GLP Arabic Curriculum

Year 2
GLP Arabic Curriculum

Year 2, Unit 1: Review of Year One
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Unit 1: Review of Year One
Essential Question: How can I use what I learned last year?

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Language Objectives:
1. SWBAT greet someone.
2. SWBAT respond appropriately to a greeting.
3. SWBAT introduce themselves.
4. SWBAT hold a simple conversation exchanging personal information.
5. SWBAT count from one to ten.

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<th>Essential Vocabulary</th>
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<tr>
<td>Review:</td>
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<td>Introductions - Unit 1 Year 1</td>
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A. Warm-up Activity: Students should each have a card or name tag with their Arabic name written on it in Arabic script, visible to other students. 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 an Arabic song for the class to sing.

Students who are new to the program will need to be assigned an Arabic name. Present the new students with their names as outlined in Year 1, Unit 1, Lesson 1.

B. Name Game
Sing the Ismee Song (Year 1 U1). Choose three students to say their names, and have others echo. Repeat the song several times, giving additional students a chance to say their names in the song. If you have new students, be sure to give them a turn. This will give them a chance to participate in a simple way, and will also give the class a chance to learn their names.
C. Circle Game
Sit in a big circle on the floor with all of the students. Pass a ball to the student beside you while saying a sentence. Students say a similar sentence about themselves as they pass the ball to the next person in the circle.
Examples of suggested sentences:
اسمي___________.
أنا أستاذ/طالب. أنا أستاذ/طالب.
أنا من نيو يورك.

D. Speed Introductions
Choose a student to model the activity with you. Sit across from the student at a table or desk. Have a short conversation, greeting the student (student should respond appropriately), telling the student your name, and having the student respond with his or her name, telling where you are from, and anything else you practiced in the circle game.

Have half of the students stand. Place chair on the opposite side of each desk, or use tables with chairs on both sides. Students who are standing are the students who will move during the activity. Each student sits across from another student, and carries on a simple conversation. They stay with that partner until you ring the bell. Then the students say, "مع السلامة" and the “movers” move to sit across from the next student. Repeat the activity for seven to ten minutes, ringing the bell after one and a half to two minutes each time.

E. Number Song
Play the first 20 second of the numbers song video. Review the numbers by holding up the appropriate number of fingers, saying the number, and having the students repeat. Sing the song with the students slowly once. Then play the first 20 seconds of the video again and sing along.

F. Song Performance
Divide the class into groups of five or six. Have each group take a turn to come to the front and sing the number song for the class. They can dance, or do any actions they wish as they sing.

G. Dismissal
Sing the Goodbye song (Unit 1, Year 1) with students for review, as they sit at their desks. Then have students put away name tags and line up. Sing the Goodbye Song with students as they exit.
Materials Needed:
- Name cards
- Magic hat
- Ball
- Bell
- Numbers Song: [http://www.youtube.com/watch?v=fJ50Po9_yYo](http://www.youtube.com/watch?v=fJ50Po9_yYo)

Assessments:
Presentational Assessment - Activity C
Students say sentences about themselves, following the example given by the teacher.

Interpersonal Assessment - Activity D
Students hold a simple conversation, greeting each other, and exchanging names and other personal information.

Presentational Assessment - Activity E
Students sing the Numbers Song, saying all of the numbers from one to ten.

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 talk about family members.
2. SWBAT express love for family members.
3. SWBAT understand when others talk about their family members.
4. SWBAT count their family members.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td>Family - Unit 1 Year 1</td>
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**A. Warm-up Activity:** Students should each have a card or name tag with their Arabic name written on it in Arabic script, visible to other students. 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 an Arabic song for the class to sing.

**B. Family**
Review the family words by showing an image of each family member, saying the word, and having students repeat. Review "أحبَ (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. Review the meaning by demonstrating with a pencil: قلم، قلمي، قلمك ""قلمك"". Hold up your pencil close to your chest and say، "قلمي". Hold the picture of “mother” close to your heart, and say "أمي". Use pictures and gestures to review the entire sentence, as follows: "أنا" (point to self) "أحبِ" (point to heart) "أمي" (point to picture of mother). Have students repeat the sentence.
C. Family Song
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.

D. Family Drawing
Draw a simple picture of your family on the board (it does not have to reflect your actual family). Name each person in the picture, by saying, “أنا أُمي أختي...” etc. Express love for a family member, “أنا أحب أبي.” Then count out loud the people in the family.

Have each student come get a blank piece of paper, and something to draw with. Give students a few minutes to draw a simple family picture. Play the family song, the alphabet song, and any other Arabic song you like as the students draw.

E. My Family
Have two or three students volunteer to present their picture to the class, identifying the family members, expressing love, and counting how many people they drew. Divide the class into groups of four or five students. Have each student in the group present their picture to the group. Move around the room and listen to as many groups as you can, giving assistance as needed. Praise students for the correct things they say, and model the correct words for students who have difficulty.

F. Dismissal
Have students put away their name cards and line up. Students may keep their family pictures, unless you want to use them for classroom decorations. Sing the Goodbye Song or another song of your choice with students as they exit.

Materials Needed:
- Name cards
- Magic hat
- Family member pictures (Unit 1 Year 1)
- Paper
- Crayons, markers, or colored pencils
- Family Song: [http://www.youtube.com/watch?v=XdOSv1vtAM0](http://www.youtube.com/watch?v=XdOSv1vtAM0)

Assessments:
Interpretive Assessment - Activity C
Students hold up the picture of the family member when they hear the word.
Presentational Assessment - Activity E
Students name their family members, express love using "انا أحب", and count their family members.

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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 an object by shape.
2. SWBAT describe an object by color.
3. SWBAT select the correct image when told the shape, color and size.

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<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td>Review:</td>
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<tr>
<td>Shape, color and size - Unit 2 Year 1</td>
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</table>

A. Warm-up Activity: Students should each have a card or name tag with their Arabic name written on it in Arabic script, visible to other students. 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 an Arabic song for the class to sing.

B. Color and Shape Review
Review the colors by holding up a colored paper and asking students to say the color. If students do not remember a color, say it for them, and have them repeat. Review all of the colors in this way, mixing them up and showing each color several times.

Now review shapes and colors by showing the images from Unit 2 Year 1. Show an image, and see if students can recall both the shape and color. If students have trouble, go through the shapes, (at least one of each shape, various colors) saying the word and having students repeat. Then have student say the words when you hold up an image.
C. Swat the Shape
Fill the pocket chart with shape image cards, or post 8-10 images on the board. Divide the class into two teams. Give the first students on each team a fly swatter. Describe one of the images, for example, "كبر، مربع احمر" (large, red square), the first student to swat the correct image gets a point. Repeat until each student has had at least one turn.

D. I Have a Big Blue Triangle
Place two sets of shape and color image cards, from Unit 2 Year 1, 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, "عندي ازرق. وانت؟" (I have blue. And you?). The student should answer either, "نعم، عندي ازرق" (Yes, I have blue) 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 السلامة" 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 a student starts showing the cards or using English to find the match, kindly invite them to put down their cards for a ten second timeout (count to ten in Arabic). Then let them choose another card and rejoin the game.

E. Find Me In The Room
Put away the image cards, and tell the students the cards can’t be used for the next activity. Have a group of four or five students come to the front of the room. Demonstrate what to do by saying a shape, including color and size, then going and touching something in the room that fits the description. Now say a shape, for example, " مثلث ازرق صغير" (small blue triangle). The first student in the group to find something that fits the description is the winner. You may wish to reward the winners with stickers or some other small prizes, or by writing their names on the board. Play two more times with the same group. Then call up another group of four or five students, and give them three turns with the game. Continue until every student has had at least one chance to play.

F. Dismissal
Have students put away their name cards and line up. Sing the Goodbye Song or another song of your choice with students as they exit.

Materials Needed:
- Name cards
- Magic hat
• Shapes image cards from Unit 2 Year 1
• Pocket chart
• Fly swatter
• Stickers or other small prizes (optional)

Assessments:
Interpretive Assessment - Activity C
Students swat the correct shape described by the teacher.

Interpersonal Assessment - Activity D
Students find a match by asking and answering questions about shape, color and size.

Interpretive Assessment - Activity E
Students find the shape and color 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)

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 parts of the body.
2. SWBAT identify the part of the body named by someone else.

Essential Vocabulary

Review:
Body parts - Unit 3 Year 1

A. Warm-up Activity: Students should each have a card or name tag with their Arabic name written on it in Arabic script, visible to other students. 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 an Arabic song for the class to sing.

B. Song
Review 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
- ركبة Touch your knees
- قدم Touch your feet
Repeat as above.
Review “نحن, آنذاك، فم ولف” in the same manner.
Sing the song with the students, while doing the actions. 
Sing it fast “بسرعة” Then sing it super slowly “بطء”. 
Ask for volunteers who want to come up front and perform the song for the class.

<table>
<thead>
<tr>
<th>C. Team Game</th>
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| 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 the game until every student has had at least one turn. |

<table>
<thead>
<tr>
<th>D. Class Monster</th>
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| Draw a monster on the board, based on the choices of the students. Ask "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 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. 

Review the words for other body parts, such as hair and hand. Continue voting on body parts until you have drawn all of the body parts the students know. When the class monster is finished, describe it to the class, using the words they know. Have them repeat phrases like “ألف حزين” "ألف كبير" etc. Do not worry about singular, dual, and plural forms of the body parts, as the students are just learning. |

<table>
<thead>
<tr>
<th>E. Group Monsters</th>
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<tr>
<td>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.</td>
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</tbody>
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<thead>
<tr>
<th>F. Dismissal</th>
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<tbody>
<tr>
<td>Have students put away their name cards and line up. Students can keep the monster pictures. Encourage students to tell their families about the picture, and the things they learned. Sing the Goodbye Song or a song of your choice with students as they exit.</td>
</tr>
</tbody>
</table>
Materials Needed:
- Name cards
- Magic hat
- Paper
- Crayons, markers, or colored pencils

Assessments:
Presentational Assessment - Activity B
Student sing “Head, Shoulders, Knees and Toes” in Arabic while pointing to the appropriate body parts.

Presentational Assessment - Activity C
Students say the body part indicated by the teacher.

Interpersonal Assessment - Activity D, E
Students make suggestions and discuss the body parts for the monster.

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 the feelings of themselves and others.
2. SWBAT understand when others talk about emotions.

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<tbody>
<tr>
<td>Review:</td>
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<tr>
<td>Emotions - Unit 3 Year 1</td>
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A. Warm-up Activity: Students should each have a card or name tag with their Arabic name written on it in Arabic script, visible to other students. 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 an Arabic song for the class to sing.

B. Ahalan Wa Sahalan
Place image cards for the emotions (from Unit 3 Year 1) in the magic hat. Have a student choose a card from the hat, and show it to the class. Sing the “Ahalan Wa Sahalan” song as a class, using the emotion on the card and doing the action that goes with that emotion. Repeat with two or three additional students.

C. Emotion Review
Review all of the emotions, and the actions associated with each. Students should immediately repeat the emotion, and do the action. After you have reviewed all of the actions, choose a student 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. How is My Family?
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. أبي سعيد. أختي سعيدة." ... Emphasize the “ا” 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 sentence construction and English.

### E. Yours and Mine (Review)

Write “اسمك” (your name) and "اًسمك" (my name). Read each word out loud, and have students repeat, emphasizing the difference in the endings. Ask a student, "ما اسمك؟ - ما اسمك؟" (point to the word on "اسمك" and "اسمك"). When student answers, point to "اسمك". The goal of this activity is for the students to see the difference between the “kaaf” at the end of the word, and the “yaa” at the end of the word, differentiating between talking about themselves and talking about someone else.

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, "قلمك". Hold up your own pencil, and say, "قلمي". Repeat this process with "book". Write "كتاب", "قلمك", "كتابك", "قلماك" on the board. Circle the "yaa” or “kaaf” at the end of each word. Have the students repeat the words, "كتابي", "قلماك" and "قلمك", pointing to themselves when it’s “yaa”, and pointing to someone else when it’s “kaaf”.

### D. Is Your Father Thirsty?

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).

Give the student who is holding the picture of the father the image card for “thirsty.” Ask, "هل أُنك عطشان؟" The 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 أُنك عطشان؟ نعم. أبي عطشان.
- هل أُنك نعسان؟ نعم. أبي نعسان.
- هل أُنك عطشان؟ لا. أبي عطشان.
- هل أُنك نعسان؟ لا. أبي نعسان.

Invite the student helpers to sit down.
Divide the class into four groups. Have each group sit together in a circle. Give each group a set of emotions image cards, and a set of family member image cards. Each student in the group takes a turn to choose one emotion card and one family member card, and uses those cards to ask a question to the next student in the circle. The student can choose to answer “yes,” and repeat the sentence using “my” instead of “your,” or the student can answer “no,” and give a different emotion for that family member. The student who answered then takes an emotion card and a family member card and asks a question to the next student in the circle. Continue as time allows, so that each student has several turns. Move around the classroom, listening to students and offering praise, and assistance if needed.

F. Dismissal
Have students put away their name cards and line up. Sing the Goodbye Song or a song of your choice with students as they exit.

Materials Needed:
- Name cards
- Magic hat
- Emotions image cards from Unit 3 Year 1 (4 sets, photocopies OK)
- Pictures of family members from Unit 1 Year 1
- Family member image cards from Unit 1 Year 1 (4 sets, photocopies OK)

Assessments:
Presentational Assessment - Activity B
Students sing the song, talking about several emotions and performing the associated actions.

Interpretive Assessment - Activity C
Students perform the action associated with the emotion.

Interpersonal Assessment - Activity D
Students ask and answer questions about the feelings of family members.

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 what someone is wearing.
2. SWBAT understand descriptions of clothing.
3. SWBAT follow simple commands.

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<th>Essential Vocabulary</th>
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<td><strong>Review:</strong></td>
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<tr>
<td>Clothing, colors - Unit 4 Year 1</td>
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<tr>
<td>Commands - Unit 2 Year 1</td>
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A. Warm-up Activity: Name Game (see lesson 1).

B. I Am Wearing...
Begin by describing what you are wearing (plan ahead, and wear simple items that the students have learned to say). For example, Say "أنا الياض" and have students repeat. Say each item you are wearing, while pointing to the item. Have students repeat. Ask for a volunteer. Tell the student what you are wearing, and then say, "وًانت؟ وأنت؟" (and you?). Say, "أنا الياض" 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 "وًانت؟ وأنت؟" (as above). The student should toss the ball back and say what s/he is wearing. Continue with five to eight additional students.

C. 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 with the student across from you.
1. Start with a greeting (student should respond).
2. Say your name (student should respond with his name).
3. Say what you are wearing, and say, "وانت؟". The student should then tell you what s/he is wearing.
4. Say "مع السلامه".

Have each pair of students standing across from each other complete this conversation by exchanging information about what they are wearing. Then say "قف" 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.

D. 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.

Now, vary the command, for example, instead of telling students to stand, tell students to jump three times if they are wearing a certain item (use commands learned in Lesson 2, Unit 2, Year 1).

E. My Family’s Clothing
Post the pictures of family members, with female family members on one side of the board and male family members on the other. Choose one to use as an example. Hold the picture of a family member, and describe clothing that person could be wearing (it does not need to match the clothes in the picture). For example, "أمي تلبس قميص احمر وبنطلون أزرق."

Have each student come to the front, choose a family member, and tell what that person is wearing. Some students may choose to be silly, describing their grandfather in purple pajamas, for instance. This is a positive sign, because they are getting creative with the language.

F. Dismissal
Call out a clothing item. Have students who are wearing that item put away their name cards and line up. Continue calling out items until everyone is lined up. Sing the Goodbye Song with students as they exit.
Materials Needed:
- Name cards
- Magic hat
- Ball
- Pictures of family members

Assessments:
Presentational Assessment - Activity B
Students describe the clothing they are wearing.

Interpersonal Assessment - Activity C
Students hold a short conversation, including a greeting and what they are wearing.

Interpretive Assessment - Activity D
Students perform an action as commanded when the teacher names an item they are wearing.

Presentational Assessment - Activity E
Students describe the clothing of a family member, using the proper gender form of the verb.

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 physical characteristics.
2. SWBAT understand descriptions of others.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Descriptions - Unit 4 Year 1</td>
</tr>
<tr>
<td>tall</td>
</tr>
<tr>
<td>short</td>
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<tr>
<td>thin</td>
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<tr>
<td>beautiful</td>
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<tr>
<td>handsome</td>
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<tr>
<td>strong</td>
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<tr>
<td>smart</td>
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<tr>
<td>brave</td>
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</tbody>
</table>

A. Warm-up Activity: Name Game (see lesson 1).

D. Descriptions
Review all of the descriptive adjectives from this lesson’s vocabulary list, from Unit 1 Year 4, using an action with each. Students should repeat each word and action each time. Alternate between words, and repeat words several times, while rotating in new words.

Suggested actions:
 طويل   Stand on your toes, with one hand high up.
قصير   Crouch low and use your hand to indicate “short.”
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 review the meaning of
Now 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. Circle Activity
Sit in a large circle with the students. Pass a ball to a student, while using an adjective to describe yourself, for example, "أنا طويلة". The student must then use an adjective to describe herself, and pass the ball to the next student. Keep going around the circle until every student has had at least one turn. If students use the wrong form (m/f), ask them a question, such as, " طويل أو طويل؟" so they will have a chance to correct their mistake.

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

هي بنت
شعر أسود
هي قصيرة
هي تلبس قميص أبيض
هي تلبس بنطلون أزرق
Continue until there is only one student standing.
Have all of the students stand back up and repeat the game. You may want to have a student give the clues this time.

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 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 (“Feel Feel” - Unit 4 Year 1).
When the student who is “it” hears the song, he 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, "آنت؟ / 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, for instance, "هـي بنت.". 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 or a song of your choice with students as they exit.

---

**Materials Needed:**
- Name cards
- Magic hat
- Ball

**Assessments:**

- **Interpretive Assessment - Activity B**
  Students perform the action that goes with the word.

- **Presentational Assessment - Activity C**
  Students use an adjective to describe themselves, using the correct form for masculine or feminine.

- **Interpersonal Assessment - Activity E**
  Students exchange information so that the student who it “it” can find the thief based on the descriptive clues.

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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)
Language Objectives:
1. SWBAT describe the weather.
2. SWBAT understand when others describe the weather.
3. SWBAT talk about activities they like to do in certain types of weather.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Weather and Seasons - Unit 5 Year 1</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Name Game (see previous lessons).

B. The Four Seasons
Introduce the four seasons by posting large pictures or a PowerPoint of the season images. Point to the season, say the word, and have students repeat.

C. The Weather in the Winter
Ask the students, "كيف الجو في الشتاء؟" (How is the weather in the winter?). Assist students to answer with words like "بارد، ثلج" etc. Repeat with each of the other seasons. If there are words from the unit that the students do not think of, be sure to suggest them, so that all words are reviewed.

D. Activity Charades
Review the items and activities from Unit 5 Year 1 by saying the word, and acting it out. After you have reviewed the words, act out something, and have students raise their hands if they know the word. Call on a student to answer. When a student answers correctly, she can some up and act out a word, and call on someone to guess the word she has acted out. If the student who guesses correctly has already had a turn, choose a student who has not had a turn to act out the next word. Repeat until most, if not all of the students, have had a turn to act something out.

E. Four Corners
Post a picture in each corner of the room, representing one of the four seasons. Spread out the weather image cards from Unit 5 Year 1 on a table at the front of the room. Model the activity as follows: Say, "أنا أحب الصيف" and go to the corner that has the picture for “summer.” Act as if you are thinking about that season. Say things like, "الجو حر في الصيف" (the weather is hot in the summer) and "أنا أحب السباحة في الصيف" (I like swimming in the summer). Go to the table and choose an image that represents the weather or an activity for the summer.

Have students choose a season they like, and go to that corner of the room. Students in each corner should talk about the possible Arabic words associated with their season. Then each student should go get a picture representing something from that season. Each student then says a sentence to the rest of the group, using the word from the image card they have chosen.

**F. Days of the Week**
Sing the “Ayam” song with the students (recording included with Unit 5 Year 1). Divide the class into three groups. Have each group stand in a circle. Give each group a ball. Sing the song again as a class, while students pass the ball around the circle. Whoever has the ball on the last "السبت" is out, and sits down in place. Keep going until only one student is left in each group. Then have everyone stand back up, and repeat the game as time allows.

**G. Dismissal**
Have students go to the corner with the picture of the season they like. Dismiss one season at a time to put away their name cards and line up. Sing the Goodbye Song or a song of your choice with students as they exit.

**Materials Needed:**
- Name cards
- Magic hat
- Weather image cards
- Large pictures representing the four seasons or PowerPoint (If using a PowerPoint, you will also need something to represent each season that can be placed in the four corners of the room.)
- Three balls

**Assessments:**
Interpersonal Assessment - Activity C
Students answer with a description of the weather in each of the four seasons.

Presentational Assessment - Activity D
Students say the correct word based on the action they see.

Interpersonal Assessment - Activity E
Students discuss the things associated with their season.

Presentational Assessment - Activity F
Students sing the days of the week, remembering the name of each day, in order.

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Language Objectives:
1. SWBAT name some common animals.
2. SWBAT describe the physical characteristics of animals.
3. SWBAT talk about where animals live.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Animals - Unit 6 Year 1</td>
</tr>
</tbody>
</table>

### A. Warm-up Activity: Name Game (see previous lessons).

### B. Animal Review
Fill the pocket chart with animal image cards, or post the image cards on the board. Review each animal by saying the word and having students repeat. 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 gets a point. After a few turns, switch out the pictures for different animals if you did not use all of the pictures.

After a few more turns, switch out the pictures for habitats and animal body parts. Review the words by saying each one as you point to it, and having student repeat. Play until each student has had at least one turn, and until the majority of the class seems to remember most of the words.

### C. All About My Animal
Draw a simple picture of an animal on the board. Tell the students, “آنا 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.

<table>
<thead>
<tr>
<th>D. Animal Pictures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give students paper and something to color with. Students draw a picture of an animal from the lesson.</td>
</tr>
<tr>
<td>Invite a student to come up and show his picture to the class. Post the picture on the board.</td>
</tr>
<tr>
<td>Have the student choose the habitat, body part, and ability cards that apply to the animal. The students should say a sentence about each card, and post the card by their picture, for instance, &quot;يُعيش في استاد. ينام، يمشي ويجري.&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the students, &quot;من عندك كلب؟&quot;. Have students who have a dog put away their name cards and line up. Repeat with other pets, and those who do not have pets, until everyone is lined up.</td>
</tr>
<tr>
<td>Sing the Goodbye Song or a song of your choice with students as they exit.</td>
</tr>
</tbody>
</table>

Materials Needed:
- Name cards
- Magic hat
- Image cards from Unit 6 Year 1
- Pocket chart (optional)
- Fly Swatter
- Paper
- Colored pencils, crayons or markers

Assessments:
Interpretive Assessment - Activity B
Students swat the correct animal picture when they hear the word.

Presentational Assessment - Activity C, D
Students describe the animal and the abilities it has.

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Language Objectives:
1. SWBAT hold a simple conversation.
2. SWBAT order drinks and treats.
3. SWBAT take someone’s order.
4. SWBAT ask and answer questions about cost.
5. SWBAT recognize and write “Qatar.”

