: Whose Name Is It? (See Unit 2) Choose two names, and have those students complete the Weather Board (see unit 5) with local weather, as well as weather in Qatar. Students can compare the temperature forecast for both locations, and pronounce the numbers in the forecasts.

B. Greetings Review
Greet a student with "اهلاً وسهلاً". Student should respond appropriately.
Greet other students with "مرحباً". Each student should give an appropriate
response. Continue greeting students, using different greetings. If students have trouble with a certain response, use that greeting more often for additional practice.

<table>
<thead>
<tr>
<th>C. How Are You?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sing the “Greetings Song” with the class.</td>
</tr>
<tr>
<td>Review the emotions from Unit 3 by saying the emotion and doing the action. Have students repeat the emotion and action. Call on a student to choose an emotion for the song. Sing the song again as a class, using that emotion in place of &quot;فخیر&quot; and acting out the emotion as you sing it.</td>
</tr>
<tr>
<td>Choose a group of six volunteers. Have them get together and choose an emotion, then perform the song for the class, using the emotion they have chosen. Repeat with other groups of approximately six students until everyone has had a turn.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. What Drink Do You Like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show students a coffee mug, a tea cup, a water bottle, and a juice bottle. Say, &quot;أنا أحب قهوة&quot; and hold up the coffee mug. Now ask, &quot;من يحب القهوة؟&quot; Have students hold up their hands to indicate if they like coffee.</td>
</tr>
<tr>
<td>Repeat with the other beverages, saying you either like or don’t like each one, and asking students who likes each beverage.</td>
</tr>
<tr>
<td>Draw a big heart on the board. Draw another big heart on the board, and put a diagonal line through it.</td>
</tr>
<tr>
<td>Have students come up one by one, and tell the class one beverage they like or don’t like. Students then place the image card of that beverage in the appropriate heart.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. I Drink Juice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach the word &quot;أشرب&quot; by pretending to drink something, while saying the word. Have the students repeat the word, and do the action with you. Choose one of the beverage items (mug, bottle, etc.). Hold it up as if drinking. Say the appropriate sentence, for example, &quot;أنا أشرب عصير&quot;. Choose four volunteers to come up front. Give each of them one of the beverage items. Say a sentence ( أنا أشرب ...). The student who has that drink pretends to drink it.</td>
</tr>
<tr>
<td>Toss a ball to a student in the class. That student must say a sentence about what he or she is drinking and toss the ball back to you. The student up front who is holding that drink should pretend to drink it. Have the class repeat the sentence. Toss the ball to another student and repeat the activity. After 5-6 students have had a turn, choose four new volunteers to hold the beverage items, and have the others sit down. Toss the ball to more students, and have them say what they are drinking. Repeat as time allows.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place the four beverage items in four different places in the room. Tell students to go to the</td>
</tr>
</tbody>
</table>
corner of the beverage they like. Call out one of the beverages, and have the students in that corner line up. Continue with the other beverages until all of the students are lined up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Coffee mug
- Tea cup
- Water bottle
- Juice bottle
- Image cards - beverages
- Ball

Assessments:
Interpersonal Assessment - Activity B
Students respond appropriately to greetings.

Presentational Assessment - Activity C
Students sing the song and perform the action that goes with their chosen emotion.

Presentational Assessment - Activity D
Students tell about a drink they like or don’t like.

Interpretive Assessment - Activity E
The student who has the beverage mentioned responds by pretending to drink it.

Presentational Assessment - Activity E
Students tell what they are drinking, using the correct form of the verb.

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Social Studies Standards:
Standard 3.1a Food, leisure time, entertainment.
Standard 1.1a, 1.2b Cultural heritage.
First Grade Arabic  
Unit 7: Qatar  
Lesson 8 : Buying Drinks and Sweets  

Language Objectives:  
1. SWBAT order drinks and treats at a coffee shop.  
2. SWBAT takes someone’s order at a coffee shop.  
3. SWBAT ask and answer questions about cost.  

Culture Objectives:  
1. SWBAT recognize an Arabic Coffee shop.  
2. SWBAT note the different styles of clothing worn in Qatar.  