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Sight word: قطر Qatar</td>
</tr>
<tr>
<td>Review: Requests, coffee shop items - Unit 7 Year 1</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Name Game (see previous lessons).

B. Sight Word Practice
Write the word "قطر" on the board. Write it slowly, making the sound of each letter as you write. Write several other random words on the board. Write "قطر" a second time, surrounded by several other words. Invite a student to come up front and circle the word "قطر". Invite another student to come find and circle the other "قطر". Give each student a worksheet and a pencil. Erase all of the words that are not "قطر". Write "قطر" again, having students pay careful attention. Instruct students to circle "قطر" each time it occurs on the worksheet, then practice writing it themselves on the lines below. Watch students write, and remind them to start from the right.
C. Where is the Pencil?
Set up a display of school objects at the front of the room. Review the school objects and prepositions by asking the class, "أين القلم؟". Give an appropriate answer and have students repeat the answer. Practice this question and answer sequence with several objects, having the students say the answer together.

D. Coffee Shop Vocabulary Review
Review the coffee shop vocabulary by showing the image card, saying the word, and having students repeat. Then show a card, and ask students to raise their hands if they know the word. Call on a student to answer. Repeat with all of the coffee shop vocabulary.

E. At the Coffee Shop
Choose three students to demonstrate a coffee shop skit. Give one student a Waiter Order Slip (see materials), if desired. This student will be the waiter. Sit down at a table or desk with the other two students. You will be the customers. Give each customer a stack of Qatari Riyals and a Menu (see materials). Ask the waiter to greet the group. Give a proper response. Other students at the table should do the same. Request something to drink, and a certain number of sweets, for example, "أنا أريد عصير واثنين حلوى النمر". Have the other students order as well. Ask each student, "هل تريد حلوى النمر؟". Be sure the waiter writes down the number of sweets each person requests. Have a conversation with the students, asking about the weather, and what animals, colors, fruits, etc. they like. Waiter can use empty paper plates, or just pretend to give the items to those who have ordered them. The waiter should say, "أطيب" when handing out the items. Students respond with "شكرًا".

Ask the waiter, "كم ريال؟". The waiter should tell you the price, depending on how many sweets you ordered. Repeat the information (اثنين حلوى النمر - 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, "شكرا مع السلامة". Students all say, "شكرا مع السلامة" and return to their seats.

F. Group Impromptu Skits
Post the “English OK” sign. Explain to the students that they will have a few minutes to prepare a skit. They should include greetings, ordering and paying for food, and a discussion about the weather and things they like. Take down the “English OK” sign. Divide the class into groups of four to six students. Give the students five minute to gather with their group and decide who will be the waiter. Then have each group come up and present an impromptu skit.
G. Dismissal
Have students put away all of the props used for the skits. Call on the students by group to put away their name cards and line up. Give each student a worksheet to complete at home. Sing the Goodbye Song or a song of your choice with students as they exit.

Materials Needed:
- Name cards
- Magic hat
- Map of the world
- Coffee shop vocabulary image cards from Unit 7 Year 1
- Qatari Riyals - Photocopies of 1 Riyal bills (from Lesson 8 Unit 7 Year 1)
- Menu and Waiter Order Slip (worksheet included)
- Props, such as paper plates, cups, apron, note pad (optional)
- Sight word practice (worksheet included)

Assessments:
Group Presentation*
*See rubric on following page

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### 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>
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<tbody>
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</table>

- Student can greet others, respond to typical greeting questions, and say goodbye.
- Student can order an item from a waiter.
- Student can hold typical conversation about weather and/or likes.
- Student can conduct simple monetary transaction.

**I Can** Statements:
- I can greet and say goodbye to my classmates.
- I can order from a waiter and “pay” for my purchase.
- I can talk about the weather.
- I can talk about things I like.
GLP Arabic Curriculum
Year 2, Unit 2: School Life
Table of Contents

Unit 2: My School Life
Essential Question: What do I need for different school subjects?

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Unit Assessment 33
Language Objectives:
1. SWBAT say if someone is a teacher or a student, with the proper masculine or feminine marker.
2. SWBAT tell about some differences between Arabic and English.
3. SWBAT identify several school objects upon hearing the word in Arabic.
4. SWBAT name several school objects.

Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
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<tbody>
<tr>
<td>طالب/ة</td>
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<tr>
<td>أستاذ/ة</td>
</tr>
<tr>
<td>قلم</td>
</tr>
<tr>
<td>ورقة</td>
</tr>
<tr>
<td>كتاب</td>
</tr>
<tr>
<td>عندي</td>
</tr>
</tbody>
</table>

Review:
| أنا | I |
| أنت | you masculine |
| أنت | you feminine |
| هو | he |
| هي | she |

Structures:
Absence of the verb “to be.”

Feminine and masculine forms of adjectives.
A. Warm-up Activity:
Students should each have a card or name tag with their Arabic name written on it in Arabic script, visible to other students. 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 an Arabic song for the class to sing (see Unit 1: Review of Grade 1).

B. You are a Student
Tell the class, “أنا أستاذة” (I am a teacher.) Look directly at one student and say, "أنت طالب/طلبة." (You are a student m/f.) Repeat with several students, each time saying “I am a teacher,” pointing to self, and “you are a student,” pointing to the student.

Ask a student, "أنا أستاذة، وانت؟" (I am a teacher, and you?) Student answers “I am a student” (with help from teacher if needed). Ask several other students, having the class repeat the answer, “I am a student.” If a student makes a mistake with masculine/feminine forms of “student,” let them each have their turn without correcting them at this point. Then reinforce as follows:
Invite at least two boys and at least two girls to the front. Point to each one and say “he/she is a student,” using "طالب" for the boys, and "طالبة" for the girls. Then point to each student, and have the class call out "هو طالب" or "هي طالبة" as appropriate.

C. School Objects
Show the class the first school objects: Pencil/pen, paper, book, telling them the Arabic word and having them repeat it several times. Show them the written words too.

D. Pair Game
Students pair up with the student seated next to them. Each pair places a pen or pencil, a book, and a piece of paper on the desk where both can reach it. Call out the name of an object. The student in each pair who holds up the object first gets a point.

E. Circle Game
Students sit in a circle. Model the sentence "أنا أستاذ وعندى قلم" (I am a teacher and I have a pencil.) Pass the pencil to the student beside you. Help the student, as needed, to say, "أنا طالب وعندى قلم" (I am a student and I have a pencil.) Students pass the object around the circle with each student saying the sentence. After several students have a turn and when students
are comfortable, hand a piece of paper to the first student in the circle. Students pass that object as well, saying, “(I am a boy/girl student and I have a paper.) Give a book to the first student in the circle. Now all three objects are being passed around the circle, with the students saying the appropriate sentence for each object as they pass it.

F. Dismissal
Ask students to line up. As each student leaves, hold up one of the objects. Student must identify the object on the way out the door.

Materials Needed:
- Name tag or card for each student with their Arabic name written on it in Arabic script
- Pencils, pens, paper and books of any kind
- Magic Hat, prepared with as slip of paper with each student’s name on it. Tip: Keep name slips for each class in two ziploc bags. mark each bag with the class period/grade, and the phrase “choose me” on one bag, and “I had a turn” on the other bag. After choosing students for an activity, move their name slips to the “I had a turn bag.” Name slips from the hat will go into the “choose me” bag, and the magic hat can be used again for the next class.

Assessments:
Interpretive Assessment - Activity D
Students should hold up the correct object. All students should be reaching for the right object.

Presentational Assessment - Activity E
Teacher should pay close attention to students’ ability to say the proper sentence, remembering the name of the item, as well as “I am a student and I have _____.

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Language Comparisons:
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Language Objectives:
1. SWBAT talk about school objects which they and their classmates have.
2. SWBAT use pronoun suffixes to express the concept of “I have” and “you (feminine/masculine) have.”

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<thead>
<tr>
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<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>هل عندك؟ ، and you (f/m)؟</td>
</tr>
<tr>
<td>وانت؟، and you (f/m)?</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>قلم</td>
</tr>
<tr>
<td>ورقة</td>
</tr>
<tr>
<td>كتاب</td>
</tr>
<tr>
<td>عندي</td>
</tr>
<tr>
<td>colors</td>
</tr>
<tr>
<td>clothing</td>
</tr>
<tr>
<td><strong>Structures:</strong></td>
</tr>
<tr>
<td>to have - first and second person</td>
</tr>
<tr>
<td>singular</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Name Game/song (see lesson 1).

B. Color review/ I have
Hold up colored squares (from Unit 1 - review) one at a time, and asks students to identify them. Re-teach as necessary. Invite several students to come up front. Give each student a colored marker. Keep one marker, and model "عندي قلم أحمر." (I have a red marker.) Other students tell which marker they have. Invite the students up front to give their marker to
another student. The new students come up front and tell the class which marker they have.

Divide the students up front, putting the boys on one side and the girls on the other side. Model, pointing to self, "عندى قلم أحمر." (I have a red marker.) Then, pointing to a female student and looking directly at the student, "وانت؟؟" (and you (girl/boy)?) Repeat, pointing to each of the female students, and then the male students, and emphasizing “anti” for the girls and “anta” for the boys. Class repeats each sentence after the teacher.

Invite another group of students to the front, and give each of them a piece of paper or a book of a different color. Repeat the marker activity, but with "ورقة" and "كتاب". Note: students will use the masculine forms of colors with all objects. Feminine forms will be introduced later.

**C. Pair Activity**
Bring two students to the front to model the activity, and give each of them a marker, a colored piece of paper, or a book. The first student says, “I have _____ and you?” to the next student. Second student answers by telling what he or she has.

Give each student a marker, paper, or book, then model walking around the room, telling other students what you have, and asking, "وانت؟؟" Motion for students to stand up, and walk around the room, speaking with as many of their classmates as they can, one at a time. After several turns, call out "تبادل" and model trading your object with someone. All of the students trade objects with another student, and the activity continues. Call out "تبادل" every few minutes.

**D. Detective game**
Class chooses an object to be the “secret” object. This can be anything fairly small that the students can say in Arabic. One student leaves the room (the detective). Give the object to one student. Other students choose a marker, colored paper or book. All students hide their objects behind their backs. Invite the detective back in. Detective walks up to a student and asks, "هل عندك ال؟؟" (Do you have the _____?) Student answers no, and tells what object he/she does have. "لا، ما عندي_____." (No, I do not have _____.) Repeat until the detective finds the secret object. The choose a new detective, re-distribute the objects, and play again.

For a large class, have two detectives, who each ask different students at the same time to see who can be the one to find the object.

**E. Dismissal**
Ask students to line up by calling an item of clothing of a certain color. “إذا لبسين قميص أحمر، اصطفوا هنا." (Whoever is wearing a red shirt, line up.) Continue naming items of clothing
until all students are lined up.

Materials Needed:
- Magic Hat prepared with name slips
- Paper squares of different colors
- Markers of different colors
- Books of different colors

Assessments:
Interpersonal Assessment - Activity C
Students should be able to say what object they have, and ask another student, “and you?” using the correct masculine or feminine form.

Interpersonal Assessment - Activity D
Students should be able to ask and answer about the object they have.

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 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)
Second Grade Arabic
Unit 2: School Life
Lesson 3: Who has the Math Book?

Language Objectives:
1. SWBAT ask and answer questions about objects they have.
2. SWBAT describe the clothing a classmate is wearing.
3. SWBAT talk about more classroom objects.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
</table>

**Words and Phrases:**
- الحساب: math
- أين؟: where?
- شباك: window
- باب: door
- طاولة: table/desk
- كرسي: chair

**Review:**
- هل عندك كتاب?: do you (m/f) have? book

**Structures:**
Question word "هل"

**A. Warm-up Activity:** Name Game/song (see lesson 1).

**B. Detective game**
Introduce a new secret object, "كتاب الحساب" (math book). Students repeat the name of the object. Class plays the detective game from lesson two. This time, someone has the math book, but the other students do not have an object. When the detective asks a student if they have "كتاب الحساب" the student answers "لا" and then gives a clue about the person who has the
book. For instance: "هو يلبس بنطلون أزرق." (He is wearing blue pants.) Class repeats the clue. If the students do not remember the clothing words, conduct a short review by going around the room and telling students what some students are wearing, and having them repeat. "هو يلبس بنطلون بني وتيشيرت أبيض. هي تلبس قميص أصفر وشورت أزرق." (He is wearing brown pants and a white t-shirt. She is wearing a yellow shirt and blue shorts.) Repeat the detective game several times. Even with a big class, use only one detective so that everyone can hear and repeat the clues.

<table>
<thead>
<tr>
<th>C. New vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce new words: window, door, table/desk, chair by indicating the objects and having students repeat. After several repetitions, point to each object without saying it, and motion for students to say the word. The ask, &quot;أين شباك&quot; Students say, &quot;شباك&quot; and point to the window. Repeat with other new words.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Race to the item!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say one of the school items from lessons 1 - 3, and then touch that item. Ask students to stand, and explain in Arabic, while demonstrating, that when they hear the name of an item, they need to go touch it. If the class is very large, and the room is small, choose two to four students to play at a time. If there is enough space, all of the students can play at once. Call out an item and count down (ثلاثة، اثنان، واحد، قف) When you say; &quot;قف!&quot; (stop!), students who are not touching the correct item must sit down. Repeat until one student is left (or as time allows).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher asks students to line up by calling an item of clothing of a certain color. &quot;إذا لبسين قميص أحمر، اصطفوا هنا.&quot; (If you are wearing a red shirt, line up.) Continue naming items of clothing until all students are lined up.</td>
</tr>
</tbody>
</table>

Materials Needed:
- Magic Hat prepared with name slips
- Math book (small)
- If the classroom doesn’t have a window, a large picture of a window

Assessments:
Interpersonal Assessment - Activity B
Students accurately describe clothing of other students. Detective understands the clues.
Interpretive Assessment - Activity D
Students respond to the word by touching the correct object.

Interpretive Assessment - Dismissal
Students line up when they hear an item of clothing they are wearing.

ACTFL Standards:
Standard 1.1 Students engage in conversations; provide and obtain information.
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)
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 put school objects in a certain place when told.
2. SWBAT describe the location of school objects.

<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>على</td>
</tr>
<tr>
<td>تحت</td>
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<tr>
<td>بجانب</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>الحساب</td>
</tr>
<tr>
<td>أين؟</td>
</tr>
<tr>
<td>شباك</td>
</tr>
<tr>
<td>باب</td>
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<tr>
<td>طاولة</td>
</tr>
<tr>
<td>كرسي</td>
</tr>
<tr>
<td>other school vocabulary</td>
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<tr>
<td><strong>Structures:</strong></td>
</tr>
<tr>
<td>Use of prepositions - on, under, beside</td>
</tr>
<tr>
<td>Definite article ال</td>
</tr>
</tbody>
</table>

A. **Warm-up Activity:** Name Game/song (see lesson 1).

B. **New Vocabulary**
Demonstrate new vocabulary with school objects learned in lessons 1 - 3, by putting objects
in certain places, and describing the place to the class in Arabic. "الحساب على الطول، اللم
لاحمار على كتاب الحساب"
Repeat with several objects, using the same preposition. Class repeats each sentence. Use the
objects to demonstrate each of the prepositions, always having the class repeat the sentences.
Invite a student to the front. Say a sentence, like "القلم الأخضر جانب يدك." (The green pencil/pen
is beside the window.) Student places the correct object in the correct place. If student is
unsure, he/she may call on another student to help. Repeat with several students, using
different objects and different places. In addition to school words, you can incorporate other
vocabulary, such as body parts (on my head, under my hand).

C. Where is the Math Book?
Place an object in a certain place, and ask,"_________؟" (Where is the _____?). Answer,
and have the class repeat the answer. Place another object somewhere, and indicate to the
students to stay silent and raise their hands (put finger to lips and hold up hand). Ask "أين ال
_____؟" and call on a student to answer. The student who answers then gets to place an
object anywhere he/she wants. Help student ask the class, "أين ال _____؟" Student chooses
someone to answer. Continue with several more students.

D. Pocket Chart
Fill the pocket chart with school item image cards. describe the location of each card by
saying, for example: "الكتاب تحت الكرسي.القلم تحت ال livro. (The book is under the chair. The pen
is beside the book.) Have students repeat the locations. Ask one student where a particular
object is. Student should describe where it is using above/on, under, or beside, and the name
of another object. Give several students a chance to do this. If there is extra time, mix up the
cards and repeat.

E. Pair Activity
Students choose or are assigned a partner. Partners stand or sit at the same desk or table. Give
each pair several school items. Students may also use their own objects, if they have some of
the items which the class has learned to say. Partners take turns putting an object somewhere
in relation to another object at their desk or table, and asking their partner, "أين ال _____؟"

F. Dismissal
Invite pairs to return their items and line up, by calling out the item "من عندك عندها كتاب... من
الحساب" (whoever has a math book, etc.).

Materials Needed:
- Magic Hat with names
- School objects from lessons 1-3
• Pocket Chart
• Image Cards - school objects

Assessments:
Interpretive Assessment - Activity B.
Student should place the correct object in the correct place.

Interpersonal Assessment - Activities C and D
Student should be able to describe where the object is, using the correct preposition.

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 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 where something is in relation to other things.
2. SWBAT recognize a picture based on a verbal description of item placement.
3. SWBAT recognize and write “I have.”

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td><strong>Sight word:</strong></td>
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<tr>
<td>عندي I have</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>School objects</td>
</tr>
<tr>
<td>Prepositions</td>
</tr>
<tr>
<td>و and</td>
</tr>
<tr>
<td><strong>Structures:</strong></td>
</tr>
<tr>
<td>Use of prepositions; and</td>
</tr>
</tbody>
</table>

A. **Warm-up Activity:** Name Game/song (see lesson 1).

B. **Sight word**
Write the word "عندي" on the board. Use it in a sentence.

Have students practice writing the word on a piece of paper. The students should follow along as the teacher models the first few times. While students are writing, write several other words on the board. Write "عندي" a few more times, mixed in with the other words.

C. **Find the Sight Words**
Invite a student volunteer to come up and circle "عندي" on the board (have the student only circle it once, even though it is written several times). Have another student come up and circle another instance of the word. Repeat until each "عندي" is circled.
D. **Team Writing**
Erase the words on the board. Write "عندي" at the top of the board as an example. Divide the class into three teams. Have teams line up in three lines, from the front of the room to the back. Give the first student on each team a white board marker. Students at the front of the line will go to the board, write "عندي", and then give the marker to the next student in line. Avoid making it a contest to see who finishes the fastest, or the students will not take time with their writing.

E. **Where is the Pencil?**
Set up a display of school objects at the front of the room. Review the school objects and prepositions by asking the class, "أين القلم؟" Give an appropriate answer and have students repeat the answer. Practice this question and answer sequence with several objects, having the student say the answer together.

F. **Group Displays**
Divide students into groups of three to five. Provide various school objects at the front of the room, or if students have their own school supplies in the room, they may use these. Groups select several items and make their own display, using at least three items. Students place items on and under a desk or chair, and practice telling each other about them (the blue marker is on the white paper, and the white paper is beside the math book, and the math book is on the table, etc.). Then, assign each group another group to work with. Have the students in one group tell the other group about where their objects are. Then the groups switch roles.

G. **Find the Match**
Give each student a picture containing school objects. Student may not show the picture to anyone. There should be four to six different pictures. Students must find the other students who have the identical picture by describing what they see "الكرسي بجانب الشباك، الكتاب على..." "الكرسي، النار، الطاولة، الظهر تحت الكرسي" (the chair is beside the window, the book is on the table, the pen is under the chair, etc.). After the students have all found their groups, mix up and redistribute the cards. Repeat game.

H. **Dismissal**
Ask rows to line up based on where they are in the room (beside the window, beside the door, beside _____ (name of student), etc.).

---

**Materials Needed:**
- Magic Hat with names
- Markers of different colors
• Paper of different colors
• Books
• Pictures for activity D:
  ○ A chair by a window, and a book on the chair
  ○ A table by a window, and a pen under the table
  ○ A pen on a table, and a book under the table
  ○ A paper under a chair, and a pen on the paper
  ○ A chair by a door, and a table by the chair
  ○ A book on a chair, and a marker on the book

Assessments:
Presentational Assessment - Activity C
Students should correctly identify items in their display, and use the proper prepositions to describe where they are.

Interpersonal Assessment - Activity D
Students exchange information to find the other students with the matching picture. Students should be able to tell about their picture, and understand when other students tell 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)

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 school subjects.
2. SWBAT tell which school subjects he or she likes.
3. SWBAT ask and answer questions about school subjects.

<table>
<thead>
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<td>العلم</td>
</tr>
<tr>
<td>الرياضة</td>
</tr>
<tr>
<td>الإنجليزي</td>
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<tr>
<td>العربية</td>
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<tr>
<td>الرسم</td>
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<tr>
<td>القراءة</td>
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<tr>
<td>الكتابة</td>
</tr>
</tbody>
</table>

Review:

أنا أحب       I like

A. Warm-up Activity: Name Game/song (see lesson 1).

B. New Vocabulary
Introduce new vocabulary with pictures, books or other objects to represent the school subjects. Students repeat the words. Divide students into two teams. Students may be divided according to which side of the room they are on, or boys against girls. Choose two students to come to the front. Say a school subject. Students try to be the first one to touch the correct picture or object. Keep track of points on the board. As students become more comfortable with the words, a student may act as the teacher, and call out the words.
C. I Like Science
Point to a picture or object and say, ”انا أحب العلوم.” (I like science, or other subject.) Invite a student to come to the front and tell the class which school subject he or she likes. Class repeats the sentence. Repeat with other students. If there is time, allow each student to come to the front. Prompt those that need help. Class repeats each sentence.

D. I Like Math. And You?
Hand out worksheets with pictures of school subjects, with a line by each picture. Ask a student to come to the front, and model the activity as follows: Say, ”انا أحب العلوم وأنت؟” When student answers, invite student to write his or her name (in English, unless the student can already write in Arabic) on the line by the subject that student likes. Motion for students to stand up and walk around the room to complete the worksheet. Students tell each other which school subjects they like, and write their names by the subject they like on each other’s worksheets.

E. Take a vote
Teacher posts pictures representing each school subject on the board. Teacher asks, ”من يحب الرياضة؟” (Who likes P.E?) Students raise their hands if they like that subject. Teacher counts the hands out loud in Arabic and writes the number by the picture for that subject. Continue with all of the subject. Teacher declares one subject as the “winner.”

F. Dismissal
Line students up by calling those who are wearing a certain color. Students tell teacher a school subject they like as they exit.

Materials Needed:
- Magic Hat with names
- Pictures or objects to represent each of the school subjects
- Worksheets for Activity D with a small picture representing each school subject, with a line beside or below it

Assessments:
Presentational Assessment - Activity C
Students should say a subject they like, with the correct use of “I like.”

Interpersonal Assessment - Activity D
Students exchange information by telling which school subject they like, and asking others.
Interpretive Assessment - Dismissal
Students line up when the color they are wearing is called.

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)
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)
Second Grade Arabic  
Unit 2: My School Life  
Lesson 7: Ahmed Likes Art

Language Objectives:
1. SWBAT tell which school subjects he or she likes.
2. SWBAT tell which school subjects he or she does not like.
3. SWBAT tell which school subjects his or her classmates like.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>الحساب</td>
</tr>
<tr>
<td>الموسيقى</td>
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<tr>
<td>العلوم</td>
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<tr>
<td>الرياضة</td>
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<tr>
<td>الإنجليزي</td>
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<td>الرسم</td>
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<tr>
<td>القراءة</td>
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<tr>
<td>الكتابة</td>
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<tr>
<td>أنا أحب</td>
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</table>

A. Warm-up Activity: Name Game/song (see lesson 1).

B. Review Game
Review vocabulary by playing the fly swatter game with image cards representing the school subjects. Post image cards on the board, place them in the pocket chart, or project a PowerPoint slide. Divide students into two teams. Invite one student from each team to come to the board. Say the name of a school subject. The first student to swat the correct picture earns a point for that team. You may choose a student to be the “أسنان إستاذة” and call out the words.
C. Likes and Dislikes
Draw a large heart on the board. Draw a second heart on the board, and put a big “X” through it. Take a picture representing a school subject, place it in the heart, and say, "أنا أحب العلوم." (I like science, or other subject.) Class repeats the sentence. Take another picture, place it on the crossed out heart, and say, "أنا لا أحب الرياضة." (I don’t like P.E., or other subject.) Invite a student to come up and say one subject he or she likes, and one subject he or she doesn’t like, while putting the pictures in the appropriates hearts. Repeat with other students. If there is time, allow each student to come to the front. Prompt those that need help. Have class repeat each sentence.

D. Interviews
Invite a student to the front, and model an interview. Give a greeting, and ask the student, "ما هو اسمك؟" (What is your name?) Introduce yourself and tell the student which school subject you like, and which subject you don’t like, then ask, "ولانت؟" (And you?). After student answers, presents this information to the class by saying “(name of student) likes (school subject) and doesn’t like (school subject).” Students each find a partner. Students interview each other in Arabic to find out at least one subject the other student likes, and doesn’t like. Then each pair presents to the class (as time allows), telling the other student’s name, and the subjects he/she likes and doesn’t like.

E. Dismissal
Line students up by calling those who are wearing a certain color. Students tell you a school subject they like on the way out the door.

Materials Needed:
- Magic Hat
- Image cards of the school subjects
- PowerPoint of school subject pictures (optional)
- Fly Swatters
- Objects to represent some of the subjects (optional)

Assessments:
Presentational Assessment - Activity C
Students should say a subject they like, and a subject they dislike, with the correct use of “I like.”

Conversational Assessment - Activity D
Students exchange information by telling which school subject they like, and asking others.
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 tell which classes they have at school.
2. SWBAT talk about items they have for each class.
3. SWBAT tell which class they are ready for.

Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>صف</td>
<td>grade/class (physical location)</td>
</tr>
<tr>
<td>درس</td>
<td>lesson (instruction)</td>
</tr>
<tr>
<td>كرة</td>
<td>ball</td>
</tr>
<tr>
<td>جاهز/ة ل</td>
<td>ready (for)</td>
</tr>
</tbody>
</table>

Review:

<table>
<thead>
<tr>
<th>ألوان</th>
<th>colors</th>
</tr>
</thead>
<tbody>
<tr>
<td>الحساب</td>
<td>math</td>
</tr>
<tr>
<td>الموسيقى</td>
<td>music</td>
</tr>
<tr>
<td>العلوم</td>
<td>science</td>
</tr>
<tr>
<td>الرياضة</td>
<td>P.E.</td>
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<tr>
<td>الإنجليزي</td>
<td>English</td>
</tr>
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<td>العربية</td>
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<td>الرسم</td>
<td>art</td>
</tr>
<tr>
<td>القراءة</td>
<td>reading</td>
</tr>
<tr>
<td>الكتابة</td>
<td>writing</td>
</tr>
</tbody>
</table>

Structures:
Preposition “ل” as “for”
M/F endings for adjectives
A. Warm-up Activity: Name Game/song (see lesson 1) Before starting the song, teacher asks the class, "جاهز؟" (ready?).

B. Ready for Class?
Display image cards or a PowerPoint slide representing school subjects. Place items representing different school subjects on a table at the front of the room (see materials). Point to pictures and have students call out what subject they represent, for review. Introduce "كرة" (ball) and hold it up. Toss the ball to a student, and have the student repeat "كرة" and toss it back. Repeat with several students. Before tossing the ball to some of the students look at the student and say, "جاهز أجاهزة؟" (Ready?)

C. What class is the Ball For?
Hold up the ball and ask, "الكرة لأي درس؟" (What class is the ball for? Students are not expected to be able to answer.) Hold the ball near the picture representing math, and says, "الكرة لدرس الحساب؟" (Is the ball for math class?) Pause, some students may understand, and answer "لا." Say, "لا." Hold the ball near the picture representing art class, and ask, "الكرة لدرس ال工艺品؟" (Is the ball for art class?) Repeat with one or two more classes until the students catch on. Ask "أي درس؟" and call on a student. Student comes up and holds the ball by the picture representing P.E. and says, "الكرة لدرس الرياضة." Class repeats. Hold up another item. Have students raise their hands. Call on a student to come up and put the item by the class it is used for, or point to the appropriate picture. Help students say "(____ item) is for (class)." All students repeat. Continue the activity with the other school subjects and items.

D. I am Ready!
Pick up the crayons or markers, and say, "علي الألوان. أنا جاهز لدرس الرسم." (I have colors. I am ready for art class.) Give some crayons or markers to a student, and have the student say the sentence. Pretend that you and the student are going to art class by heading towards the door and saying something like, "مع السلام، نذهب إلى درس الرسم." (Goodbye, we are going to art class.) Choose another item from the table, and another student, and demonstrate again, having the class repeat the sentence: "I have _____ . I am ready for _____ class." Have several students take a turn to choose an item, and tell the class what they have, and what class they are ready for. Ask the class, "لا هو جاهز لدرس ال...؟" (say the wrong class for the object)." Class should answer "لا!

E. Find Your Partner
Invite nine students to the front, and give them each the item representing a school subject. Give nine other students each an image card representing a school subject. Students have five
seconds (teacher counts down from five to zero in Arabic) to stand by their partner (the one with the matching item/picture). Each partner group then tells, in unison, what they have, and what subject they are ready for, for example: “عندى ورقة وقلم. أنا جاهز لدرس الكتابة.” (I have a paper and a pencil. I am ready for writing class.) Class repeats each sentence after the pair says it. Repeat the game by mixing up the objects and the cards among the students, ensuring that everyone has a turn.

F. Dismissal
Ask the class in Arabic if they are ready (جاهزين) to line up. Invite the students one by one or row by row to line up when they are ready (items put away, chairs pushed in, standing quietly behind their chair, etc. as required by teacher according to routine). Say, "أنتم جاهزين!" (You all are ready!) when inviting students to line up.

Materials Needed:
- Magic Hat with names
- Image Cards
- Large pictures representing school subjects or Power Point slide (from earlier lessons in this unit)
- Math book (math class)
- Music book or small musical instrument, such as a recorder (music class)
- Science book (science class)
- Ball (P.E.)
- Student dictionary (English)
- Arabic alphabet chart or workbook (Arabic)
- Markers, crayons, or picture of a color palette (art class - students will refer to these items as “colors”)
- Book from school or classroom library (reading)
- Pens or pencils and paper (writing)

Assessments:
Presentational Assessment - Activity B
Students call out the correct subject.

Interpersonal Assessment - Activity C
Students answer questions correctly.
Students correctly name an object and say what subject it is for.
Presentational Assessment - Activity D, Activity E
Students correctly use “I have” and name the object, and what subject they are ready for.

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)
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)
Second Grade Arabic  
Unit 2: My School Life  
Lesson 9: Schools in the Arab World

Language Objectives:
1. SWBAT describe clothing worn by school students in the Arab world.
2. SWBAT talk about school subjects studied by students in the Arab world.
3. SWBAT identify school items in a video.
4. SWBAT talk about their status as a student and the location of their school.

Culture Objectives:
1. SWBAT describe differences and similarities between schools in the U.S. and schools in the Middle East.
2. SWBAT recognize that not all schools in the Middle East are the same.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>مدرسة</td>
</tr>
<tr>
<td>العالم العربي</td>
</tr>
<tr>
<td>أمريكا</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>أستاذ/ة</td>
</tr>
<tr>
<td>طالب/ة</td>
</tr>
<tr>
<td>أين</td>
</tr>
<tr>
<td>ولد/أولاد</td>
</tr>
<tr>
<td>بنت/بنات</td>
</tr>
</tbody>
</table>

School items
School subjects
clothing words

Structures:
School names (word order)
“في” preposition use (“in” = “at” a school)
### A. Warm-up Activity: Name Game/song (see lesson 1).

### B. Review
Review (I am a teacher.) and use a student to review "(I am a student.) Say, "(I am a teacher at ______ school.) Ask a student, "وانث/انت؟" (And you?) Student answers, "انا طالب/طالبة في مدرسة ______" (with assistance if necessary). Toss a ball or stuffed animal to a student, and have that student repeat the sentence. Let that student throw the ball or animal to another student and ask, "انت؟" Repeat until students are confident.

### C. My School is in America
Say, "مدرسة (في أمريكا) " (name of school), You can also use the name of the city and state in describing where the school is. Students should not be expected to know how to say "city" and "state" at this point, but should be exposed to the words. Ask, "اين مدرسة ______" (name of school). Class should answer: "في أمريكا! " and possibly name the city and state. Show a frame from one of the videos. Show a map of the Middle East and tell students, "هذة المدرسة في العالم العربي." (This school is in the Arab world.) Repeat "العالم العربي." and indicate the Arabic-speaking countries on the map. You may want to specify the country of the specific school in the chosen video.

### D. Videos and Discussion
Show portions of the suggested videos, or other videos from a typical elementary school class in the Arab world. Make sure to preview EVERY video before showing it to a class. Pause the video often to discuss it in Arabic. Pause the video at places that are appropriate to talk about the following subjects in Arabic and rewind as necessary:
- What clothing are the students wearing?
- What clothing is the teacher wearing?
- What school objects do you see in this picture?
- What subject are the students studying?
- Are there boys in the class, or girls, or both?
Use only Arabic for this discussion, and make use of the vocabulary the students have been studying.

### E. Group Discussion - Same and Different
For the last ten minutes of class, divide the students into groups. Post the “English OK” sign. Instruct students to discuss what they saw in the video. They can talk about what was similar to their school and what was different. Invite each group to share one similarity and one difference with the class.

**F. Dismissal**
Invite students who like a certain subject to line up. Repeat with other subjects until students are all in line.

**Materials Needed:**
- Magic Hat with names
- “English OK” sign
- Computer and projector

**Suggested Videos:**
- [http://www.youtube.com/watch?v=PXvIm2ZW58k](http://www.youtube.com/watch?v=PXvIm2ZW58k) (This is an Arabic alphabet lesson where the young students are wearing western-type dress and the teachers are wearing traditional dress.)
- [http://www.youtube.com/watch?v=wSzCszGjnyc](http://www.youtube.com/watch?v=wSzCszGjnyc) (This is an upper elementary school students where the students are wearing western-type dress, and the teachers are wearing traditional dress.)
- [http://www.youtube.com/watch?v=jA9bXfYpuyv](http://www.youtube.com/watch?v=jA9bXfYpuyv) (This is a first grade lesson where the students and teachers are both wearing traditional dress.)

**Assessments:**
**Presentational Assessment- Activity B**
Students say they are a student at their school, using the proper masculine or feminine form.

**Interpersonal Assessment - Activity D**
Students answer questions about what is in the videos, and use school vocabulary to describe what they see.

**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 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 say which school subjects they like.
2. SWBAT talk about the location of school items.
3. SWBAT talk about which school items they have.
4. SWBAT say which subject they are ready for.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>All vocabulary from lessons 1-10</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Name Game/song (see lesson 1).

B. Review
Place school objects around the room where they can be described with the vocabulary from this unit (on a chair, under a table, by the door, etc.). Review this vocabulary by asking "(school item)...أين؟" Call on individual students, or have the class answer out loud.

C. Assessment Skits
Students, in pairs, will create a skit. The teacher should demonstrate, and write words or draw pictures on the board to remind the students how the skit should go, following this format:

Student 1: Greeting
Student 2: Response
Student 1: I like (school subject). Where is (item needed for that subject)?
Student 2: The (item) is (describes where that item is).
Student 1: شكرا (thank you). Student 1 then goes and gets the item.
Student 2: I like (school subject). Where is (item needed for that subject)?
Student 1: The (item) is (describes where that item is).
Student 2: شكرا (thank you). Student 2 then goes and gets the item.
Student 1: I am ready for (school subject).
Student 2: I am ready for (school subject).
Student 1: مع السلامًا!
Student 2: مع السلامًا!

Help students prepare and practice their skit. You can actually fill out assessment rubrics for some of the students as they practice, if the class is large and there will not be time for all students to present.

D. Presentations
Pairs perform their skits for the class.

F. Dismissal
Have students help put away all of the school items. Call a student’s name, and give directions in Arabic, such as “please bring me the markers” or “please put the papers on the table.” After a student puts an item away, that student may line up.

Materials Needed:
- Magic Hat with names
- School items from lesson 9

Presentational Assessment:
Students prepare a skit, and are assessed on delivery of the skit using the rubric provided. Emphasis should be on remembering how to talk about the school subjects and school items, not on exact order of the skit (see rubric below). Please note that teacher assesses both students at the same time, filling out a rubric for each one as they go through their skit. The order of the tasks will vary, depending on if the student is #1 or #2 in the skit.

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 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)
## Unit 2: 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 give a proper greeting or response to greeting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can say which school subject he/she likes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can ask where the item is located.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can describe where the item is located.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can say he/she is ready for the school subject.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I can** statements:
- I can give a proper greeting.
- I can say which school subject I like.
GLP Arabic Curriculum

Year 2, Unit 3: Professions and Places in My Neighborhood
Table of Contents

Unit 3: Professions and Places in My Neighborhood
Essential Question: What jobs do people have, and where do they work?

Lessons:
1. Occupations 2
2. My Mother is a Doctor 5
3. What Am I? 8
4. Where Do I Work? 11
5. Place Race 14
6. Making a Map 17
7. Talking About My Map 21
8. I Am Going to Art Class 25
9. Preparing to Perform 29
10. Showing What I Know 32

Unit Assessment 35
Language Objectives:
1. SWBAT select the appropriate picture when they hear the name of an occupation.
2. SWBAT say whether they are a teacher or a student, with the proper feminine or masculine form of the word.
3. SWBAT name several occupations.

Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>طبيب</td>
</tr>
<tr>
<td>طبيبة</td>
</tr>
<tr>
<td>رجل أعمال</td>
</tr>
<tr>
<td>امرأة أعمال</td>
</tr>
<tr>
<td>طيار</td>
</tr>
<tr>
<td>شرطي</td>
</tr>
<tr>
<td>شرطية</td>
</tr>
</tbody>
</table>

Review:
| أستاذ/ة | teacher |
| طالب/ة | student |

Structures:

male and female forms of occupations

A. Warm-up Activity: Place the name cards of students who have not yet been chosen into the magic hat. Choose a student who is sitting quietly to come draw a name card out of the hat and write that name on the board. Students raise their hands and try to guess whose name it is. Once the name is guessed, that student chooses an Arabic song for the class to sing.

B. My Uncle Has Seven Kids
The teacher introduces the topic by showing the video, “خالي عنده سبعة أولاد.” Encourage
students to count to seven along with the video. Video will be used more extensively in lessons 8-9.

<table>
<thead>
<tr>
<th>C. I am a Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask a student to come up front. Point to self and say, “ أنا أستاذة” ( I am a teacher.) Then point to student and say, “هو طالب” (he is a student) or “هي طالبة” (she is a student) as appropriate. Turn to the student and say, &quot;أنا طالب. &quot; (I am a teacher, and you?) The student should reply, &quot;أنا أستاذة &quot; (I am a student.) Assist, as needed, helping students think about the appropriate form for their gender. &quot;أنت طالب أم طالبة؟&quot; (Are you a male student or a female student?) Invite student to sit down. Toss ball or other easily catchable object to several students, and ask, &quot;أنا وأنت؟&quot; (I am a teacher, and you?). If a student answers with the wrong gender ending, ask the class, &quot;هو/هي طالب أم طالبة؟&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. New Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post the image cards for “teacher,” “student,” and the new vocabulary to be learned with this lesson. Introduce the words to the students while pointing to the pictures. Now point to a picture without saying the word, and invite the class to call out the answer. Repeat with all of the pictures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Fly Swatter Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide the class into two teams. Give the first student on each team a fly swatter. Say one of the new vocabulary words. The first student to swat the correct letter earns a point for his or her team. Continue until each student has had at least one turn.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give each student a clothespin. Ask students to line up. Hold prepared “plate” with images from the lesson. As each student exits, say one occupation. Students place the clothes pin on the correct picture on the way out.</td>
</tr>
</tbody>
</table>

**Materials Needed:**
- Magic hat, name cards
- Large pictures representing new vocabulary (or use image cards)
- Fly swatters
- Cake plate, prepared with vocabulary words form this lesson
- Computer and projector
- Numbers Song: [http://www.youtube.com/watch?v=rzyOM_HL11Y](http://www.youtube.com/watch?v=rzyOM_HL11Y) (available online or for purchase from Syraj Arabic Books)
Assessments:
Interpersonal Assessment - Activity C
Students answer correctly, describing themselves as students with the proper gender ending.

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

Interpretive Assessment - Activity F
Students place the clothespin on the correct image.

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 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 talk about the occupations of family members.
2. SWBAT combine family member words with occupational words, using proper gender agreement.

Essential Vocabulary

<table>
<thead>
<tr>
<th>Review:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>طبيب</td>
<td>doctor (m)</td>
</tr>
<tr>
<td>طبيبة</td>
<td>doctor (f)</td>
</tr>
<tr>
<td>رجل أعمال</td>
<td>businessman</td>
</tr>
<tr>
<td>امرأة أعمال</td>
<td>businesswoman</td>
</tr>
<tr>
<td>طيار</td>
<td>pilot</td>
</tr>
<tr>
<td>شرطي</td>
<td>police officer (m)</td>
</tr>
<tr>
<td>شرطية</td>
<td>police officer (f)</td>
</tr>
<tr>
<td>أستاذ/ة</td>
<td>teacher</td>
</tr>
<tr>
<td>طالب/ة</td>
<td>student</td>
</tr>
<tr>
<td>أبي</td>
<td>my father</td>
</tr>
<tr>
<td>أمي</td>
<td>my mother</td>
</tr>
<tr>
<td>أختي</td>
<td>my sister</td>
</tr>
<tr>
<td>أخي</td>
<td>my brother</td>
</tr>
<tr>
<td>جدتي</td>
<td>my grandmother</td>
</tr>
<tr>
<td>جدي</td>
<td>my grandfather</td>
</tr>
</tbody>
</table>

Structures:
Possessive pronoun "ي"
Male and female forms of occupations
Absence of the verb “to be”
A. Warm-up Activity: Name Game/song (see lesson 1).

B. New Vocabulary
Post pictures of new vocabulary words, as well as pictures of family members. Sing "نحن العائلة" to review family words. Choose a family member picture, and put an occupation picture beside it. Say the sentence that corresponds to the pictures, for example: "أمي طبيبة." Have class repeat the sentence. Repeat activity, with other combinations of family members and occupations.

C. Family Members
Invite half of the students to form a line, leading to the front of the room. Have the first student choose a family member and an occupation, and put the pictures beside each other. Student then says the appropriate sentence and class repeats (assist as necessary). That student sits down, and it is the next student’s turn. When all of the students in line have had a turn, invite the other half of the class to form a line, and repeat the activity.

D. Cube Game
Instruct the students to sit in a circle, "أجلسوا في دائرة." Toss the prepared cube containing the occupation image cards in the center of the circle. Say a sentence with the occupation that lands facing up, using "أنا" or any family member. Have students repeat the sentence. Give the cube to a student in the circle. Student tosses the cube, and says a sentence with that occupation and any family member. Have class repeat the sentence. Student hands the cube to the next student in the circle, and play continues.

E. Pair Sentences
Instruct students to return to their seats. Invite two students to the front. If you have two cubes, prepare the second cube with the family member image cards from grade 1. If you do not have two cubes, place the family member image cards in the magic hat. Motion to the students that one of them should toss the cube, and one of them should draw an image card out of the hat. Students should then get together and figure out the sentence, combining the family member with the occupation. Repeat with other pairs of students.

F. Find Your Match
Give each student a copy of an image card (make sure that there are at least two for every image used). Students must walk around the room and tell other students their occupation. "أنا طبيبة." (I am a doctor. I am a pilot.) They must approach an individual student to exchange the information, not yell, or show their picture to anyone. When they find a match, they can trade in their picture for a different one, and try again.

G. Dismissal
Ask all students wearing a certain color shirt to line up. Repeat with other colors until all student are lined up.

Materials Needed:
- Magic hat, name cards
- Large pictures of occupation vocabulary and family members
- Cube(s) prepared with image cards
- Copies of Image cards with at least two of each picture, and a total number to provide at least one per student

Assessments:
Presentational Assessments - Activities C, D, E
Students should be able to name the family member and create a sentence using the occupation, with the correct form that corresponds to the gender of the family member.

Interpersonal Assessment - Activity F
Students will exchange information to find the individual with the matching card.

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)
Second Grade Arabic
Unit 3: Professions and Places in My Neighborhood
Lesson 3: What Am I?

Language Objectives:
1. SWBAT identify the occupation of a classmate from visual clues.
2. SWBAT talk about additional occupations.
3. State their (imaginary) occupation.

Culture Objectives:
1. SWBAT recognize occupation names in an authentic Arabic children’s song.
2. SWBAT notice the differences and similarities between occupations which are popular among children in the US and the Arab world.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>صيد</td>
</tr>
<tr>
<td>نجار</td>
</tr>
<tr>
<td>طباخ</td>
</tr>
<tr>
<td>رسام</td>
</tr>
<tr>
<td>طبال</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>طبيب</td>
</tr>
<tr>
<td>رجل أعمال</td>
</tr>
<tr>
<td>طيار</td>
</tr>
<tr>
<td>شرطي</td>
</tr>
<tr>
<td>أستاذة/ أستاذ</td>
</tr>
<tr>
<td>طالب/ة</td>
</tr>
</tbody>
</table>

Structures:
“I am a...” Absence of verb “to be,” absence of indefinite article
A. **Warm-up Activity:** Name Game/song (see lesson 1).

B. **Video**
Play the video, "خالى عنده سبعة اولاد" [http://www.youtube.com/watch?v=rzyOM_HLl1Y](http://www.youtube.com/watch?v=rzyOM_HLl1Y) Have the students count with the video, and help them recognize the two occupations they already know (طبيب doctor and طيار pilot).

C. **New Vocabulary**
Post pictures representing new vocabulary words. Introduce words to students by pointing to the pictures, and having students repeat the words. Have students stand. Act out each occupation, while saying the occupation, for example: Say "أنا طيار" (I am a pilot) while holding arms out like a plane. Have students repeat each word with each action. Post the pictures from the previous lesson on the board as well, and create actions for some of these.