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
</table>
| how many/how much?  | كم  
| Review:             |  
| All Unit 7 vocabulary|  
| clothing            |  
| emotions            |  

Structures:  
Elements of a simple conversation  
between strangers, ordering  

A. Warm-up Activity: Whose Name Is It? (See Unit 2) Choose two names, and have those students complete the Weather Board (see unit 5) with local weather, as well as weather in Qatar. Students can compare the temperature forecast for both locations, and pronounce the numbers in the forecasts.  

B. Let’s Go to the Coffee Shop!  
Show pictures from coffee shops in Qatar by following links in materials section.  
While you display each picture, invite students to volunteer to come up and name something in the picture in Arabic (clothing, colors, etc.)  

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### C. A Coffee Shop Conversation

Draw pictures on the board to represent elements of a typical Coffee Shop conversation. Give examples of each part of the conversation to go with the pictures you draw:

At the top (first on the list) draw a hand waving to represent a greeting. Use different greetings to greet students in the class. Students should give an appropriate response to the greeting.

Draw a smiling face and a sad face, followed by a question mark. This represents "كيف الحال؟" Ask several students this question. Students should respond with an appropriate emotion.

Below this, draw a coffee mug, a tea cup, a water bottle, a juice bottle, and a date truffle (you may need to show the class the image card of the date truffle, so they know what the picture represents), followed by a question mark. Ask a student, "هل أنت عطشان؟" Student should answer, "نعم" and tell you which drink she would like. Ask several students, assisting students with their answers until they get the idea.

Now give a student a mug. Say "شكرا". Student should respond with "شكرا". "Have the student with the mug pass it to another student saying say "شكرا". Student should respond with "شكرا". Continue passing the mug around the room from student to student, practicing those expressions until each of the students has had a turn.

### D. How Much?

Choose three students to demonstrate price and payment. Give one student a notepad and pencil This student will be the waiter. Sit down (at a table, if possible) with the other two students. You will be the customers. Give each customer a stack of Qatari Riyals with you (see materials). Ask the waiter to greet the group. Give a proper response. Other students at the table should do the same. Request a certain number of sweets, for example, "أنا أريد اثنين حلوى التمر" Have the other students order some as well. Ask each student, "هل تريد حلوى التمر?" Be sure the waiter writes down the number of sweets each person requests. Waiter can use empty paper plates, or just pretend to give the items to those who have ordered them. The waiter should say, "شكرا" when handing out the items. Students should respond with "شكرا".

On the board, below the other things you have drawn, write a dollar sign, followed by a question mark. Say, "كم ريال؟" and have students repeat. Explain how much the sweets cost as follows: Hold up your plate, and point to it, then hold up one finger, then hold up one riyal, while saying, "إِبْرَاهِيمُ حَلْوَىٰ تَمُّرٍ وَأَحْدَةٍ". Ask the waiter, "كم ريال؟" The waiter should tell you the price, depending on how many
sweets you ordered. Repeat the information (اثنين حلوة التمر - اثنين ريال). Count out the proper number of bills and hand them to the waiter. Have the class repeat, "كم ريال؟" The other customers should ask the waiter "كم ريال؟" The waiter should give them the number, based on the number of sweets they ordered. Each student gives the waiter the proper amount of money.

Tell the waiter, "شكراً, مع السلامة." Students all say, "مع السلامة" and return to their seats. Draw a waving hand on the board below the other pictures, to indicate saying goodbye.

**D. Skit Planning**
Post the “English OK” sign. Explain that the student will create a skit. Use the pictures on the board to explain the elements that should be in the skit:

- Greeting
- How are you?
- Order (each student who is not the waiter should order something)
- Waiter should bring the order
- Students ask the price
- Waiter tells each one how much
- Students pay
- Goodbye

Divide the class into groups of three to five students. Give each group the following:
- small note pad
- pencil
- apron (optional)
- small paper plates
- paper cups
- Qatari Riyals

Students should plan a skit, including who will be the waiter, and which items each student will order. Allow students to use the mugs and bottles as props, and any Arabic clothing you have as well. When they have finished planning, students should practice their skit as time allows. Listen to each group, and assist, as needed.