D. **Acting with the Song**
Play the video again, and have students act out each occupation as it comes up in the song. Encourage students to sing along with the repeated parts of the song. Ask for volunteers to act out the video in front of the class. Play the video, with the students up front as the "leaders" and everyone else following their actions. Repeat with another set of student volunteers.

D. **What am I?**
The teacher acts out an action for one of the occupations on the board, and calls on someone to say the word. (Help the students remember they are to raise their hands, and not call out the answer; by raising your hand and putting your finger to your lips to indicate being quiet). When a student guesses the right occupation, invite that student to come to the front and act out an occupation. Repeat with other students, letting each student who guesses correctly have the next turn.

E. **What is missing?**
Choose a student to leave the room. Choose another student to come up and remove one of the pictures from the board. Invite the student back in and ask, "ماهو مفقود؟" (What’s missing?). The student should figure out which picture is missing, and tell the class. Send another student out of the room, and repeat the activity by having a student remove a different picture. Repeat as time allows.

G. **Dismissal**
Invite students to line up. As each student leaves, say an occupation, and have the student act it out.
Materials Needed:
Magic hat, name cards
Large pictures representing vocabulary from this lesson and review vocabulary (or PowerPoint slide)
Computer, projector, and internet access (or download video in advance
http://www.youtube.com/watch?v=rzyOM_HL1IY)

Assessments:
Presentational Assessment - Activity D
Students should correctly identify the occupation when they see the action

Presentational Assessment - Activity E
Students should be able to say the word for the missing occupation

Interpretive Assessment - Dismissal
Students should recognize the word for the occupation, and perform an appropriate action.

ACTFL Standards:
Interpersonal Communication:
Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange 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:
Students present information, concepts, and ideas to an audience of listeners on a variety of topics. (1.3)

Language Comparisons:
Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. (4.1)
Students demonstrate understanding of the concept of culture through comparisons of the culture studies and their own. (4.2)
Language Objectives:
1. SWBAT name several places in a typical city.
2. SWBAT explain where people work.
3. SWBAT recognize and write the word “in”.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td><strong>Sight word:</strong></td>
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<tr>
<td>في      in</td>
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<table>
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<tr>
<th>New Words and Phrases:</th>
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<tbody>
<tr>
<td>مستشفى     hospital</td>
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<tr>
<td>مدرسة     school</td>
</tr>
<tr>
<td>مطار       airport</td>
</tr>
<tr>
<td>مركز شرطة  police station</td>
</tr>
<tr>
<td>بحيرة      lake</td>
</tr>
<tr>
<td>مطعم       restaurant</td>
</tr>
<tr>
<td>أعمل       I work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review:</th>
</tr>
</thead>
<tbody>
<tr>
<td>صياد     fisherman</td>
</tr>
<tr>
<td>طباخ - طباخة  cook</td>
</tr>
<tr>
<td>طبيب - طبيبة  doctor</td>
</tr>
<tr>
<td>طيار       pilot</td>
</tr>
<tr>
<td>شرطي - شرطة  police officer</td>
</tr>
<tr>
<td>أستاذ/ة  teacher</td>
</tr>
<tr>
<td>طالب/ة     student</td>
</tr>
</tbody>
</table>

| في      in          |

<table>
<thead>
<tr>
<th>Structures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>First person singular of “to work.”</td>
</tr>
</tbody>
</table>
A. Warm-up Activity: Name Game/song (see lesson 1).

B. Sight word
Write the word "فِي" on the board. Use it in a sentence.

Hand out the sight word worksheets. The students should follow along as the teacher models writing the word. While students are writing, write several other words on the board. Include the sight words students have learned so far. Write "فِي" a few more times, mixed in with the other words.

C. Find the Sight Words
 Invite a student volunteer to come up and circle "فِي" on the board (have the student only circle it once, even though it is written several times). Say another sight word, and have a student come up and circle it. Repeat until each sight word, including each "فِي", is circled.

D. Team Writing
Erase the words on the board. Write "فِي" at the top of the board as an example. Divide the class into three teams. Have teams line up in three lines, from the front of the room to the back. Give the first student on each team a white board marker. Students at the front of the line will go to the board, write "فِي", and then give the marker to the next student in line. Avoid making it a contest to see who finishes the fastest, or the students will not take time with their writing.

E. Where Do I Work?
Perform the action of an occupation, and say to the students، "أنا صياد. أين اعمل؟" (I am a fisherman. Where do I work?) Invite a student to come up and point to the appropriate picture (the lake). Help the student say، "فِي بحيرة. "فِي بحيرة" (at a lake). Class repeats، "فِي بحيرة. "فِي بحيرة" Invite a student to come up and perform the action of an occupation. Help the student state the occupation, and ask the class، "أين اعمل؟" Students raise their hands, and the student at the front calls on someone to answer. Repeat as time allows, helping students who are hesitant.

F. What’s My Job?
Give the students a clue to an occupation by saying، "أنا أعمل في مطعم. "أنا أعمل في مطعم. "أنا صياد. أين اعمل؟" (I work in a restaurant.) Then ask، "من أنا؟" (Who am I?) Call on a student to answer. Student should answer، "الطباخ" (a cook). Give a different clue, and call on a student to answer. Repeat until students seem comfortable. Then invite a student to give a clue, and have another student answer.

G. Dismissal
Invite students with a certain color of shoes to line up. Repeat with other colors until all are lined up.

Materials Needed:
- Magic Hat, name cards
- Puppet
- Image cards representing places
- Sight word worksheets

Assessments:
Interpersonal Assessment - Activity C
Students should answer with the correct place.

Interpersonal Assessment - Activity D
Students should answer with the correct occupation.

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)
Second Grade Arabic
Unit 3: Professions and Places in My Neighborhood
Lesson 5: Place Race

Language Objectives:
1. SWBAT respond to a place name by going to the designated place in the room.
2. SWBAT tell where people work who have specific occupations.

Essential Vocabulary

<table>
<thead>
<tr>
<th>Review:</th>
<th>hospital</th>
</tr>
</thead>
<tbody>
<tr>
<td>مستشفى</td>
<td>school</td>
</tr>
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<tr>
<td>مطعم</td>
<td>I work</td>
</tr>
<tr>
<td>أعمل</td>
<td>fisherman</td>
</tr>
<tr>
<td>صيد</td>
<td>cook</td>
</tr>
<tr>
<td>طباخ - طباخة</td>
<td>doctor</td>
</tr>
<tr>
<td>طبيب - طبية</td>
<td>pilot</td>
</tr>
<tr>
<td>طيار</td>
<td>police officer</td>
</tr>
<tr>
<td>شرطي - شرطية</td>
<td>teacher</td>
</tr>
<tr>
<td>أستاذ/ة</td>
<td>student</td>
</tr>
<tr>
<td>طالب/ة</td>
<td>in</td>
</tr>
</tbody>
</table>

Structures:
Absence of “to be”
First person singular of “to work”

A.Warm-up Activity: Name Game/song (see lesson 1).
B. Place Race
Post pictures of the places vocabulary in different spots around the room. For a large class, have only half the class play at a time. Student who are playing stand at the front of the room. Call out a place name. Students must run to that place before you count down "ثلاثة اثنين، واحد. “ Students who do not make it to the correct place in time sit back down.

C. Matching Activity
Show the students the image cards for places and occupations. Spread the cards face down on a table or desk. Model turning over a card, and saying the occupation or place it represents. Turn over another card, and check for a match. A “match” is when someone turns over an occupation and the place where that person would work. Ask a student to come up and help you, and model taking turns, turning over two cards, saying the word the card represents. Divide the class into groups of three to five students and give each group a set of cards. Students will place the cards face down on a desk, and take turns trying to find a match. Each student must say the word for each card they turn over. When a group has turned over all of their cards, they can turn them back face down and begin again.

D. Find your Partner
Give each student one image card representing a place or an occupation. Model going up to one student, and saying, for example, "أنا شرطي.” The student then responds by saying what is on his or her card, for example, "أنا طبيب” or "أنا طيار.” Students walk around the room having a similar exchange with one other student at a time, until they find their match - the occupation with the place that person would work. They may trade their card for a new one and repeat.

E. Puppet Activity
Ask students to sit in a circle, "إجلسوا في دائرة.” Toss the cube, prepared with occupation cards, in the center. If the cube lands on the pilot have the puppet say, for example, "أنا طيار. أعمل في مطار” (I am a pilot. I work at an airport.) Hand the puppet and the cube to a student in the circle. Student will toss the cube, and say the appropriate sentence.

F. Dismissal
Ask students to return quietly to their desks. Choose either boys or girls to line up first, based on who is the quietest.

Materials Needed:
- Magic Hat, name cards
- Image Cards for places and occupations
- Copies of image cards, so that there will be one copy for each group in Activity C
- Cube
Assessments:
Interpretive Assessment - Activity B
Students will move toward the appropriate place when they hear the vocabulary word.

Presentational Assessment - Activity C
Students will identify the cards correctly.

Interpersonal Assessment - Activity D
Students will provide and obtain information about professions and places to find the student with the corresponding card.

Presentational Assessment - Activity E
Student will say an appropriate sentence according to the picture on the cube.

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 create a map, and talk about the places on the map.
2. SWBAT describe the location of a place using cardinal directions (north, south, east, west).

Content Objectives:
1. SWBAT understand that maps provide information and have special purposes.
2. SWBAT describe location using cardinal directions (north, south, east, west).

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
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<td>جنوب</td>
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<tr>
<td>شرق</td>
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<tr>
<td>غرب</td>
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<tr>
<td>خريطة</td>
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<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>مستشفى</td>
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<td>مطعم</td>
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<td>بجانب</td>
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</table>

Structures:
Describing location using "في" "في شمال الخريطة"
A. **Warm-up Activity:** Name Game/song (see lesson 1).

B. **Map Activity**  
Post the shower curtain map on the board (use strong magnets, clips at the top of the board, or strong tape). 
Say, "خريطةً" and have students repeat. Place the compass rose in the middle. Teach the cardinal directions - شمال، جنوب، شرق، غرب by pointing to the various arrows on the compass rose, and having students repeat. Point to a compass direction and pause, indicating to students that they can call out the answer. Repeat with all of the directions several times.

C. **Places on the Map**  
Hold up the picture of the school. Ask the students, "أين المدرسة؟" (Where is the school?) Hold the picture in the north part of the map, and ask, "في شمال الخريطة؟" (Is it in the North part of the map?) Hold the picture in the east part of the map, and ask, "في شرق الخريطة؟" (Is it in the East part of the map?) Help the students understand through your body language and comments that they can choose any spot for the school. Call on a student to choose the location of the school, or have the class vote on the location. Fasten the picture of the school in the chosen location. (Hint: laminated pictures with a loop of tape on the back can be fastened, removed, and refastened easily.) Continue in this way, adding more items to the map. For items that will be placed in the same area of the map as another item, be sure to use "إجابة" from Unit 2.

D. **Create Maps**  
Assign students a partner. Give each pair a poster board or large piece of paper. Instruct students to make their own map, including at least five items from the “places” vocabulary. As students work, ask them questions individually about the location of items on their maps. Students who finish early can practice talking about the location of items on their map, for example "المطار في الشمال." (The airport is in the north.) Collect maps and put them away for use in subsequent lessons.

E. **Video**  
Play the video "خالى عنده سبعة أولاد." Have the students count with the video, and repeat the occupations with the song.

F. **Dismissal**  
Hold up one finger, and say, "أول" (first). Choose a student to line up first. Say, "ثاني" (second). Choose a student to line up second. Repeat until you have seven students lined up. Point to each student in the line, and repeat the ordinal numbers (أول، ثاني، ثالث،...) while counting off the kids in line. Have class repeat each of the ordinal numbers. Invite the rest of
the class to line up.

Materials Needed:
- Magic Hat, name cards
- Butcher paper, poster board, or other large paper
- Shower curtain liner, prepared with “empty” map, with lines to represent streets where you can place the pictures.
- Image cards representing places
- Arabic Numbers Video: http://www.youtube.com/watch?v=rzyOM_HL11Y
- Picture of a compass rose (symbol on a map to indicate north, south, east, west)

Assessments:
Interpretive Assessment - Activity C
Students will understand cardinal directions on a map.

Presentational Assessment - Activity D
Students will describe the location of places using cardinal directions.

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)

NY Social Studies Standards:
Standard 3.1c Location can be described using cardinal directions.
Standard 3.2b Maps provide information and have special purposes.
NY State Social Studies Standards, Grade 2: Geography, Humans, and the Environment
2.5d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary. Students will use a compass rose to identify cardinal (North, South, East, West) and intermediate (Northeast, Southeast, Southwest, Northwest) directions on maps and in their community.
Language Objectives:
1. SWBAT talk about places on a map.
2. SWBAT describe the location of a place using cardinal directions (north, south, east, west).

Content Objectives:
1. SWBAT understand that maps provide information and have special purposes.
2. SWBAT describe location using cardinal directions (north, south, east, west).

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<tr>
<td>ثاني</td>
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<tr>
<td>ثالث</td>
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<td>رابع</td>
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<td>خامس</td>
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<td>سادس</td>
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<td>سابع</td>
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<td>مستشفى</td>
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<tr>
<td>مدرسة</td>
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<tr>
<td>مطار</td>
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<tr>
<td>مركز شرطة</td>
</tr>
</tbody>
</table>
A. Ordinal Numbers Review
As students enter, point to the first one to enter the room, and say, "أول" (first). Point to the second and say, "ثاني" (second). Continue with each of the first seven students.

B. Warm-up Activity
Name Game/song (see lesson 1).

C. Student Map Assessment
Ask the students who are ready ("جاهز" - from Unit 2) to tell the class about their map. In Arabic, ask, who wants to go first? Each pair will come up and show their map to the class, telling them about the location of the different places on the map. For example, "المستشفى في شمال الخريطة. المدرسة في شمال الخريطة. المدرسة بجانب المستشفى." Students in each pair should take turns telling about their map. For a large class, watch students to be sure they stay engaged. If the students lose interest in the activity, go on to activity D, and have remaining students present during the next class period.

D. Around the World
Have one student from each pair stand up. Leave maps accessible on desks. Instruct the students who are standing up to move and stand facing the desk next to them (indicate a direction for students to move, based on the layout of desks in the classroom). Say a “place” vocabulary word. If that place is on the map, students at the desk and students standing up should point to it. The student who points to the correct place first moves on to stand by the next desk, and the remaining student sits/stays sitting at the same desk. If the place is not on a map, those students remain where they are. Students who are moving go past the desks where both students remain, to the next available spot. Repeat with the rest of the “place” vocabulary.

E. Video
Show the video "لاحي عنده سبيعة أبادان." During the video, show the objects which represent each
occupation, and encourage the students to sing the occupation words, and count along with the video.

**F. Dismissal**
Hold up one finger, and say, "أول" (first). Choose a student to line up first. Say, "ثاني" (second). Choose a student to line up second. Repeat until you have seven students lined up. Point to each student in the line, and repeat the ordinal numbers (أول، ثاني، ...) while counting off the kids in line. Have class repeat each of the ordinal numbers. Invite the rest of the class to line up.

**Materials Needed:**
- Magic Hat, name cards
- Student maps from Lesson 6
- Objects to represent occupations in the song. Suggested items:
  - Fisherman - fishing pole and/or fisherman hat
  - Carpenter - hard hat and/or toy hammer
  - Cook - pot and spoon
  - Artist - paint brush
  - Pilot - toy plane and/or pilot hat
  - Drummer - drum or empty margarine tub to use as a drum
  - Doctor - white lab coat and/or stethoscope
- Arabic Numbers Video: [http://www.youtube.com/watch?v=rzyOM_HL11Y](http://www.youtube.com/watch?v=rzyOM_HL11Y)

**Assessments:**
- Presentational Assessment - Activity C
  Students correctly identify places, and use the proper ordinal directions to describe their locations.

- Interpretive Assessment - Activity D
  Students point to the proper place 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)

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)

**NY State Social Studies Standards, Grade 2:**
Geography, Humans, and the Environment
2.5d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary. Students will use a compass rose to identify cardinal (North, South, East, West) and intermediate (Northeast, Southeast, Southwest, Northwest) directions on maps and in their community.
Second Grade Arabic
Unit 3: Professions and Places in My Neighborhood
Lesson 8: My Uncle Has Seven Kids

Language Objectives:
1. SWBAT talk about places on a map
2. SWBAT describe the location of a place using cardinal directions (north, south, east, west).
3. SWBAT tell where people work who have specific occupations.
4. SWBAT sing an authentic children’s song about occupations.

Content Objectives:
1. SWBAT understand that maps provide information and have special purposes.
2. SWBAT describe location using cardinal directions (north, south, east, west).

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>Song vocabulary (students are not expected to know the meaning of every word in the song).</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>Map vocabulary</td>
</tr>
<tr>
<td>Places vocabulary</td>
</tr>
<tr>
<td>Ordinal numbers</td>
</tr>
<tr>
<td>صيّاد</td>
</tr>
<tr>
<td>نجار</td>
</tr>
<tr>
<td>طباخ - طبّاخة</td>
</tr>
<tr>
<td>رسام</td>
</tr>
<tr>
<td>طيار</td>
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<tr>
<td>طبال</td>
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<tr>
<td>طبيب - طبيبة</td>
</tr>
</tbody>
</table>

| Structures: |
| He has | عدد |
### A. Warm-up Activity: Name Game/song (see lesson 1).

### B. Student Maps
Have students who have not yet presented their maps present to the class. If all students presented in a previous class, invite two students to choose a map made by someone else, and come up front to talk about it. Repeat with several more students.

### C. Song
Show the video "خالي عنده سبعة أولاد." During the video, show the objects which represent each occupation, and encourage the students to sing the occupation words, and count along with the video. Teach the song to the students by singing a phrase slowly, and having them repeat.

### D. Acting it Out
Invite seven students to come to the front, one for each occupation in the song. Tell each student which occupation they represent, and have them choose the item(s) that they need to act it out. Sing the song with the class, having the students act out the occupations when it is their turn. Have each student up front give their item(s) to another student, who will act out the occupation the next time through. Repeat until every student has had one or two turns to act out a character in the song.

### E. Act Fast!
Have students stand up. Call out an occupation. Students strike a pose representing that occupation. At first, the teacher should strike a pose with the students. When students are comfortable, pause after say the occupation, then strike the pose so they will know if they are correct. Continue the game, asking student volunteers to take a turn as the teacher.

### F. Where Do I Work Review
Choose a student map which contains the places corresponding with several occupations mentioned in the song. Hold/wear the item from one of the occupations. Say, for example, "أنا طبيب. أعمل في مستشفى" (I am a doctor. I work in a hospital.) Point to the place on the map, and describe it using cardinal directions, "في جنوب الخريطة" (or "المستشفى في الجنوب") - the hospital is in the south part of the map). Ask for volunteers to come up and give a similar presentation.

### G. Dismissal
Dismiss students by the color of their shirts, using ordinal numbers, for example, "أولًا، باللون الأحمر."
Materials Needed:
- Magic Hat, name cards
- Student maps from Lesson 6
- Objects to represent occupations in the song (see list from lesson 7)
- Arabic Numbers Video: http://www.youtube.com/watch?v=ryOM_HL11Y

Assessments:
Presentational Assessment - Activity B
Students correctly identify places, and use the proper ordinal directions to describe their locations.

Presentational Assessment - Activity F
Students tell their occupation, and where they work.

Presentational Assessment - Activity C
Students sing the song, and act out the correct occupation.

Interpretive Assessment - Activity E
Students respond to occupation words by striking an appropriate pose.

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)
NY State Social Studies Standards, Grade 2:
Geography, Humans, and the Environment
2.5d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary. Students will use a compass rose to identify cardinal (North, South, East, West) and intermediate (Northeast, Southeast, Southwest, Northwest) directions on maps and in their community.
Language Objectives:
1. SWBAT demonstrate knowledge about professions.
2. SWBAT demonstrate knowledge about places.
3. SWBAT demonstrate knowledge about maps and cardinal directions.

### Essential Vocabulary

- **Review:**
  - All Unit 3 vocabulary

- **Structures:**
  - All Unit 3 structures

### A. Warm-up Activity

**Name Game/song (see lesson 1).**

### B. Prepare Presentation Guides

Give each student a presentation guide, and the map they created in Lesson 6. Draw an enlarged guide on the board, or project an image of the guide. Circle appropriate pictures on the guide, and model a presentation, using the guide and the map created by the class in Lesson 6.

Example: "أنا طباخ. أنا أعمل في مطعم. المطعم في شمال الخريطة." (I am a cook. I work in a restaurant. The restaurant is in the north part of the map.)

Have students circle the picture of the occupation they would like to talk about (first row of presentation guide). Then have each student find the picture in the next row that shows the place where a person who had that occupation would work. Then students look at their maps and figure out where that place is on the map they created, and circle the appropriate direction on the compass rose on their presentation guide. Have each student practice their presentation with their map partner. Check each student’s presentation guide, to make sure their plan makes sense. Students should have circled one occupation, the correct place where that person would work, and the correct cardinal direction on the compass rose to describe the location on their map. Listen to students as they practice. Do not worry about small mistakes, such as omission of definite article "ال." Do assist students who do not remember the occupation, place, or cardinal direction.
C. Song Practice
Practice singing "خالی عنده سبعة اولاد". Choose a student to act out each occupation for the final performance. Practice several times, with the same students acting out their parts, and all students singing.

D. Invitations
Have students fill out the “to” and “from” sections of the prepared invitations (see materials section) for family members or friends to come and watch their Map Presentation during the next class period.

E. Song Practice
If time remains, practice the song one more time before dismissal.

F. Dismissal
Have students place their maps, presentation guides, and any costume items in a safe place where they will easily find them for the next class period. When everything is put away, invite students to line up. Check to be sure students have their invitations as they leave the class, or give all of the invitations to the classroom teacher to distribute at the end of the day for students to take home.

Materials Needed:
- Magic Hat, name cards
- Student maps from Lesson 6
- Objects to represent occupations in the song (see list from lesson 7)
- Presentation guides: These presentation guides with help the students remember what to say for their presentations, and serve as a personalized “script.” Each paper should have the following:
  - 1. A line for student name
  - 2. A row of the images representing occupations
  - 3. A row of the images representing places
  - 4. A compass rose
- Invitations: Simple invitations to invite family members to the next class period to watch the presentation
  - Invitations should contain the date, time, and place. Schedule the time of the presentation to be the last 20-30 minutes of the class period, depending on the size of the class. If your school has a larger room that would be a better location for a presentation, check with school administration to see if you can schedule this room.
Assessments:
Presentational Assessment - Activity B
Students sing the song, using the occupation words and ordinal numbers.

Presentational Assessment - Activity C
Students use the correct vocabulary to describe an occupation, a place, and a location on the map.

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)
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)
School and Global Communities:
Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (5.1)

NY State Social Studies Standards, Grade 2:
Geography, Humans, and the Environment
2.5d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary. Students will use a compass rose to identify cardinal (North, South, East, West) and intermediate (Northeast, Southeast, Southwest, Northwest) directions on maps and in their community.
Language Objectives:
1. SWBAT present information about professions and places in front of an audience.
2. SWBAT sing an authentic song about occupations.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>All Unit 3 vocabulary</td>
</tr>
<tr>
<td>Structures:</td>
</tr>
<tr>
<td>All Unit 3 structures</td>
</tr>
</tbody>
</table>

A. Ready to Perform!
Help students locate their maps, presentation guides, and costume items. If you are presenting the program in another location, have students line up, and carry their things with them to the location. If you are presenting in your classroom, arrange the room so that visitors will have a place to sit and watch, for example, student desks can be stacked at the sides of the room. Students can sit on the floor, and family members can sit in chairs.

Choose a confident student to practice in front of the class. Have the class practice being good audience members while they listen to the presentation. Next, choose some students who might need a little practice, and have them present to the class, assisting as needed. Decide on the order of the presentations, and communicate this to students before family members arrive. Students should present with their map partners. Students should take turns holding the map, while the other presents.

B. Performance
1. Greet visitors, and thank them for coming.
2. Sing the song, "خالٰي عنهّة سبعة أّولاد" as a class, with the designated students acting out the occupations.
3. Have students give their individual map presentations.
C. Dismissal
If possible, give students time to greet visitors after the presentation. Then invite students to line up, and exit the room. Thank visitors once again for coming. If you have time, allow visitors to remain for a few minutes and ask you questions they may have about the Arabic program at your school.

Materials Needed:
- Student maps from Lesson 6
- Presentation Guides
- Objects to represent occupations in the song (see list from lesson 7)

Assessments:
Presentational Assessment - Activity B
Students are able to sing the song.

Presentational Assessment - Activity B
Students use the correct vocabulary to describe an occupation, a place, and a location on the map.

ACTFL Standards:
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### 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 can say the proper occupation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can tell the place where they would work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can use cardinal directions to describe where the place is located on the map.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I Can Statements:**
- I can name different professions.
- I can talk about where I want to work.
- I can use cardinal directions to describe the locations of different places.
GLP Arabic Curriculum

Year 2, Unit 4: The Marketplace

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: The Marketplace
Essential Question: How do I ask for things I want and pay for them?

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Unit Assessment 41
Second Grade Arabic  
Unit 4 : The Marketplace  
Lesson 1: Money and Counting

Language Objectives:  
1. SWBAT recognize numbers written in Arabic.  
2. SWBAT answer appropriately when asked “How many?”  
3. SWBAT work with simple money.

Essential Vocabulary  

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>فلوس</td>
<td>money</td>
</tr>
<tr>
<td>دولار</td>
<td>dollars</td>
</tr>
<tr>
<td>جنيه</td>
<td>Guinea (Egyptian pounds)</td>
</tr>
<tr>
<td>كم</td>
<td>How many?</td>
</tr>
</tbody>
</table>

Written numbers 1-10  
Review:  
Numbers 1-10 (spoken)

Structures:  
Question word, “كم” (How many?)  
Recognizing written Arabic numbers

A. Warm-up Activity:  
Place the name cards of students into the magic hat. Choose a student who is sitting quietly to come draw a name card out of the hat and write that name up on the board. Students raise their hands and try to guess whose name it is. Once the name is guessed, that student chooses an Arabic song for the class to sing.

B. Money  
Show students some real Egyptian Guinea, if possible, and copied Guinea that will be used
for classroom money. Teach “فَلُوس” (فُلوس), the word for money. Pass the money around the classroom for students to look at more closely. Show students a dollar bill, identifying it also as "دولار". Tell them "دُلْار". Show the students the copied classroom Guinea again. Tell them, "جنيه". Count out ten bills, with the class counting along with you. Hold the ten bills and ask "كم جنيه؟" (How many ?) Teacher answers by saying " عشرة" (ten). Ask the class, "كم جنيه؟" Students should answer, " عشرة".

Post the “English OK” sign. Explain to the students that they will be collecting classroom money throughout the unit, and that at the end of the unit they will have a chance to spend the money they have earned. Explain the types of behaviors that will lead a student to earn or lose money, such as behavior and/or answering questions. Take down the “English OK” sign.

C. Number Review
Encourage students to sing along. After the video goes through the number song twice, stop the video. If the students already sing this song often, and are very familiar with it, you may want to skip to Activity D.

Invite one row, table, or other group of six to eight students to come up front and dance to the song while everyone sings it again. Teacher may choose to have them sing it with or without the video, depending on musical abilities of the teacher and the class. Repeat with other small groups until everyone has had a chance to dance.

D. Money for Everyone
Ask for a volunteer to come to the front of the class. Show the volunteer three bills. Ask, “How many?” Student should answer "ثلاثة" (three). Praise the student, and give him or her one "جنيه" (classroom money) as a reward. If the student forgets to say "شكرًا" (thank you), give a reminder. Respond with “أنا شكرًا" (You’re welcome).

Walk around to each student in the class and hold up between one and ten bills. Ask, “How many?” When students respond correctly, give them one bill to keep. Continue until all students have had a chance to earn a bill. Give a second chance to students who did not respond correctly, and help them so they can be successful.

E. Reading Numbers
Post the numbers 1-10 in Arabic on the board. Point to each number as the class slowly sings the number song, or counts from 1-10. Repeat. Have a student volunteer come up and point to each number while the class counts. Now point to a number out of order. Class should respond by saying the correct number. Point to another number out of order. Repeat until you have practiced all of the numbers out of order.
F. Fly Swatter Game
Divide the class into two teams (or play boys against girls). Have one student from each team come to the front. Give each of them a fly swatter. Call out a number. The student who hits the number first wins a point for his or her team. Once students are confident, mix up the numbers and continue the game with the numbers out of order. You can also have a student call out the numbers.

G. Dismissal
Give each student an envelope, and have them write their name on it. Instruct students to put their bills in the envelope, in a designated area in the room, such as a folder or cubby. If the envelopes can’t be kept in the room, students may take them to their classroom, but should bring the envelope to each subsequent Arabic class.

Invite students to line up. As they leave, have each student hold up as many fingers at they wish, and say the number of fingers they are holding up.

Materials Needed:
- Magic Hat, name cards
- Arabic Numbers Video: http://www.youtube.com/watch?v=1wzrebzHJ0s
- Computer and projector
- Number image cards
- Fly Swatters
- Real Egyptian Guinea (or another Arab currency)
- Photocopies of Egyptian Guinea, cut apart into individual bills, to use for classroom money. Or create your own bills, for example, some teachers like to put their own picture in place of the picture on the bills. Print enough for each student to earn several bills throughout this unit.

Assessments:
Interpersonal Assessment - Activity B
Students respond by saying the correct number.

Interpretive Assessments - Activity C and D
Students respond by saying or swatting the correct number.

ACTFL Standards:
Interpersonal Communication:
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information, reactions, feelings, and opinions. (1.1)
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Content Standards:
Measurement and Data
Work with time and money
2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels and pennies, using $ and cent symbols appropriately.
Language Objectives:
1. SWBAT read numbers 1-10 written in Arabic.
2. SWBAT write numbers 1-10 in Arabic.
3. SWBAT name some fruits in Arabic.
4. SWBAT say which fruits they like.

Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers 11 and 12</td>
</tr>
</tbody>
</table>

| نفاح | apple |
| موز | banana |
| ليمون | lemon |
| برتقال | orange |

Review:
| فلوس | money |
| كم | How many? |
| أنا أحب | I like |

Numbers 1-10

<table>
<thead>
<tr>
<th>Structures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question word &quot;كم&quot;</td>
</tr>
</tbody>
</table>

A. Warm-up Activity:
Name Game/song
Remind students about the classroom money system. During the name game, give the student
who correctly guesses the name a bill. Give students classroom money during the lesson when they give a great answer or accomplish a task. If a student misbehaves, take one bill away.

**B. Numbers**
Give each student a number worksheet with numbers one to ten, and a pencil. Write the number one on the board in Arabic, showing the students the formation of the letter. Indicate to the students to trace the number one on their worksheet. Continue with the rest of the numbers, showing students the formation of each. After you have introduced a number, students can fill in that row of the worksheet.

Have a student come to the board and write a number underneath the number you have written. Repeat with other students, until each number has been copied on the board below the one you have written.

**C. 11 and 12**
Introduce the numbers 11 and 12 by writing them after 10 on the board. Have students repeat. Count as a class from 1 to 12 several times. Show students how each number is formed with the two digits, just as it is in English. Point to the numbers on the board, in random order, and have students call out the numbers. Point to 11 and 12 more times than the other numbers, for extra practice.

**D. Circle Game**
Have two cubes prepared with the numbers 1 to 6 on one cube, and 7 to 12 on the other. Have the class choose an action, such as clapping hands or jumping. Model the game: Toss one of the cubes onto the floor or a table. Whatever side is up, the class performs the chosen action that many times. For instance, if the cube lands with the number two facing up, and the class has chosen “clap,” then everyone claps two times. Have the students count as they clap.

Divide the class into two groups. Have each group form a circle. Give each group one cube. Have them decide on an action for their group, and take turns tossing the cube. The student who tosses the cube does the action the number of times shown on the cube, while all the students in the group count. Students pass the cube to the next person in the circle, who tosses it, and play continues in this way. After a several minutes trade cubes, so that each group gets a turn with both the one to six cube and the seven to twelve cube.

**E. Fruits**
Introduce the four fruits by showing the students plastic or real fruits, or by using the image cards. Have students repeat the names of the fruits as you point to them. Put the fruits (or image cards) in a basket. Take the basket to a student. Choose a fruit, and tell the student,
"I like apples, and you?" Let the student choose a fruit from the basket, and say “I like_____”. Have the class repeat the “I like_____” sentence. Repeat this activity with several more students.

**F. Dismissal**

Walk around the room “counting off” students in this way: Tap a student’s desk and say, "تفاح" then tap the next student’s desk and say, "ليمون", the next and say, "برتقال", and finally, "وزير". Repeat, assigning each student in the class one of the 4 fruits. Ask all of the apples to raise their hands, then all of the bananas, etc., so they each know which fruit they are. Choose one fruit name, and call all of the students who are assigned that fruit to line up first, then call each of the other fruits, until they are all lined up.

**Materials Needed:**
- Magic Hat, name cards
- Classroom money
- Numbers worksheet
- Cubes prepared with numbers one to six and seven to 10. If you don’t have two Tool Kit cubes, write one number on each side of a cube-shaped wooden or foam block.
- Plastic fruits (apple, banana, orange, lemon) or image cards
- Basket in which to place the fruits

**Assessments:**
**Presentational Assessment - Activity B**
Students write the numbers correctly on the worksheet.

**Interpretive Assessment - Activity D**
Students read the Arabic number from the cube.

**Interpersonal Assessment - Activity E**
Students answer the question with an appropriate response about which fruit they like.

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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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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)
Language Objectives:
1. SWBAT ask and answer questions about fruits they and others like.
2. SWBAT count fruits.
3. SWBAT express addition in Arabic.

Content Objective:
1. SWBAT add numbers up to 12.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>فاكهة</td>
</tr>
<tr>
<td>زائد</td>
</tr>
<tr>
<td>يساوي</td>
</tr>
<tr>
<td>ماذا تحب/يون؟</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>أنا أحب</td>
</tr>
<tr>
<td>نفاح</td>
</tr>
<tr>
<td>موز</td>
</tr>
<tr>
<td>ليمون</td>
</tr>
<tr>
<td>برتقال</td>
</tr>
<tr>
<td><strong>Numbers 1-12</strong></td>
</tr>
</tbody>
</table>

| **Structures:** |
| Question word, "ماذا" (what) |
| Absence of “do” when asking what someone likes |
| Addition “sentence”: |
| واحد زائد واحد يساوي اثنين | one plus one equals two |
A. Warm-up Activity:
Name Game/song. Give the student who correctly guesses the name one bill, as well as the student whose name is chosen. Give students classroom money during the lesson when they give a great answer or accomplish a task. If a student misbehaves, take one bill away.

B. Fruit Basket Game
Instruct students to arrange their chairs in a big circle. Walk around the circle “counting off” students in this way: Point to one student and say, “فواكه”, then point to the next student and say, “فواكه”, the next and say, “لیموں” (limes), and finally, “لیموں”. Repeat, assigning each student in the class one of the four fruits. Ask all of the apples to raise their hands, then all of the bananas, etc., so they each know which fruit they are. Explain the word فواكه by indicating all of the fruit together, or showing a picture of many fruits.

Playing the game:
Start with the teacher as “it.” The person who is “it” goes up to a student and asks, "ماذا تชอบ؟ (What do you like?) Model an answer, such as, "أنا أحب الليمون. " When the student answers with a certain fruit, instruct all of the students who are assigned that fruit to get out of their chair, and try so sit in an empty chair. “It” tries to take one of the empty chairs as well. The person who ends up without a chair is the new “it.” The new “it” chooses a student, asks the question, and play continues. Show the students that if someone says “فواكه” (fruits), everyone must move. Play slowly at first, helping the students know who needs to move on each round. When they understand the game, it can go very fast. When you are through playing the game, instruct students to put the chairs back where they belong before moving on to the next activity.

C. What Did I Draw?
Draw a simple picture of four apples on the board. Ask the students what you drew. When they answer, "فواكه" (apples), ask, "كم؟" (How many?) Draw 2 bananas. Ask what you drew, and have the students answer as before. Let several students take turns drawing fruit on the board, and asking the class “How many?”

D. Adding Fruits
Have two students come up to the front and choose a number card out of the magic hat. Each card should have a number from one to six. Ask the students to draw a picture of apples to match the number on the card, for instance, if a student chooses “two” he or she would draw
two apples on the board. When the students are finished, write a “+” in between the two pictures of apples. Point to the first group of apples (from right to left) and ask, “كم؟” (How many?). Call on a student to answer. When a student answers correctly, invite the student to write the number below the group of apples (reward the student by giving him or her some filoos). Repeat with the second group of apples. Say the number sentence, for instance, “التين زائد واحد يساوي.” Write an “=” next to the second set of apples (going from right to left as in Arabic writing). Write a question mark next to the “=” sign. As a class, count the apples and figure out the answer. Then have the class read the number sentence together. Repeat the entire process two more times, with two students choosing cards, drawing apples, and the class figuring out the answer each time.

<table>
<thead>
<tr>
<th>E. Pair Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model how to complete the Addition Worksheet. Divide the class into pairs. Give each pair an Addition Worksheet. Have students return to their desks, and cut out the numbers. Students should take turns placing different numbers in the number sentence with the “+” and “=” signs. Students should practice reading the number sentence. Walk around the room, checking for understanding, and help those that need help.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students line up. Ask the students, &quot;ماذا تحب؟&quot; (What do you like?) and have them answer with the name of a fruit as they exit.</td>
</tr>
</tbody>
</table>

**Materials Needed:**
- Magic Hat, name cards
- Number cards with Arabic numbers one to six, enough copies of each number so that the total number is at least as many as the number of students in the class.

**Assessments:**
Interpersonal Assessment - Activity B
Students ask and answer questions about what fruit they like.

Interpretive Assessment - Activity B
Students respond by moving when their fruit is called.

Presentational Assessment - Activity D
Students draw the correct number of apples.

Presentational Assessment - Activity E
Students say the correct number sentence based on their cards.
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Content Standards:
Operations and Algebraic Thinking
2.OA1: Represent and solve problems involving addition and subtraction.
Second Grade Arabic  
Unit 4: The Marketplace  
Lesson 4: Shopping

**Language Objectives:**
1. SWBAT ask the price of something.
2. SWBAT buy items.

**Content Objectives:**
1. SWBAT add the prices of different items to arrive at a total.

### Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
</tr>
</thead>
</table>
| بكم؟ | How much is it?  
| **Review** |  
| جنیه | Guinea  
| تفاح | apple  
| موز | banana  
| لیمون | lemon  
| برتقال | orange  
| **Numbers 1-12** |  
| **School objects (Unit 2)** |  
| **Basic clothing items** |  

| Structures: د - preposition meaning roughly “for.” |  

---

**A. Warm-up Activity:**
Name Game/song. Give the student who correctly guesses the name one bill, as well as the
student whose name is chosen. Give students classroom money during the lesson when they give a great answer or accomplish a task. If a student misbehaves, take one bill away.

**B. School Supply Review Game**
Review the names of school items by playing the Fly Swatter game with pictures or by showing the images of school items and asking the students to name the objects. (see lesson 1, Activity F.).

**C. Buying School Supplies**
Place various school items on a table. Put a number image card in front of each items to represent price (use the smallest numbers for ease in addition). Show the students the different-colored money. Using gestures, explain that you want to buy some school supplies. Ask who wants to be the storekeeper, and have a volunteer come stand behind the table. Tell the storekeeper the item you want, for instance، قلم (pencil/pen). Indicate the number card that shows the price of that item. Count the bills out loud, and give them to the storekeeper. Take the pencil, and say، "شكرا" Have the shopkeeper place the money in a pencil box or other container to act as a cash box, and return to his or her seat.

Ask for another volunteer shopkeeper. This time, buy two items. Indicate the prices of the items, and write the arithmetic sentence on the board, for instance, if the pencil is two and paper is one, write in Arabic، "2+1=" Ask students to raise their hands and choose someone to give the total. Have the class count with you as you count out the money and give it to the shopkeeper.

Choose a new shopkeeper, and this time choose a student to be the shopper. Repeat the activity a few more times, with new shopkeepers and shoppers. Have the class repeat the arithmetic sentences, and count the money along with the shopper each time.

**D. How Much?**
Demonstrate the meaning of "بكم القيمة؟ " as follows: Ask the class، "بكم القيمة؟ " (How much is the pencil?) Students are not expected to know how to answer. Indicate the number card that tells the price of the pencils, and say، "بكم القيمة؟" انتم " (How much is the pencil? The pencil is two Guinea.) Ask "لمن؟ Students should answer، "انتم " "لمن؟" Choose another school item. Ask، "لمن؟ " (How much is the pencil?) Students raise their hands. Call on one to answer. Place plastic fruits on another table, or on one end of the school supply table. Invite a student to choose a number card to put in front of each fruit to indicate the price of that fruit. Repeat the "بكم القيمة؟ " activity, asking about the school items and the fruits, and having students answer.

**E. Toss and Answer**
Toss a ball or stuffed animal to a student. Ask، "بكم القيمة؟ " (How much is the pencil?) Student
should answer with the price on the card. Have the student toss the ball or animal to another student. Student then asks, "بكم الموزة؟" (How much is the banana?) or other item of the student’s choosing. Repeat several more times.

**F. What Are You Wearing? Clothing Review**
Ask a student, "ماذا تلبس؟" (What are you wearing?) If necessary, assist student in answering. Instruct students to move around the room and ask each other what they are wearing. Each student should ask at least six people. Listen carefully to the conversations so you will know which clothing items they can remember. Instead of walking around the classroom, you may ask students to turn and talk to a partner. They can first talk to the partner on the left and then the one on the right.

**F. Dismissal**
Call a clothing item and color, and have students who are wearing that item line up. Continue until all students are lined up.

**Materials Needed:**
- Magic Hat, name cards
- School supplies image cards
- Number image cards
- School items
- Paper money- Different color from the money the students are collecting. This can simply be colored paper cut to approximately the size of a dollar bill.
- Ball or stuffed animal to toss to students

**Assessments:**
Interpretive Assessment - Activity B
Students swat the correct picture.

Interpretive Assessment - Activity C
Students understand the numbers, add them correctly, and give the proper number in response.

Interpersonal Assessment - Activity E
Students ask and answer questions about the price of items.

Interpersonal Assessment - Activity F
Students ask and answer questions about what they are wearing.
**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)

**Content Standards:**
Operations and Algebraic Thinking
2.OA1: Represent and solve problems involving addition and subtraction.
Language Objectives:
1. SWBAT respond to clothing and color words by selecting the correct item.
2. SWBAT describe clothing, including some traditional Arabic items.
3. SWBAT ask and answer questions about a stolen item.

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<thead>
<tr>
<th>Essential Vocabulary</th>
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<tr>
<td>ليمون</td>
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<td>برتقال</td>
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</tbody>
</table>

Structures:
Past tense of “to steal.”

A.Warm-up Activity:
Name Game/song. Give the student who correctly guesses the name one bill, as well as the student whose name is chosen. Give students classroom money during the lesson when they give a great answer or accomplish a task. If a student misbehaves, take one bill away.
B. Clothing
Review the clothing words by holding up an item of clothing, or pointing to an item that someone is wearing, and having the students repeat its name and color. Teach the new items by showing the item, or a picture of the item. Have students repeat the new words. Then hold up an item and asks students to raise their hands to answer. When a student answers correctly, you may want to give them classroom money.

C. Clothing Race
Divide the class into three teams. Have the teams stand in lines starting at the front of the room, so that the first people, at the front of the line for each of the three teams, are standing beside each other at the front. Spread out items of clothing on the floor at the front of the room. Call out the name of an item of clothing and its color, for example, "red shirt" (قميص أحمر). The students at the front (first person from each team) try to grab the item of clothing. The student who is successful puts the clothing item in a pile for his or her team. The students who just played go to the end of their respective lines, and the next students in line have a turn. Play continues until all of the clothing items have been claimed. If you do not want to use real clothing, you may choose to use images.

D. Fashion Show
Teams gather with the clothing items they have from the game. They decide who will “wear” each item. Students will do this by putting the item on over their clothes, or by simply holding it up. Teams also decide who will be their narrator, and review the names of each of the items of clothing.
Teams take turns putting on a fashion show, with each student walking across the front of the room, and the narrator talking about what the student is wearing, for example, "هو يلبس قميص." (He is wearing a white shirt.) After all of the fashion shows, re-distribute the clothing, so that each of the clothing items is worn/held by someone in the class for the next game. Allow students to put on the clothing items over their clothes, if they wish.

E. Who Stole the Banana?
Place the fruits on a table at the front of the room. Show the meaning of the word "سرقة" by stealing a banana, and hiding it behind your back. Ask the class, "من سرق الموز؟" (Who stole the banana?) Answer with "أنا".

Playing the game:
Choose a student volunteer, and have the student take a fruit. Say, "أحد سرق فاكهة. أيّة فاكهة؟" (Someone stole a fruit. Which fruit?) Call on a student to answer. If the students don’t seem to understand the question, give examples of possible answers. When they have answered about which fruit was stolen, ask, "من سرق الليمون؟" (Who stole the lemon?) Instead of having students answer, approach a student and say, "هل سرتت الليمون؟" (Did you steal the lemon?)
Student should answer, “لا” (No.) Ask the student to describe one article of clothing that the thief is wearing, for example, "هو يلبس تيشيرت أزرق." (He is wearing a blue t-shirt.) At that point, ask the real thief, "هل سرقت ليمون؟" (Did you steal the lemon?) The thief should answer, “نعم” (Yes).

Now you are ready to play the game. One student will be the detective, and will leave the room, or go to a corner and close his or her eyes. While the student is gone, choose another student to be the thief. The student steals one of the fruits, and goes back to his or her seat, hiding the fruit behind his or her back. Encourage all of the students to put their hands behind their backs, as if hiding the fruit. Invite the detective to come back. The detective must figure out which fruit is missing, and ask a student, “هل سرقت ______?” (Did you steal the ______?) The student answers “yes” or “no.” If the student answers “no,” he or she then describes the thief by telling one item of clothing that person is wearing. If the detective still hasn’t guessed the right person after three tries, the thief is revealed. Choose a new detective, and a new thief, and play another round. Repeat as time allows.