**E. Dismissal**
Choose one group that has been working together well, and invite them to put away the items they have been using and line up. Call on each group one at a time, until they are all lined up. Tell students that if they have any Arabic clothing they would like to bring for their skit, they may bring it for the next class period.
Sing the Goodbye Song with students as they exit.

**Materials Needed:**
- Computer and projector
- [http://www.powerofpeace.comregions/qatar](http://www.powerofpeace.comregions/qatar)
- [http://commons.wikimedia.org/wiki/File:Starbucks_CityCenter_Doha.jpg](http://commons.wikimedia.org/wiki/File:Starbucks_CityCenter_Doha.jpg)
- Coffee mug
- Tea cup
- Water bottle
- Juice bottle
- small paper plates
- paper cups
- Qatari Riyals - photocopies of 1 Riyal bills. Enough for each group to have at least 8-10 bills
- Small note pads - one for each group
- Pencils
- Aprons - one for each group (optional)
- “English OK” sign
- Arabic clothing

**Assessments:**
- Presentational Assessment - Activity B
  Students accurately describe something in the picture.

- Interpersonal Assessment - Activity C
  Students should respond appropriately to greetings and questions.

- Interpersonal Assessment - Activity C
  Students order a drink or sweet, or take an order.

- Interpersonal Assessment - Activity D
  Students ask and answer questions about cost.

**ACTFL Standards:**
- Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
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Cultural Comparisons:
Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2)

Social Studies Standards:
Standard 3.1a Food, leisure time, entertainment.
Standard 1.1a, 1.2b Cultural heritage.
Standard 5.1c Community workers provide services.
Standard 3.1a Clothing Styles.

Math Standards:
Standard 2.MD3 Work with time and money.
Standard 2.0A2 Add and subtract within 20.
Language Objectives:
1. SWBAT order drinks and treats at a coffee shop.
2. SWBAT takes someone’s order at a coffee shop.
3. SWBAT ask and answer questions about cost.

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<td>All Unit 7 vocabulary</td>
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<tr>
<td>Structures:</td>
</tr>
<tr>
<td>Elements of a simple conversation</td>
</tr>
<tr>
<td>between strangers, ordering</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Whose Name Is It? (See Unit 2) Choose two names, and have those students complete the Weather Board (see unit 5) with local weather, as well as weather in Qatar. Students can compare the temperature forecast for both locations, and pronounce the numbers in the forecasts.

B. Skit Practice
If the pictures you drew on the board during the last class period have been erased, draw them again. these pictures will help the groups remember everything that should be in their skits.
Have students get into their groups, gather what they need for their skit, and practice. Remind students that if another group is using a costume or other item they would like to use, the groups can take turns.

C. Skit Presentation
Have students sit down, and remind them to be a good audience for the presentations. Have each group present. Use the assessment rubric provided to record results.
D. Unrehearsed Skits
If time remains, ask for volunteers to perform an unrehearsed skit. Assign one student to be the waiter, and several students to be customers. Repeat as time allows.

E. Dismissal
Have students put away all of the costumes and props used. Choose a group to line up first. Call each group, until all of the students are lined up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Tea cup
- Water bottle
- Juice bottle
- small paper plates
- paper cups
- Qatari Riyals
- Small note pads
- Pencils
- Aprons (optional)
- Arabic clothing

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)

Presentational Communication:
Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Cultural Comparisons:
Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2)
Social Studies Standards:
Standard 3.1a Food, leisure time, entertainment.
Standard 1.1a, 1.2b Cultural heritage.
Standard 5.1c Community workers provide services.
Language Objectives:
1. SWBAT name a common Arabic sweet.

Culture Objective:
1. SWBAT recognize Arabic music.
2. SWBAT understand what a date truffle tastes like.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<td>Review:</td>
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<td>All Unit 7 vocabulary</td>
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<td>Structures:</td>
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<td>Polite language (please, thank you, you’re welcome)</td>
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**A. Warm-up Activity:** Whose Name Is It? (See Unit 2) Choose two names, and have those students complete the Weather Board (see unit 5) with local weather, as well as weather in Qatar. Students can compare the temperature forecast for both locations, and pronounce the numbers in the forecasts.