F. Dismissal
Invite students who are wearing a class clothing item to tell describe their clothing to the class, return the clothing item to the teacher, and line up. Then invite the other students to line up. If time allows, have them describe their clothing as well.

Materials Needed:
- Magic Hat, name cards
- Basic clothing items of different colors
- A few traditional Arabic clothing items (optional)
- Fruits (plastic, real, or image cards)

Assessments:
Interpretive Assessment - Activity C
Students select the correct clothing item when the hear the word.

Presentational Assessment - Activity D
Students correctly describe the clothing.

Interpersonal Assessment - Activity E
Students ask and answer questions, allowing the detective to correctly identify the thief.
ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. (1.1)
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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)
Language Objectives:
1. SWBAT discuss selling and buying school items, fruit, and clothing.
2. SWBAT add the cost of items.
3. SWBAT write arithmetic equations in Arabic.

Content Objectives:
1. SWBAT add the cost of items to stay within a budget.

<table>
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<tr>
<th>Essential Vocabulary</th>
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<td>New Words and Phrases:</td>
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<td>اشترينا</td>
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<td>Review:</td>
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<tr>
<td>زائد</td>
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<td>يساوي</td>
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<tr>
<td>School items, clothing, fruits</td>
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<tr>
<td>Numbers 1-12, spoken and written</td>
</tr>
<tr>
<td>Structures:</td>
</tr>
<tr>
<td>Past tense, first person plural: we bought</td>
</tr>
</tbody>
</table>

A. Warm-up Activity:
Name Game/song. Give the student who correctly guesses the name a bill, as well as the student whose name is chosen. Give students classroom money during the lesson when they give a great answer or accomplish a task. If a student misbehaves, take one bill away.
### B. Addition Practice

Divide the class into groups of three to five students. Give each group two cubes or number dice with numbers one to six (١٣٤٥٦) on the sides. Demonstrate the game by rolling two dice, and showing the students the numbers. Write the numbers in an “addition” sentence on the board. Ask the class to figure out the answer. If necessary, count on your fingers, or draw dots and help the students count up to get the answer. Have the class repeat the sentence, for example,

"٣ + ٢ = ٥" (Three plus two equals five.)

Have each group of students sit in a circle. Students take turns rolling the dice, and figuring out what the numbers are, then adding them up. The group should all repeat the number sentence together.

### C. Adding Prices

Explain to the students that you want to buy two things, and you need to know how much it will cost. Use simple words such as, "أريد أن أشتري طفاح وقلم. بكم جنبي؟" (I want to buy an apple and a pencil. How many Guinea?) Indicate the price tag of the apple, and write that number on the board. Indicate the price of the pencil, and write that number on the board. Put the numbers into a number sentence, with + and =. Ask students to come up with the answer. Thank them for the answer. Take out that many bills from the different colored money ("demonstration money,” not the classroom money they are collecting), and count out the money needed to pay for the items. Have the students count along with you. Demonstrate with one or two more combinations of items.

### D. Partner Shopping

Place image cards for all of the school, clothing and fruit items into the magic hat. Choose two students to come up. Have them each choose a card from the magic hat. Show the class the cards. Find the matching items, and look at the prices. Have the students tell the rest of the class the prices for those items. Write the numbers for the prices on the board in a number sentence. Have the two students figure out the total, and invite them to write it on the board.

Assign each student a partner. Give each group the two page Store Worksheet. Have the students come up and choose an image card from the magic hat. Students find the corresponding item, and look at the price. Then they get with their partner, and write down both of their prices in a number sentence. Partners work together to figure out the answer. When they have figured it out and written it down, they may put their image cards back into the magic hat, and choose new ones.

### E. What Can We Buy?
Divide the class into groups of three to four students. Give each group 12 bills from the demonstration money. Explain to the students that they are to decide what they can buy with that money. Give examples by choosing items, adding the prices, and counting out the money. Give students three to four minutes to talk about it, then invite them to come and buy the items from you. One student from the group should tell you what they have decided to buy, and count out the money for the total cost of the items. Groups can take the items to their desks.

### F. Look What We Bought!
Give each group a turn to come up front and show the class what they bought. Teach them the word, "اشترنا" (we bought), and help them use it as they tell the class what they bought. Students should tell each item they bought, and tell how much money they spent. After they have told about their purchases, they can return the items to the table.

### G. Dismissal
Ensure that students put all of the items away before they line up. If students have any demonstration money left, collect it from them as they line up.

**Materials Needed:**
- Magic Hat, name cards
- Clothing items
- School items
- Fruits (plastic, real or pictures)
- Cubes prepared with numbers one to six on each side. If you don’t have enough Tool Kit cubes for two for each group, you can make your own by writing one Arabic number on each side of a wooden or foam cube-shaped block.
- Pencil and paper for each student
- Image cards for clothing, school items and fruits

**Assessments:**
- Interprettive Assessment - Activity B, D
  Students will read the written Arabic numbers, and understand what they mean.

- Interpersonal Assessment - Activity E
  Students will communicate with each other about the items they wish to buy, identifying items correctly.

- Presentational Assessment - Activity F
  Students will correctly identify the items bought, and use the correct form of the verb, “to buy.”
ACTFL Standards:
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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)

Content Standards:
Operations and Algebraic Thinking
Math Standard 2.OA1: Represent and solve problems involving addition and subtraction.

Measurement and Data:
Math Standard 2.MD3: Work with time and money.
Second Grade Arabic
Unit 4 : The Marketplace
Lesson 7: Bargaining

Language Objectives:
1. SWBAT negotiate the price of something.
2. SWBAT say when they think something is too expensive.

Culture Objectives:
1. SWBAT understand the concept of bargaining.
2. SWBAT describe similarities and differences between shopping in America and shopping at an Arabic market.

Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>غالي</td>
<td>expensive</td>
</tr>
<tr>
<td>سوق</td>
<td>market</td>
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Review:
<table>
<thead>
<tr>
<th>بكم</th>
<th>How much?</th>
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<tbody>
<tr>
<td>هل عندك أغلب من ذلك؟</td>
<td>Do you have...?</td>
</tr>
<tr>
<td>عندي</td>
<td>I have</td>
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</table>

School items, clothing, fruits
Numbers 1-12, spoken and written

Structures:
This (price) is expensive

Adjective “غالي”

A. Warm-up Activity:
Name Game/song. Give the student who correctly guesses the name a bill, as well as the student whose name is chosen. Give students classroom money during the lesson when they give a great answer or accomplish a task. If a student misbehaves, take one bill away.
B. Too Expensive!
Place the fruits on a table at the front of the room and put a number card in front of each fruit, using numbers from six to 12. Ask for a volunteer to be the shopkeeper. Have the shopkeeper stand behind the table. Come to the table and give a greeting. Student should answer with an appropriate response. Assist as necessary. Ask "هل عنديك برتقال?" (Do you have oranges?) The shopkeeper should respond with "نعم." (Yes.) Ask "كم?" (How much?) The student can look at the number card to see what it says. When the student tells you the price, say, "لا! غالي!" (No, that’s expensive!). Have the class repeat, "لا! غالي!" several times. Tell the shopkeeper, "خمسة" (Offer a lower price.) The student will probably agree. Give him or her the money, take the fruit, and thank the shopkeeper. Choose another fruit, and bargain again in the same manner.

Have a student come up and be the customer. Help the student tell the shopkeeper what fruit he or she wants, ask how much it is, and bargain for a lower price. Repeat the activity several times, giving different students the opportunity to be the shopkeeper or the customer.

C. Buyers and Sellers
Assign half of the class to be buyers and half of the class to be sellers. Let the sellers choose two or three items to sell. They may choose from the fruits, clothing and school supplies. Have them take the items to their desks. Explain the the classroom is now a "سوق" (market). Give the buyers 12 bills from the demonstration money (a different color from the money they are collecting as rewards, so they don’t get it mixed up). Use one buyer and one seller to model for the class. Have the buyer ask for an item, then ask the price and bargain. After the demonstration, let the buyers approach any desk they like, and buy something. Encourage bargaining. When all of the items have been bought, have the students return the items and the money. Repeat the activity, but reverse roles so those who were buyers are now sellers, and the sellers are now buyers.

D. Market Video
Take the students to a real Arabic market! Show one of the suggested videos (or one of your own). Stop the video frequently, and ask questions in Arabic about what they see - fruits, clothing for sale, what type of clothing the people in the video are wearing, etc.

E. Group Discussion
Divide the class into groups of three to five students. Post the “English OK” sign. Have students discuss what they liked about the video; what was most interesting, what was similar to shopping in America, and what was different. After several minutes of group discussion, have one person from each group share one of the things they discussed.

F. Dismissal
Invite students who are wearing a clothing item of a certain color to line up. Continue with other items until all the students are lined up.

Materials Needed:
- Magic Hat, name cards
- Plastic Fruits
- Clothing
- School items
- Demonstration money (paper money of a different color, so they don’t get it mixed up with their own classroom money)
- Computer and projector
  - Video suggestions:
    - Market in Amman - 3 minutes [http://www.youtube.com/watch?v=tK9A9yS0E1Q](http://www.youtube.com/watch?v=tK9A9yS0E1Q)
    - Arabic Market in Jerusalem [http://www.youtube.com/watch?v=LdFgg3t66Gg](http://www.youtube.com/watch?v=LdFgg3t66Gg)
    - Market in Morocco - 22 minutes (show a section from the middle of the video) [http://www.youtube.com/watch?v=P9XOd9Brl8s](http://www.youtube.com/watch?v=P9XOd9Brl8s)

Assessment:
Interpersonal Assessment - Activity C
Students will exchange information about the items for sale, and the prices of the items.

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:
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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)

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)

Content Standards:
Measurement and Data
Math Standard 2.MD3: Work with time and money.
Language Objectives:
1. SWBAT name several animals.
2. SWBAT select the correct animal when told the name and color.
3. SWBAT recognize and write “one”.

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<td>واحد</td>
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<td><strong>New Words and Phrases:</strong></td>
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<td><strong>Numbers 1-12</strong></td>
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<td>Buying and selling vocabulary from lessons 1-7</td>
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<td><strong>Structures:</strong></td>
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<tr>
<td>Noun / adjective order and agreement</td>
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</tbody>
</table>
A. Warm-up Activity
Name Game/song. Give the student who correctly guesses the name a bill, as well as the student whose name is chosen. Give students classroom money during the lesson when they give a great answer or accomplish a task. If a student misbehaves, take one bill away.

B. Sight Word Practice
Write the word "واحد" on the board. Write it slowly, making the sound of each letter as you write. Write several other random words on the board. Write "واحد" a second time, surrounded by several other words. Invite a student to come up front and circle the word "واحد". Invite another student to come find and circle the other "واحد". Give each student a worksheet and a pencil. Erase all of the words that are not "واحد". Write "واحد" again, having students pay careful attention. Instruct students to circle "واحد" each time it occurs on the worksheet, then practice writing it themselves on the lines below. Watch students write, and remind them to start from the right.

C. Animals
Toss a stuffed animal to a student while saying its name and color, for example, "قطط أبيض" (white cat). Have the student repeat the name and toss the animal back. Toss the same animal to a few more students. Instead of saying the name, just toss the animal, and have the students say the name as they toss the animal back (assist as needed). Choose another animal, and repeat the activity. With the new animal vocabulary, toss the animal to every student in the class, or have the students pass the animal around in a circle, so they can all practice saying the name.

D. Grab the Animal
Divide the class into three teams. Pile the animals on the floor or on a table at the front of the room. Demonstrate by saying the name and color of an animal, and then grabbing the animal and holding it up. Have one member of each team come up and stand around the pile of animals. Say an animal name and color. The first student to grab the animal and hold it up earns a point for that team. Continue until each student has had at least one turn.

E. Animals For Sale
Ask for student helpers to line the animals up on a table at the front of the room. Have them assign each animal a price by placing a number card with a number from one to six in front of each animal. Ask for a volunteer to be the seller. Act as the customer. Great the seller, and ask, "هل عندك أهل عندي كلب؟" (Do you (masculine/feminine) have a dog?) or another animal. Ask, " أي لون؟" (What color?), and "كم" (How much?) Help the student answer
appropriately, as needed. Tell the student, "غالي" and offer a lower price. Use demonstration money to buy the animal. Thank the seller. Ask for a student volunteer to replace the seller, and a volunteer to be the buyer. Help them repeat the buying and selling scene with an animal of the buyer’s choice.

**F. Skits**
Divide the class into groups of three to four students. Post the “English OK” sign. Explain that they will be putting on their own buying and selling skit with the animals. The skit should include greetings. Greeting vocabulary may be quickly reviewed. One student in each group will be the seller, and the other students will each buy something. Bartering is encouraged. Give the students time to plan their skit. Decide if you will allow them to use English during the planning or not, and let them know. Students will present the skits during the next class period.

**G. Dismissal**
Ask students to put away any animals or other props they used. When a group is done cleaning up and is sitting quietly, invite them to line up. Continue to invite each group to line up as they are ready.

**Materials Needed:**
- Magic Hat, name cards
- Small stuffed animals (dog, cat, fish, bird, bear, rabbit) of different colors - these can be purchased inexpensively at most second hand stores
- Demonstration money

**Assessments:**
- Interpretive Assessment - Activity C
  Students grab the correct animal.

- Interpersonal Assessment - Activity D
  Students ask and answer questions about the animals and prices.

**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)

Content Standards:
Measurement and Data
Math Standard 2.MD3: Work with time and money.
Language Objectives:
1. SWBAT ask and answer questions about prices.
2. SWBAT barter over prices of items.

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

**A. Warm-up Activity**
Name Game/song. Give the student who correctly guesses the name a bill, as well as the student whose name is chosen. Give students classroom money during the lesson when they give a great answer or accomplish a task. If a student misbehaves, take one bill away.

**B. Skits**
Give the students five to ten minutes to practice the skits they planned during the last class period.
Have students present their skits. Use the assessment rubric to record each student’s performance. Students who are not presenting should be a very quiet audience for their classmates.

**C. Classroom Marketplace**
Tell the students you will be creating a classroom سوق (marketplace). Get out the school supplies, clothing, fruit, and animal props. Review the cardinal directions, showing the students which part of the classroom is North, South, etc. Draw a compass rose on the board.
As a class, vote on where each item should be. Designate one area for school supplies, one area for clothing, one area for fruits, and one area for animals. Divide the class into four groups, one for each item. Let the students set up a display of their items any way they want.
Have them make price tags by writing numbers on small pieces of paper. Designate half of the students in each of the four groups as part of the first group or the second group for the activity.

D. Shopping
Give the students in group one 10-15 bills from the demonstration money. Students in group one will shop at any part of the market they want, while students in group two are the sellers. When you start the activity, calculate the time left in the class period, minus five to eight minutes for clean-up, and divide that time in half. This is how much time each group will have for shopping. When the first group’s time is up, have them return all of the items they bought, and go back to their stations to be the sellers. Give the second group their money, and let them have a turn to go shopping. Walk around the room during the shopping to listen and assess student understanding, and help as needed.

E. Clean-up
Ensure that all students help put all of the items away. Thank the students for their help. Give extra classroom money to the students who are the most helpful.

F. Dismissal
Invite students to line up when their area is clean.

Materials Needed:
- Magic Hat, name cards
- School items
- Clothing
- Fruits
- Stuffed animals
- Paper
- Markers or pens

Assessments:
Presentational Assessment - Activity B
Shopping at the marketplace.

Interpersonal Assessment - Activity D
Students will ask and answer questions appropriately about items and prices.
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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:
Measurement and Data
Math Standard 2.MD3: Work with time and money
Language Objectives:
1. SWBAT use the Arabic language to buy things, and/or pay for an event.

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

Note: for this lesson, students will get to spend the classroom money they have been earning. There are several options for this lesson, depending upon the resources and demographics of the school. Complete the warm-up activity, then choose from the options below.

A. Warm-up Activity: Name Game/song. Give the student who correctly guesses the name a bill, as well as the student whose name is chosen. Give students classroom money during the lesson when they give a great answer or accomplish a task. If a student misbehaves, take one bill away.

Option 1: Rewards Store
Name Game/song. Give the student who correctly guesses the name a bill, as well as the student whose name is chosen. Give students classroom money during the lesson when they give a great answer or accomplish a task. If a student misbehaves, take one bill away.

Option 2: Student Marketplace
Buy or collect small toys, school supplies, and treats for students to purchase with their classroom money. Ask for donations from local businesses and the families of the students. The children can choose among the donated items to set up their own store, and decide on their own prices. Students buy things and give the money to the seller, who can then use that money to buy other things. Encourage students to plan and run their stores with a partner, so they can take turns buying and selling. Play a movie (see option 3) for students to watch when they are out of money.
Option 3: Movie ticket
If running a marketplace is not practical for your class, the students can use their money to get them into the movie party. Offer popcorn for sale as well - a local movie theater may be willing to donate popcorn. You may want to offer an inexpensive drink or some other treats as well. Decide on prices for these items that will allow most students to buy a movie ticket and at least one other item. Choose a Disney or other children’s movie in Arabic. Students this age will be entertained by the movie even when they don’t understand the words, and it will help them become familiar with the sound of the Arabic language.

F. Dismissal
Allow ample time to clean up from this activity, and ensure that all students help. If you want to continue using classroom money as a reward system for the rest of the year, students who still have money should keep in their envelopes for future use. If you will not be using the money again, students who still have money left can take it home. When the classroom is clean, invite students to line up for dismissal.

Materials Needed:
- Magic Hat, name cards
- Projector and appropriate movie
- Any items needed for the option you choose

Assessments:
Interpersonal Assessment - Options 1, 2 and 3
Students will understand the prices of items and will give the correct amount of money.
Students will ask for what they want, using the vocabulary correctly.

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Content Standards:
Measurement and Data
Math Standard 2.MD3: Work with time and money
**Unit 4: 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 give a proper greeting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can identify marketplace items correctly.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Student can correctly ask to buy an item.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can exchange proper amount of money.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I Can Statements:**
- I can recognize and write numbers.
- I can ask the price of something.
- I can sell and buy items.
- I can add the cost of items.
- I can negotiate the price of an item.
GLP Arabic Curriculum

Year 2, Unit 5: Food
Table of Contents

Unit 5: Food
Essential Question: How can I plan a healthy meal with foods from different groups?

Lessons:
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2. Vegetables 5
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4. Healthy Foods 11
5. Proteins 16
6. Grains 20
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Unit Assessment 36
Language Objectives:
1. SWBAT name several new fruits.
2. SWBAT talk about fruits they like.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>New words and phrases:</td>
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<tr>
<td>fruits</td>
</tr>
<tr>
<td>berries</td>
</tr>
<tr>
<td>mango</td>
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<tr>
<td>grapes</td>
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<td>Review:</td>
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<td>apple</td>
</tr>
<tr>
<td>banana</td>
</tr>
<tr>
<td>lemon</td>
</tr>
<tr>
<td>orange</td>
</tr>
</tbody>
</table>

Structures
First person singular of “to like” (أنا أحب)

A. Warm-up Activity: Name Game (see Unit 4).

B. Song
Show the video “El Fawakeh.”
Ask students to listen for words they know. After the video, review the words they have already learned (listed above, under “Review”). Post the image cards for those fruits on the board. Play the song again, inviting students to raise their hand when they hear one of the words. As each word occurs in the song, point to its picture.

C. New Fruits
Have students repeat the word “الفواكه” (fruits)
Teach the new fruits by showing the pictures and having students repeat. Once every fruit has been introduced, show the pictures in random order and have students call out the name of each fruit as you show it.

**D. I Like Berries**

Have students sit in a large circle on the floor. Give a ball to a student in the circle as you tell about a fruit you like, and ask the student what he or she likes, for instance, "أنا أحب توت وآنت؟" (I like berries, and you?) Students must pass the ball around the circle, saying one of the ‘new’ fruits, and saying "أنت توت؟" (and you?) as they pass the ball to the next student. Once the ball has made it all the way around, challenge the students to make it around the circle faster. You can even time the students with a stopwatch, and then repeat the activity to see if they can beat their record.

**E. Fly Swatter Game**

Place the image cards for the new fruits in the pocket chart, along with any of the reviewed fruits that will fit.
Divide the class into two teams. Students take turns coming to the front, one from each team at a time. Give the first two students a fly swatter. Say one of the vocabulary words. The first one to hit the correct picture with the fly swatter earns a point for his/her team.

**F. Sight Word Practice**

Write the word "توت" (berries) on the board. Write it slowly, making the sound of each letter as you write. Write several other random words on the board. Write "توت" a second time, surrounded by several other words. Invite a student to come up front and circle the word "توت." Invite another student to come find and circle the other "توت." Give each student a worksheet and a pencil. Erase all of the words that are not "توت." Write "توت" again, having students pay careful attention. Instruct students to circle "توت" each time it occurs on the worksheet, then practice writing it themselves on the lines below. Watch students write, and remind them to start from the right.

**G. Dismissal**

Collect the worksheets for assessment. Have students put away their name cards and line up. Sing the Goodbye Song with students as they exit.

**Materials Needed:**
- Name cards
- Magic hat
- Video: Toyor Al Janh - “El Fawakeh”: [http://www.youtube.com/watch?v=b2TBvsLG1IQ](http://www.youtube.com/watch?v=b2TBvsLG1IQ)
- Image cards for fruits
- Magnets or tape to post cards on the board
Assessments:
Interpersonal Assessment - Activity D
Students say a fruit they like, using the proper form of the verb, and ask the next student which fruit he or she likes.

Interpretive Assessment - Activity E
Students respond to the word by swatting the appropriate image.

Presentational Assessment - Activity F
Students write the word correctly.

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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)
Language Objectives:
1. SWBAT name several vegetables.
2. SWBAT talk about vegetables their family members like.

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<tr>
<td>carrots</td>
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<td>potato</td>
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<td>tomato</td>
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<tr>
<td>Review:</td>
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<td>fruits</td>
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<tr>
<td>strawberry</td>
</tr>
<tr>
<td>Structures</td>
</tr>
<tr>
<td>First person singular and third person singular of “to like” (أنا أحب).</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Name Game (see previous lessons).

B. Song
Post the image cards for the fruits on the board.
Show the video “El Fawakeh” Invite students to raise their hand when they hear one of the fruits they have learned. As each word occurs in the song, point to its picture.

C. Fruit Basket Game
Instruct students to arrange their chairs in a big circle. Walk around the circle, assigning each
student in the class one of the four new fruits. Ask all of the berries to raise their hands, then all of the mangoes, etc., to confirm that they each know which fruit they are.
Playing the game:
Start with the teacher as “it.” The person who is “it” goes up to a student and asks, "ماذا أحب الحبوب؟" (What do you like?) Model an answer, such as, "انا أحب الموز." When the student answers with a certain fruit, instruct all of the students who are assigned that fruit to get out of their chair, and try so sit in an empty chair. “It” tries to take one of the empty chairs as well. The person who ends up without a chair is the new “it.” The new “it” chooses a student, asks the question, and play continues. If someone says "فواكة" (fruits), everyone must move. When you are through playing the game, instruct students to put the chairs back where they belong before moving on to the next activity.

D. New Vocabulary - Vegetables
Post image cards of the vegetables on the board. Most of these words sound similar to the English word, so give students a chance to guess them as follows. Ask, "أين الطماطم؟" Have students raise their hands, and call on someone to come up and point to the picture they think is "طماطم." If the student answers incorrectly, select another student to try. Have the students repeat the word several times.

Introduce the rest of the words in this way. Save "جزر" for last, since it is not similar to the English word.
Show students the image card for "الخضروات" (vegetables). Indicate all of the vegetable cards on the board. Have students repeat the word.

E. Small Group Activity
Post the family member pictures on the board. Place the vegetable image cards in a stack, face down. Model the activity as follows: choose a card from the stack. Show the card to the students. Look at the family member pictures on the board. Point to one of them, and say a sentence using that family member, stating that he or she likes the vegetable you chose, for example, "أمي تحب الجزر.

Divide the class into four groups, and have each group sit in a circle. Give each group a set of vegetable cards. Students take turns choosing a card, and saying a sentence about a family member who likes that vegetable. Students place the cards back in the stack when they are finished, so that the cards can be used again and again.

F. Dismissal
Have students put away their name cards and line up. Sing the Goodbye Song with students as they exit.
Materials Needed:
- Magic hat with name cards
- Fruit image cards
- Magnets or tape to post cards on the board
- Vegetable image cards (4 sets)
- Pictures of family members
- Video: Toyor Al Janh - “El Fawakeh”: [http://www.youtube.com/watch?v=b2TBvsLGIiQ](http://www.youtube.com/watch?v=b2TBvsLGIiQ)

Assessments:
Interpretive Assessment - Activity C
Students move when they hear the name of their assigned fruit.

Interpersonal Assessment - Activity C
Students ask and answer questions about which vegetable they like.

Presentational Assessment - Activity E
Students say a sentence including a family member and a vegetable they like.

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Social Studies:
Standard 3.1a Food, leisure time, entertainment.
Language Objectives:
1. SWBAT identify items as fruits or vegetables.
2. SWBAT describe several fruits and vegetables.
3. SWBAT identify a fruit or vegetable when given a verbal description.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Fruit and vegetables from previous lessons</td>
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<tr>
<td>خضار</td>
</tr>
<tr>
<td>Structures</td>
</tr>
<tr>
<td>Absence of “to be.”</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Name Game (see previous lessons).

B. Fruit or Vegetable?
Post the image cards for “fruits” and “vegetables” on the board. Hold up the card for a fruit or vegetable. Have students raise their hands to identify the vegetable by name. When a student identifies the fruit or vegetable correctly, have that student come up and post the picture under “fruit” or “vegetable” on the board. Continue until you have identified all of the fruits and vegetables, and put them where they belong.

C. Fruit and Vegetable Relay
Divide the class into two to four teams with eight or fewer students per team. Take the various fruit and vegetable image cards off the board and place them in a stack, face down, on a table or desk at the front of the room.
Have a student help you model the game as follows. Stand by the table or desk containing the cards. Have the student stand behind you. Say "يداً إلديأي." Take a card from the stack, and say its name, then place it under "فواكه" or "خضروات" on the board. Then give the student volunteer a “high five” or “knuckles” meaning it is his or her turn to go. The student takes a card from the stack, says its name, and places it where it belongs on the board.
Put the cards you used for the demonstration back in the stack. Choose one team to go first. If the team has fewer than eight students, explain that students should go to the end of the line after their turn, and some of them will go twice. Say, "أبدأ إذن!" and start the timer. Be sure that each student says the name of the fruit or vegetable when it is their turn, and the next student in line does not take a card until after getting a “high five” or “knuckles.” When the students on the team have placed all of the cards on the board, stop the timer. Check the placement of the cards. Encourage students to raise their hands if they see a mistake. If a student finds a mistake, have that student come up and move the card to the right place.

Repeat the game with the next team, to see if they can beat the first team’s time. Continue until each team has had a turn. The team with the shortest time wins.

D. What Am I?
Leave the image cards on the board so the students can see them during this game. Move the image cards towards one side, if necessary, to make space for the words you will write for Activity E.
Think of a fruit or vegetable. Describe it to the students using color, shape, size, fruit or vegetable, and any other clues you can think of, for example:
- أنا برتقالي (I am orange)
- أنا طويل (I am long/tall)
- أنا خضرة (I am a vegetable)
Have students raise their hands and guess, until a student guesses correctly.

Divide the class into three to four groups. Have each group sit in a circle. Students in the group take turns being the fruit or vegetable, and describing themselves for the others to guess. Listen to the groups, and give them assistance as needed. Play the game until all of the students have had at least two turns to be the fruit or vegetable.

E. Sight Word Practice
While students are finishing the “Who Am I?” game, write the words for several fruits and vegetables on the board, including "التفاح". Write the sight words from previous lessons on the board as well, mixed in with the fruit and vegetable words. Write enough words to equal more than half the number of students in the class.
When the students have finished the game and have returned to their seats, ask for two volunteers. Give each volunteer a marker. Say one of the sight words and ask the students to circle it. Praise the student who circles the word first. Praise them both if they both try to circle the correct word. There is no need to keep a score of any kind for this activity, however, note the items that are difficult for the students, and include them in future review. Choose two more volunteers and repeat. In addition to the sight words, say the fruit and vegetable words. Even though students have not learned how to write these words, they can
look at the image cards, still posted on the board, and compare. Continue the activity until each student has had a turn.

F. Dismissal
Choose two or three helpers to collect the image cards from the board. Choose another two students to erase the words (if you have two erasers). Have students put away their name cards and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Magic hat with name cards
- Fruit and vegetable image cards
- Magnets or tape to post cards on the board
- Timer of some sort, such as a stopwatch, clock/watch with second hand, or timer on phone

Assessments:
Presentational Assessment - Activity B, C
Students identify the fruit or vegetable correctly, and place it in the correct category on the board.

Interpersonal Assessment - Activity D
Students describe a fruit or vegetable; other students identify the fruit or vegetable from the clues given.

Interpretive Assessment - Activity E
Students circle the correct word spoken by the teacher.

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Making Connections:
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Social Studies:
Standard 3.1a Food, leisure time, entertainment.
Language Objective:
1. SWBAT talk about things they eat.
2. SWBAT describe foods as healthy or not healthy.

Content Objective:
1. SWBAT recognize healthy foods.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>I eat</td>
</tr>
<tr>
<td>healthy</td>
</tr>
<tr>
<td>unhealthy</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>fruits</td>
</tr>
<tr>
<td>berries</td>
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<td>mango</td>
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<td>grapes</td>
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<td>carrots</td>
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<td>potato</td>
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<td>tomato</td>
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<tr>
<td>coffee</td>
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<td>tea</td>
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<td>sugar</td>
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<td>sweet/dessert</td>
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<tr>
<td><strong>Structures</strong></td>
</tr>
<tr>
<td>First person singular of “to eat”</td>
</tr>
</tbody>
</table>
### A. Warm-up Activity: Name Game (see previous lessons).

### B. Song
Show the video of the song “El Fawakeh.” Encourage students to sing along as much as possible. Emphasize the fruits they know as they come up in the song.

### C. I Eat
Teach "أنا أكل" by demonstrating with a plastic fruit or vegetable. Pretend to eat the item, while saying "أنا أكل" (name of fruit or vegetable). If you do not have access to plastic items, just pretend using an image card. Have the class repeat the sentence. Choose another fruit, and say the sentence using that fruit. Have students repeat.

### D. Circle Game
Have students sit in a circle. Give a plastic fruit or vegetable (or image card) to a student, while saying "أنا أكل" (name of fruit or vegetable). The student should repeat the sentence while passing the fruit or vegetable to the next student in the circle. Students continue to say the sentence and pass the item around the circle until it has gone all the way around. When the item has been passed to several students, add a new item to the circle in the same manner. Continue adding items, collecting each item when it has gone all the way around the circle, until all of the items have been passed around.

### E. Healthy Foods
Make two columns on the board, one with the heading " الصحي" and one with "غير صحي" with a big “x” across it to indicate “not healthy.” Choose a few image cards, and tell the students whether or not they are healthy, then place them in the appropriate column. As the students watch, they will start to get an idea of the meaning. When you think the students understand, show them an image cards and ask, " الصحي أو غير صحي؟" Allow the students to call out the answer. Continue with more image cards until several fruits, several vegetables, and all of the the less healthy items are all on the board.

Ask the students about some foods that are cognates or borrowed words, such as pizza, hamburger, ice cream, or McDonald’s. Students can shout out " الصحي" or "غير صحي" for each.

### F. Partner Activity: Healthy or not?
Model the activity as follows:
Have a student volunteer to be your partner. Say the name of a food the students have learned. Help the student respond with a sentence about whether the food is healthy or unhealthy. Then have the student tell you a food, and you respond with a sentence about whether that food is healthy or unhealthy.
Examples:

توت (blueberry)
توت صحيح (The blueberry is healthy)

سكر (sugar)
سكر غير صحيح (Sugar is unhealthy)

Have the students form two long lines, facing each other. If there is an uneven number, take the place across from the student without a partner. Say "أبدا!" Students should take turns with the partner across from them, each having a turn to say a word, while the other responds. When it seems that all of the students have had a chance to say their sentences, say, "أبدا!" Students in one line stay in their places, while students in the other line move one place to the right. The student at the end of the moving line goes around to the opposite end. Now each student has a similar conversation with the new partner. Continue as time allows.

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

Materials Needed:
- Magic hat with name cards
- Video: Toyor Al Jahn - “El Fawakeh”: [http://www.youtube.com/watch?v=b2TBvsLGlIQ](http://www.youtube.com/watch?v=b2TBvsLGlIQ)
- Basket of plastic fruits and vegetables (optional)
- Fruit and vegetable image cards
- Magnets or tape to post cards on the board
- Selected image cards from Unit 7, Year 1, as listed under “Essential Vocabulary - review.”

Assessments:
Presentational Assessment - Activity D
Students say a complete sentence using “I eat” and the name of the fruit they are passing around.

Interpersonal Assessment - Activity F
Students tell their partners if a specific food is healthy or unhealthy.

**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)

**Social Studies:**
Standard 3.1a Food, leisure time, entertainment.

**Science:**
Standard 4
5.3a Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
5.3b Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise.
Language Objectives:
1. SWBAT name some foods belonging to the protein group.
2. SWBAT talk about foods they eat.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>proteins  بروتينات</td>
</tr>
<tr>
<td>meat  لحم</td>
</tr>
<tr>
<td>chicken  دجاج</td>
</tr>
<tr>
<td>fish  سمك</td>
</tr>
<tr>
<td>eggs  بيض</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>I eat  أنا أكل</td>
</tr>
<tr>
<td>I like  أنا أحب</td>
</tr>
<tr>
<td>Food items learned previously</td>
</tr>
<tr>
<td>Structures</td>
</tr>
<tr>
<td>First person singular of “to eat”</td>
</tr>
<tr>
<td>First person singular of “to like”</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Name Game (see previous lessons).

B. Partner Activity: I Eat
Instruct students to stand up and find a partner. Model the activity as follows: Choose a student volunteer. Tell the student a food you eat, followed by asking the student, “and you?, for example, "أنا أكل جزر، وانت أكلت؟" The student then answers by saying an item he or she eats.

Ring a bell to signal the students to start talking to their partners. After 10-15 seconds, ring
the bell again. Students must find a new partner, and repeat the activity. Students can move around the room and choose any new partner. Repeat the activity until students have had the opportunity to speak with six to eight partners.

C. New Vocabulary - Proteins
Introduce the proteins by showing students the image cards, or a picture of the item on a PowerPoint slide. If using image cards, post each card on the board after you introduce it. If using a PowerPoint, show a slide with all of the items, after you have introduced them one by one.
Review the items by pointing to each one, and having students call out the word.

D. Proteins Food Group
Show the image card for "بروتينات" and have the students repeat the word. Gesture towards the new words, and say, "بروتينات". Have students repeat again.
Ask, "فوك؟" while gesturing to the images on the board. Students should answer, "لا!" Students should answer, "لا!" Gesture toward the images on the board again, and repeat "بروتينات".

E. I Eat / I Like
Act out a few phrases, and have the students call out the meaning of each word as you act it out, for example:
- أنا put both hands over your heart
- أكل point to the image of chicken
- أنا point to self
- أكل pretend to be eating something
- لحم point to the image for meat

Now choose a student volunteer to act out a phrase for the class. Students call out the words of the phrase as the student acts it out.

Get out the image cards for the fruits and vegetables, and either post them on the board, or spread them out on a table so students can choose one of those items to act out, if they wish. Repeat with several more student volunteers.

F. Team Game
Divide the class into two teams. Teams earn point when a member of the team says the correct sentence acted out by another member of the team.
First, a student from team one acts out an “I eat” or “I like” sentence, as in Activity E above. Students on team 1 raise their hands if they believe they know the sentence. The student who acted out the sentence calls on someone from his team to answer. Once a student has been chosen to answer, others students are not allowed to help. If the student answers correctly, the team gets one point. If the student who is called on answers incorrectly, team two has a chance to earn the point. The teacher can call on a student from team two to say the sentence. If they say it correctly, they get a point. The game then continues with a student from team two acting out a sentence for his or her teammates.

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

Materials Needed:
- Magic hat with name cards
- Bell
- Image cards of proteins
- PowerPoint slides of proteins (optional)
- Magnets or tape to post cards on the board
- Fruit and vegetable image cards

Assessments:
Interpersonal Assessment - Activity B
Students successfully exchange information about what they eat.

Presentational Assessment - Activity E, F
Students describe the action with the correct verb and food item.

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)

Social Studies:
Standard 3.1a Food, leisure time, entertainment.
Language Objective:
1. SWBAT name some items in the grains group.

Culture Objectives:
1. SWBAT recognize typical bread in the target culture.
2. SWBAT identify similarities and differences between mealtime traditions in the target culture and their own.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>grain</td>
</tr>
<tr>
<td>bread</td>
</tr>
<tr>
<td>rice</td>
</tr>
<tr>
<td>popcorn</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>I eat</td>
</tr>
<tr>
<td>I like</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Name Game (see previous lessons).

B. New Vocabulary: Grains
Introduce the grain items (bread, rice, and popcorn) by showing the students the cards, and having them repeat the words. Then show a card without saying the word, and pause for students to call out the word. If they can’t remember it, say it again, and have them repeat.

C. “Find the Food” Game
Post the image cards of the food groups studied so far, and the grains group (فواكه، خضروات، بروتينات، حبوب)، on the board.
Take the image cards for the foods in these groups, and spread them out, face up, on a table
or desk at the front of the room. Invite a student to help you model the activity as follows: Say the name of a food item. The student should find the card for that food item and hold it up before you do. Help the student figure out which food group it belongs to, and say the name of the food group, then post the image card under the card for that food group.

Now, divide the class into three teams. Have each team send one student to the front. Say the name of a food. The student who finds the card for that item and holds it up earns a point. If that student can say the name of the food group, the team gets an additional point. Keep track of the points on the board.

Each team sends up one student at a time, in order from front to back, so that every student will get a turn. After a few rounds using fruit, vegetable, and protein words, say one of the new grain words. When the student chooses the card, tell the student, and the class, the word for that food group, and have them repeat it. Continue the game until every student has had a turn. Remove some of the image cards and put them back on the table to be used again. Be sure to use the new vocabulary foods repeatedly, so the students can practice them.

### D. Arabic Bread
Show pictures or a PowerPoint with different types of bread. Include a typical American loaf of bread, as well as Arabic bread. Identify the bread items as "خبز عربى" and "خبز أمريكي". If you have examples of actual bread, use these instead of pictures.

Choose two or three videos about bread making (under Video Resources) to show the class. After the videos, talk about them in Arabic. Use as many words that the students know as possible, including the following:

<table>
<thead>
<tr>
<th>Arabic Word</th>
<th>English Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>خبز</td>
<td>Bread</td>
</tr>
<tr>
<td>بنات</td>
<td>Loaf</td>
</tr>
<tr>
<td>أم</td>
<td>Mother's Bread</td>
</tr>
<tr>
<td>جالس</td>
<td>Sourdough</td>
</tr>
<tr>
<td>حار</td>
<td>Hot</td>
</tr>
<tr>
<td>أبيض</td>
<td>White</td>
</tr>
<tr>
<td>آخر</td>
<td>Other</td>
</tr>
</tbody>
</table>

### E. Meal Time
Show BOTH videos about eating (under Video Resources). Point out things the students know how to say in Arabic, such as food words, colors, clothing words, etc.

### F. Group Discussion
Divide the class into groups of three or four students. Post the English OK sign. Instruct the students to try to identify similarities and differences in the bread, and the way we eat in
Arabic-speaking countries and in America. Ask them to find out if there are differences between the way each person in the group eats at home. Who eats together? How many people are at a typical meal at their home? How often do they eat away from home? Do they ever eat in front of the TV? Do they ever eat outside? What kind of bread do they eat, and where does it come from? Do any of their families ever bake their own bread?

Visit each group, and be sure to validate answers given by each student. Students will naturally find differences interesting. Ask each group to share one idea with the class. Point out the differences between eating in America, and eating in the Arab world. Point out that not everyone in America eats the very same way, and the same thing is true of the Arab world. If you have brought bread, share it with the students if desired.

G. Dismissal
Take down the English OK sign. Have students put away their name cards and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Magic hat with name cards
- Image cards: Fruits, vegetables, proteins, and grains category cards, and all items in each group
- Tape or magnets to post cards on board
- PowerPoint slides or other pictures of different types of bread
- Loaf of typical American bread, package of pita, naan, or other Arabic style bread (optional)
- English OK sign

Assessments:
Interpretive Assessment - Activity C
Students select the image for the correct food item when they hear the word.

Cultural Understanding Assessment - Activity F
Students identify similarities and differences between mealtime traditions in the target culture and their own.

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)
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)
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 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)

Social Studies:
Standard 3.1a Food, leisure time, entertainment.
Standard 1.1a, 1.2b Cultural heritage
Language Objectives:
1. SWBAT name several dairy items.
2. SWBAT name several beverages.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>dairy</td>
</tr>
<tr>
<td>milk</td>
</tr>
<tr>
<td>cheese</td>
</tr>
<tr>
<td>yogurt</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>coffee</td>
</tr>
<tr>
<td>tea</td>
</tr>
<tr>
<td>juice</td>
</tr>
<tr>
<td>water</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Name Game (see previous lessons).

B. I Like Cheese
Show the image card for cheese. Tell the students, "هل أنا أحب الجبن؟" (I like cheese.) Ask, "هل تحبون الجبن؟" Students who like cheese should raise their hands. Have all of the students who raised their hands repeat the sentence, "أنا أحب الجبن."

Post the image cards for the food groups learned previously. Hold the image card for cheese under each food group, in turn. Ask, "هل هنأ؟" "سأحيح؟" Students should respond with "لا" or "أنا أحب الجبن."

Show the image card for dairy. Say the word, and have students repeat. Post the image card on the board.
Place the image card for "جبن" below the dairy card. Ask the students, "أنا أحب الجبن؟" Students should answer "نعم."
### C. Dairy Items
Introduce the other dairy items by showing the image cards, saying the words, and having students repeat. Have students say each item several times.

### D. Fly Swatter Game
Fill the pocket chart with the new vocabulary, as well as the grains vocabulary from lesson six. Divide the class into two teams. Give the first student on each team a fly swatter. Say one of the words. The first student to swat the correct image earns a point for his/her team. Play until each student has had at least one turn.

### E. Beverages
Post the dairy group image cards on the board again. Also post the beverage image cards from Unit 7: Year 1. Hold an item from the dairy group, or a beverage item, under the dairy group image card, and ask, "نعم" or "لا" Students should answer “نعم” or “لا". If it is a dairy item, choose a student who answers correctly to post the item under the dairy card. Continue with all of the beverages and dairy items.

### F. Healthy or Unhealthy?
Make two columns on the board, one with the heading " صحيح" (healthy) and one with "أسير صحيح" (unhealthy) with a big “x” across it to indicate “not healthy.” Choose a few image cards, and ask, "أي واحد صحيح؟" Allow the students to call out the answer. Place the items under the appropriate heading as the students answer. Continue with all of the dairy items, beverage items and grain items.

### G. Dismissal
Have students put away their name cards and line up. Sing the Goodbye Song with students as they exit.

**Materials Needed:**
- Magic hat with name cards
- Image cards for dairy items and beverages
- Image cards for the food groups learned previously
- Tape or magnets to post cards on board
- Pocket Chart
- Fly Swatters

**Assessments:**
Presentational Assessment - Activity B
Students who like cheese are able to express this with a complete sentence.
Interpretive Assessment - Activity D
Students swat the correct image when they hear the word.

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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:
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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)
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)

Social Studies:
Standard 3.1a Food, leisure time, entertainment.
Language Objectives:
1. SWBAT identify foods from different food groups.
2. SWBAT describe foods in a healthy meal.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>plate</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>All food vocabulary</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Name Game (see previous lessons).

B. Food Review
Divide the class into four groups. Divide the image cards for all of the Unit 5 foods into four piles. Give each group one pile.

Model the activity as follows:
Have one group gather around a table or desk at the front of the room with their cards. Take one card from the stack. Say the word for that food item, and pass it to a student in the circle. That student says the name of the item, and passes it on the the next student in the group.

Instruct each group to gather in a circle around a desk, and place their cards in the middle. Have students complete the activity by taking turns choosing a card, and then passing it around. Each student says the word as they pass the card. After a few minutes, take each stack of cards and give it to a different group. Repeat the activity. Collect the cards and leave them, face up, on a desk or table at the front of the room.

C. A Healthy Plate
Project the image of “My Plate Arabic” included with this unit on the board, or, using the plate from myplate.gov as a guide, draw a large plate on the board, with empty spaces for the
food groups. Teach the word, "صحن" and have students repeat. Place the image cards for the name of each food group in the appropriate section of the plate (either projected or drawn) on the board.

Plan a meal with the students, as follows:
Point to the vegetable section of the plate, and ask students to raise their hands with suggestions of a vegetable. Call on three students. When they tell you the vegetables they would like to choose, let them come up and find the image card for that vegetable. Have the students vote on those three vegetables, to choose which one will be part of the meal. Hold one picture up, and ask students to raise their hands to vote for that vegetable. Count the votes as a class. Repeat for the other two vegetables. The vegetable that gets the most votes is the winner. Post this picture in the vegetables section on the large plate on the board. Now point to the fruits section, and have students vote in the same manner. Continue with each of the food groups.

<table>
<thead>
<tr>
<th>D. Group Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide the class into groups of three or four students. Each group will plan their own healthy plate. Model the discussion with comments like, &quot;أنا أحب التفاح. وانت؟&quot; &quot;خضروات. ببطاطس؟&quot;</td>
</tr>
</tbody>
</table>

Give students time to talk about what food they will choose for each food group. When students are ready, give each group a turn to show the class their choices by placing the image cards for those items in the proper place on the large plate on the board. Students should say the name of the food group, and the item they have chosen. Each student in the group should say at least one thing.