**B. Date Truffles**

*Note: If a student in the class has a nut allergy, do NOT use any recipe with nuts in the classroom. Nut allergies are serious.*

Show students the ingredients for the Date Truffles. Introduce each item by name, and have students repeat (students are not expected to remember the name of every item). Tell students the name of all the things you will use to make the truffles (bowl, spoon, etc.).

Invite different students to come up front and help with each step of the recipe. Students can count ingredients, add things to the bowl, stir, shape the balls, etc. Have each student wash hands with soap and water before helping. Make the truffles according to the recipe provided,
or a recipe of your own. Be sure to make the truffles small enough so that there will be enough for each student to have one.

**C. Let’s Eat!**
Play Arabic music (with or without a video). Choose several students to be the waiters. Have them put on an apron (optional). As they hand out a truffle (on a napkin or paper plate) to each student, students should use their “polite words” vocabulary.

**D. Let’s Dance!**
As students finish eating their truffles, have them clean their hands and their desk or table. Allow them to get their instrument, and dance to the music. Students may choose Arabic clothing items to wear as they dance. Be sure that students take turns, so many students will have a chance to wear the items.

**E. Dismissal**
Be sure that students clean the classroom well, and put away all costumes. When an area is clean, invite those students to line up. Students may take their instruments home. Leave the music playing, so that students may dance as they exit. If this is the last class period of the school year, Have students take home their name tags, and anything they have made to decorate the classroom throughout the year.

**Materials Needed:**
- Computer, speakers (projector if showing video)
- Arabic music
  - [http://www.qatarliving.com/node/288445](http://www.qatarliving.com/node/288445)
  - [http://www.youtube.com/watch?v=0xYy3D6zYgY](http://www.youtube.com/watch?v=0xYy3D6zYgY)
- Ingredients and utensils to make the recipe you choose
- Printout of the recipe and instructions
- Large platter for finished truffles
- Napkins or small plates
- Aprons (optional)
- Arabic clothing
- Instruments made by students in lesson 5

**Recipe suggestion:**
Easiest Date Truffles
(Nut free, unless you roll them in nuts)
Ingredients:
10-15 good quality soft dates
2 tbsp unsweetened cocoa powder
1-2 tbsp of coconut oil/vanilla (optional)
some extra unsweetened cocoa, coconut, or chopped nuts to roll the truffles.
This is simple! Just de-seed the dates and blend them in a food processor with cocoa powder into a smooth paste. If it’s too hard (depends of your dates) use a bit of oil to help it come together. Once done, scoop small bits out with a spoon and roll it between your palm to make truffles. Roll them over the unsweetened cocoa, coconut, powdered sugar or chopped nuts and store in an air-tight container.

Other recipes:
http://blog.fatfreevegan.com/2006/05/cherry-date-nut-balls.html
http://www.sproutedkitchen.com/home/2012/9/20/almond-date-truffles.html

Assessments:
Interpersonal Assessment - Activity C
Students use polite vocabulary.

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Social Studies Standards:
Standard 3.1a Food, leisure time, entertainment.
Standard 1.1a, 1.2b Cultural heritage.
Unit 7: Assessment Rubric

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Needs Help</th>
<th>Completes Independently</th>
<th>Sets a Strong Example</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Student can perform a greeting.</td>
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<tr>
<td>Student can ask/answer “How are you?”</td>
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<tr>
<td>Student can make an order.</td>
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<tr>
<td>Student can discuss price/payment.</td>
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<tr>
<td>Student can say goodbye.</td>
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</tbody>
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**I Can** Statements:
- I can identify certain elements of Qatari culture such as clothing, music, and symbols such as the flag and currency.
- I can identify numbers up to 100.
- I can name common items ordered in an Arabic coffee house
- I can order drinks and treats at a coffee shop.