<table>
<thead>
<tr>
<th>E. Find the Match</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spread out all of the image cards, including the extra copies, face down on a table or desk.</td>
</tr>
</tbody>
</table>

Demonstrate the activity as follows:
Choose a card, and show it to the class. Have a student also choose a card to help you demonstrate. Tell the student the food you have, and ask about his or her food, for example, "عندك بطاطس؟" Have the student tell you what card he or she has. If it is a match, give the student a "high five" or "knuckles," 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, act as if you are going to ask another student. 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 ten-second timeout (count in Arabic), and then join back in the game. When they find a match, both students put their cards in the magic hat, and choose a new card from the stack. Continue as time allows.
F. Dismissal
Have students put away their name cards and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Magic hat with name cards
- Image cards for Unit 5
- Extra copies of image cards for Unit 5 (four sets, can be simple photocopies)
- Tape or magnets to post cards on board

Assessments:
Presentational Assessment - Activity B, C
Students correctly name the food items.

Interpersonal Assessment - Activity D, E
Students exchange information about the food they want to choose (D) or the food on their card (E)

Presentational Assessment - Activity D
Students tell the class about the foods they have chosen.

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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)

Social Studies:
Standard 3.1a Food, leisure time, entertainment.
Science:
Standard 4
5.3a Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
5.3b Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise.
Language Objectives:
1. SWBAT create a healthy plate, and name the foods on the plate.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>All Unit 5 Vocabulary</td>
</tr>
</tbody>
</table>

**A. Warm-up Activity:** Name Game (see previous lessons).

**B. Food Group Relay**
Project the image of “My Plate Arabic” (labeled) on the board, or draw a giant plate based on the same food group sections. Divide the class into two teams. Place the Unit 5 Image cards in a stack, face down, on a table or desk at the front of the room.

Have a student help you model the game as follows:
Stand by the table or desk containing the cards. Have the student stand behind you. Say “اًدأ!” (Start!) and start a timer. Take a card from the stack, and say its name, then place it in the proper section of the plate on the board. Then give the student volunteer a “high five” meaning it is his or her turn to go. The student takes a card from the stack, says its name, and places it where it belongs on the board.

Put the cards you used for the demonstration back in the stack. Choose one team to go first. Explain that students should go to the end of the line after their turn, and some of them might go twice. Say, "اًدأ!” and start the timer. Be sure that each student says the name of the food when it is their turn, and the next student in line does not take a card until after getting a “high five.” When the students on the team have placed all of the cards on the board, stop the timer. Check the placement of the cards. Encourage students to raise their hands if they see a mistake. If a student finds a mistake, have that student come up and move the card to the right place. Repeat the game with the second team, to see if they can beat the first team’s time.

**C. My Own Plate**
Give each student a “My Plate” worksheet. Instruct students to write their names on the
plates, then draw one or two food items in each section of the plate. They can refer to the image cards on the board for help. Provide crayons, markers, or colored pencils for the students. As students color, ask them individually about the foods they are drawing.

D. Sharing My Plate
As students finish their plates, they should put away any supplies they have used. Then assign a partner to those who have finished. Students talk about their plate with their partner. When they finish explaining their plates to each other, students may choose a new partner.

E. Dismissal
Collect the plates for use during the next class meeting. Have students put away their name cards and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Magic hat with name cards
- Timer
- My Plate Arabic image to display
- Image cards - Unit 5
- My Plate Arabic (Blank) worksheets
- Crayons, markers or colored pencils

Assessments:
Presentational Assessment - Activity B
Students name the food item they choose, and place it in the proper section on the board.

Interpersonal Assessment - Activity D
Students tell each other about the items on their plates.

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)

Social Studies Standards:
Standard 3.1a Food, leisure time, entertainment.

Science Standards:
Standard 4
5.3a Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
5.3b Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise.
Language Objectives:
1. SWBAT talk about the foods on their healthy plate.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>All Unit 5 Vocabulary</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Name Game (see previous lessons).

B. Plate Presentations
Give the students the plates they created during the previous class. Model a plate presentation, using a plate you have made, or an example drawn on the board. Name each item on the plate as you point to it. Mention each food group as well. Give each student a turn to present his or her plate. Remind students to be a good audience.

C. Optional Activity
If time remains after the plate presentations, play the song, “El Fawakeh.” Allow groups of five to six students to have a turn to come up front and dance to the music.

D. Dismissal
You may wish to use the plates to decorate the classroom. If so, collect the plates from the students. Otherwise, have students take the plates home with them. Have students put away their name cards and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Magic hat with name cards
- Student plates from previous lesson
- Example plate (or draw one on the board)
- Video: Toyor Al Janh - “El Fawakeh”:
  [http://www.youtube.com/watch?v=b2TBvsLGlIQ](http://www.youtube.com/watch?v=b2TBvsLGlIQ) (optional)

ACTFL Standards:
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Standard 4
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5.3b Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs); eating a balanced diet; engaging in regular exercise.
# Assessment

## Unit 5: 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 created a plate with pictures of foods.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can the foods on the plate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can name the food groups that each item of their plate belongs to using a complete sentence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### I can statements.
- I can name fruits, vegetables, proteins, grains, dairy and beverages.
- I can talk about food I like to eat.
- I can name which foods are healthy and which are not healthy.
- I can create and describe a well-balanced, healthy meal.
- I can describe mealtime traditions in the United States and target culture.
GLP Arabic Curriculum

Year 2, Unit 6: Likes and Dislikes

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 6: Likes and Dislikes
Essential Question: How can I describe my favorite hero?

Lessons:
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5. Descriptions 14
6. Comparisons 17
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Unit Assessment 32
Language Objectives:
1. SWBAT express likes and dislikes.
2. SWBAT answer questions about likes and dislikes.
3. SWBAT recognize and write “I like.”

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sight word:</strong></td>
</tr>
<tr>
<td>I like</td>
</tr>
<tr>
<td>أنا أحب</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>I like</td>
</tr>
<tr>
<td>أنا أحب</td>
</tr>
<tr>
<td>color</td>
</tr>
<tr>
<td>لون</td>
</tr>
<tr>
<td>animal</td>
</tr>
<tr>
<td>حيوان</td>
</tr>
<tr>
<td>season</td>
</tr>
<tr>
<td>فصل</td>
</tr>
<tr>
<td>fruit</td>
</tr>
<tr>
<td>فواكه</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Name Game (see previous lessons). Now that students have learned several sight words, write a sight word instead of a name, and see if the students recognize it. Have the student who identifies the word correctly choose a song for the class to sing.

B. Sight Word
Write "انا أحب" on the board. Use it in a sentence.

Have students practice writing the word on a piece of paper. The students should follow along as the teacher models the first few times. While students are writing, write several other words on the board. Include all of the sight words the students have learned so far. Write "انا أحب" a few more times, mixed in with the other words.

C. Find the Sight Words
Invite a student volunteer to come up and circle "أنا أحب" on the board (have the student only circle it once, even though it is written several times). Say another sight word, and have a student come up and circle it. Repeat until each sight word, including each "أنا أحب", is circled.

### D. Team Writing
Erase the words on the board. Write "أنا أحب" at the top of the board as an example. Divide the class into three teams. Have teams line up in three lines, from the front of the room to the back. Give the first student on each team a white board marker. Students at the front of the line will go to the board, write "أنا أحب", and then give the marker to the next student in line. Avoid making it a contest to see who finishes the fastest, or the students will not take time with their writing.

### E. Circle Game
Have students make circles of six to eight students each, seated on the floor. Announce a topic from the words on the review list for this lesson. Each student will say something they like or dislike in that category. Give the students an example, for example: "فواكه. أنا أحب التفاح."

Students go around the circle, telling something in that category that they like or dislike. When the students in each circle have all answered at least once, announce a new topic. Repeat with all of the topics in the Review list. Include other topics from previous units if desired, as time allows.

### F. Dismissal
Have students put away their name cards and line up. Ask each student in the line to tell you one thing they like or dislike. Sing the Goodbye Song with students as they exit.

**Materials Needed:**
- Magic hat
- Name cards
- Paper
- Pencils
- Three white board markers

**Assessments:**
Interpretive Assessment - Activity C
Students circle the correct word on the board.
Presentational Assessment - Activity B, D
Students write "أنا أحب.

Presentational Assessment - Activity E, F
Students tell something they like or dislike.

ACTFL Standards:
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Presentational Communication:
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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)
Language Objectives:
1. SWBAT understand when others talk about favorites.
2. SWBAT talk about favorites.

Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
<th>هوايات</th>
</tr>
</thead>
<tbody>
<tr>
<td>favorite</td>
<td>المفضل</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I like</td>
<td>أنا أحب</td>
</tr>
<tr>
<td>color</td>
<td>لون</td>
</tr>
<tr>
<td>animal</td>
<td>حيوان</td>
</tr>
<tr>
<td>season</td>
<td>فصل</td>
</tr>
<tr>
<td>fruit</td>
<td>فواكه</td>
</tr>
</tbody>
</table>

Vocabulary from each category above

<table>
<thead>
<tr>
<th>Structures:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>نيً to express my</td>
<td></td>
</tr>
<tr>
<td>لكك to express your (feminine)</td>
<td></td>
</tr>
<tr>
<td>لكك to express your (masculine)</td>
<td></td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Name Game (see previous lessons). Substitute a sight word for a name if you wish.

B. My Favorite Color
Post the card for three different colors on the board. Point to each color, and tell the class you like it. Draw a small heart around two of the colors, and a very large heart around your favorite color. Tell the students, "اللون المفضل لي هو الأحمر." (or color of your choice) Have the students repeat "اللون المفضل" Express the meaning in a complete sentence, for example, "اللون..."
Repeat "للبين المفضل لي الأحمر" and point to yourself. Now ask a student, "للبين المفضل لك؟" The student can answer by saying only the color. Repeat your sentence, "اللون المفضل لي هو الأحمر", and encourage the student to use the same wording to express his or her favorite color in a complete sentence.

C. Stand and Tell
Ask the students whose favorite color is blue to stand. Say, "اللون المفضل لي هو الأزرق" and have the standing students repeat. Have them repeat half of the phrase at a time, if necessary. Repeat this process with the other colors, until all students have had a chance to stand and repeat a sentence about their favorite color.

D. My Favorite Fruit
Post the image cards for three fruits on the board. Point to each fruit, and tell the class you like it, for example, "أنا أحب التفاح. أنا أحب الموز. أنا أحب الليمون." Draw a small heart around two of the fruits. Draw a very large heart around one of the fruits to indicate your favorite. Point to that fruit and say, "المفضل لي." Have students repeat. Express the preference in a complete sentence. Have students repeat the sentence.

Ask for a volunteer to say his or her favorite fruit. Help the student use ",\المفضل" Have the class repeat the sentence.

E. Four Corners
Post the “English OK” sign. Explain to the students that you will give them four choices, and that each choice will be indicated by a specific corner of the classroom. Tell students that they should go to the corner of the thing they like best. Students in each corner will then work with their group to say a sentence about that item they like best. Take down the “English OK” sign before starting the game.

Call out four items in a category, for example, four colors. Point to a corner as you say each word. When students have all chosen a corner, point to a corner, and have them say a sentence expressing that the color is their favorite, for example, "اللون المفضل لي هو الأبيض." Assist as needed. Point to another corner, and have the students in that corner do the same. Repeat with each of the four corners.

Now call out four items in another category. Point to a corner as you say each word. Students go to the corner of their preferred item, and and say their sentence. Repeat with four colors, four animals, four seasons, and four fruits.

At the end of the activity, ask the students to return to their seats.
F. Who Agrees?
Invite a student to come to the front. The student will tell the class a favorite item from one of the categories studied. Help the student express this in a complete sentence. Ask students in the class who have the same favorite to stand, and repeat the sentence. The student who chose the favorite then chooses another student to go next. The chosen student then has a turn to come up and tell the class his or her favorite item from another category. Continue as time allows.

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

Materials Needed:
- Magic hat
- Name cards
- Image Cards for fruits from Units 4 and 5, Year 2
- Paper or cards of the colors the students learned in Year 1
- Image cards for this unit
- “English OK” sign

Assessments:
Interpretive Assessment - Activity C,F
Students stand if they agree with the favorite.

Presentational Assessment - Activity E, F
Students express their preference in a complete sentence.

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Language Objectives:
1. SWBAT ask and answer questions about preferences.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
<td></td>
</tr>
<tr>
<td>favorite</td>
<td>المفضل</td>
</tr>
<tr>
<td>color</td>
<td>لون</td>
</tr>
<tr>
<td>animal</td>
<td>حيوان</td>
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<tr>
<td>season</td>
<td>فصل</td>
</tr>
<tr>
<td>fruit</td>
<td>فواكه</td>
</tr>
<tr>
<td>a particular fruit</td>
<td>الفاكهة</td>
</tr>
</tbody>
</table>

Vocabulary from each category above

Structures:
"لي" to express “my”

A. Warm-up Activity: Name Game (see previous lessons). Substitute a sight word for a name if you wish.

B. Favorites
Review favorites by telling the class a few of your favorites from the categories that the students are studying. Show the image card for the item, and say, for example, "الفاكهة المفضلة" Note: Students will learn about the concept of inanimate objects being classified as feminine or masculine at a later date. You can give the example with the feminine form, if you wish, but do not expect the students to learn it yet. Remembering a sentence this long will be enough of a challenge, so be patient with your students, and assist as necessary.
Call on a few students to come up front, choose an image card, and tell about one of their favorites.

C. Centers
Choose four areas in the room to serve as centers. Place the image cards from each category
(colors, animals, seasons, and fruit) in a different center.

Divide the class into four groups. Send each group to a different center. Students take turns telling each other about the things they like and do not like in that category, and telling which one is their favorite. After a few minutes, ring the bell and instruct students to rotate to a new center. Repeat until all of the students have been at each center.

### D. Favorite Things Pictures
Provide students with paper and something to color with. Have the students fold the paper so that four boxes are created. If desired, the teacher may fold the paper ahead of the class time, or print papers with four boxes on them. Instruct students to draw their favorite thing from each of the categories. Explain that they should each draw pictures to represent one color, one animal, one season, and one fruit. Be sure the students write their names on their papers.

### E. Pair Activity
Students who finish their pictures before class time is up choose a partner who has also finished, and tell the partner about their favorite things.

### F. Dismissal
Collect student pictures and save to be used during the next class period. Instruct students to put away all of the supplies they have used. Have students put away their name cards and line up. Sing the Goodbye Song with students as they exit.

**Materials Needed:**
- Magic hat
- Name cards
- Image Cards for fruits from Units 4 and 5, Year 2
- Paper or cards of the colors the students learned in Year 1
- Image cards for this unit
- Bell
- Paper
- Crayons, colored pencils or markers

**Assessments:**
Presentational Assessment - Activity B
Students tell the class which is their favorite item from a category.

Interpersonal Assessment - Activity C, E
Students discuss their likes, dislikes, and favorites.

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Language Objectives:
1. SWBAT ask and answer questions about favorites.
2. SWBAT present to the class about their favorites.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
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<tr>
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<tr>
<td>animal</td>
</tr>
<tr>
<td>season</td>
</tr>
<tr>
<td>fruit</td>
</tr>
<tr>
<td><strong>Vocabulary from each category above</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;يَا&quot; to express “my”</td>
</tr>
<tr>
<td>&quot;وأنتَ أو أنت؟&quot; to ask a classmate</td>
</tr>
</tbody>
</table>

**A. Warm-up Activity:** Name Game (see previous lessons). Substitute a sight word for a name if you wish.

**B. Find a Match**
Give students their pictures from the last class, as well as a pencil. Invite a student to come to the front and help demonstrate the activity. Have a picture you have previously drawn showing your favorites. Tell the students one of your favorites in one of the categories they are studying, and ask, "وأنتَ أو أنت؟" Students should respond by telling you his or her favorite in the same category. If it is the same as yours, put a tally mark by that picture on your paper. Have the student put a tally mark by the picture of that item on his or her paper as well. If it is not the same, tell about another favorite (choosing something that matches an item on the student’s paper), and ask the student, "وأنتَ أو أنت؟" When the student answers, make a tally mark on your paper, and have the student do the same.
Have students stand and move around the room, asking and answering questions to find those that have the same favorites. Walk around the room, and participate in the activity with the students.

### C. How Many?
Have students return to their seats and count up all of the tally marks they have on their papers. Call out different numbers in Arabic, and have students raise their hands when you call out the number that matches the number of tally marks on their paper. If the numbers are too high for the students to remember in Arabic, write the number on the board as you say it so they will understand. Find out which student has the highest number of tally marks, and which has the lowest, and give them each a “high five,” “knuckles” or other expression of praise.

### D. Presentations
Students will present their favorites to the class. Demonstrate for the students by using complete sentences following the format they have practiced. Tell them a favorite for each of the four categories. Show them the picture as you present. Give each student a turn to present his or her picture of favorites to the class.

### E. Writing Practice
If you have extra time, provide students with paper and pencils. Write "انا أحب" on the board, and then draw a simple picture of anything you like. Have students write "انا أحب" on their papers, and draw a picture of something they like. Collect the pictures to display in the classroom.

### F. Dismissal
Have students put away any supplies used, as well as their name cards, and line up. Sing the Goodbye Song with students as they exit.

**Materials Needed:**
- Magic hat
- Name cards
- Student pictures from the last class
- Paper and pencils (for optional activity if time allows)

**Assessments:**
Interpersonal Assessment - Activity B
Students exchange information about favorites to find the matches.
Presentational Assessment - Activity D
Students present information to the class about their favorites.

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Language Objectives:
1. SWBAT describe people using comparative adjectives.

### Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
<th>مصطلحات جديدة:</th>
</tr>
</thead>
<tbody>
<tr>
<td>taller  أطول</td>
<td>short  قصير</td>
</tr>
<tr>
<td>shorter  أقصر</td>
<td></td>
</tr>
<tr>
<td>Review:</td>
<td></td>
</tr>
<tr>
<td>tall (masc./fem.)</td>
<td>طويلة م/صلصة</td>
</tr>
<tr>
<td>short</td>
<td>قصيرة</td>
</tr>
<tr>
<td>thin</td>
<td>نحيفة</td>
</tr>
<tr>
<td>beautiful</td>
<td>جميلة</td>
</tr>
<tr>
<td>handsome</td>
<td>جميل</td>
</tr>
<tr>
<td>strong</td>
<td>قوية</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structures</th>
<th>من +</th>
</tr>
</thead>
</table>

### A. Warm-up Activity: Name Game (see previous lessons). Substitute a sight word for a name if you wish.

### B. Review: Descriptive Adjectives
Instruct students to stand. Review the descriptive adjectives in the vocabulary list by saying the word, and performing an action to show its meaning (see Lesson 6: Unit 4: year 1). Students should repeat the word and perform the action.

Say one of the descriptive adjectives, without doing the action. Students should repeat the word and perform 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. Taller Than.
Choose a relatively tall student, but not the tallest, and ask him or her to come up front. Say, “(Student’s name)  طول (طويل).”
Now ask a student who is taller than the first student to join the first student at the front of the room. Say, “(Second student’s name)  طول (طويل).”
Now have the students stand next to each other. Teach “طول من”  طول من (name of student)” by comparing the students to each other. “(Name of student)  طول من (name of student).” Have students repeat the phrase. Choose another student, and have him or her come stand by the first two students, in order of height. Use “طول من”  طول من to compare the students to each other. Have students repeat the phrases.

D. I Am Taller
Have all of the students stand up, and form a line in order of height. As they try to figure out who is taller than whom, help them, by telling them using "طول من." When the students are all in line, have them go around the line from tallest to shortest, saying, "أنا أطول من "  طول / قصير "طول / قصير ود" and the name of the student next in line. When you get to the end (the shortest), review "أقصر من "  أقصر من with the actions. Teach "أقصر من "  أقصر من by comparing two students. Now have the students go back up the line, from shortest to tallest, saying, "أقصر من "  أقصر من (name of next student).

E. Group Activity
Ask the students to get into groups of four (any leftover students can create groups of three or five). Have them line up in their group, by height, and complete Activity D with their group. Ring the bell, and say another number between two and six. Students must find a new group containing this number of students. As before, leftover student can have a smaller group. If only one student is left, he or she can join any group. When they have found their groups, they repeat the “taller than/shorter than” activity again.

F. Descriptive Adjective Actions
Review the descriptive adjectives again, as in Activity B. Say one of the descriptive adjectives, without doing the action. Students should repeat the word and perform the action. Choose several students to be the leader.

G. Dismissal
Choose a student who is average height. Tell the students that they can line up if they are "أقصر من "  أقصر من the chosen student. Next, invite the students who are "أطول من "  أطول من that student to line up. Now invite the chosen student to line up at the front of the line. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Magic hat
Assessments:
Interpretive Assessment - Activity B, F
Students respond to the descriptive adjective by performing an appropriate action.

Presentational Assessment - Activity D
Students say they are taller/shorter than the student beside them, using the comparative adjective and "منن."

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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)
Language Objectives:
1. SWBAT compare characteristics of people and characters.
2. SWBAT express opinions about characteristics.

Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>thinner</td>
<td>أَنْحَفِي</td>
</tr>
<tr>
<td>more beautiful</td>
<td>أَجْمَالِ</td>
</tr>
<tr>
<td>more handsome</td>
<td>أَوْسَمَهِ</td>
</tr>
<tr>
<td>stronger</td>
<td>أَقْوَى</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review:</th>
</tr>
</thead>
<tbody>
<tr>
<td>taller</td>
</tr>
<tr>
<td>shorter</td>
</tr>
<tr>
<td>tall</td>
</tr>
<tr>
<td>short</td>
</tr>
<tr>
<td>thin</td>
</tr>
<tr>
<td>beautiful</td>
</tr>
<tr>
<td>handsome</td>
</tr>
<tr>
<td>strong</td>
</tr>
</tbody>
</table>

Structures

Comparative adjective من +
students to describe that character to a partner sitting near them. Encourage them to use the descriptive vocabulary they have been studying. They can also use any other vocabulary they know, such as clothing words. Put the image of the character on the board. Now ask students to raise their hands and give descriptive words for that character. Validate the answers given by the students, and praise them for their responses. When student use a descriptive word form the lesson, post the image card matching for that word on the board. Show another character. Use comparative adjectives to compare the two characters, as follows:
Say the adjective which applies to the character, for instance, "Buzz Lightyear قوي" Then compare that character with the first one, for instance, "Buzz Lightyear أقوى من Woody"
Allow students to agree or disagree, using تعم لا. Choose two more characters and repeat the activity, first having students talk about the characters with a partner, and then having them share with the class.
Give two examples of comparisons between any two of the characters on the board. Ask students to raise their hands to give comparisons between any two of the characters on the board. Help the students with the proper construction of the sentence, using "من" Have students repeat the sentences.

C. Comparative Adjectives
Practice all of the comparative adjectives. Say the adjective and do the action, then say the comparative adjective phrase, using "من" Have students repeat each comparative adjective phrase.
 طويلة أطول من تعم طولية
قصيرة أقصر من تعم قصيرة
أنحاء أنيف من تعم أنحا
جميلة أجمل من تعم جميلة
أعمال أجملمن تعم أعمال
قوية أقوى من تعم قوية

D. Group Activity
Spread out all of the pictures (see materials), including the ones from the board, on a table or desk. Divide the class into groups of two to four students. Be sure that you have enough pictures for each group to have two pictures. If you do not, divide the students into larger groups.
Invite two groups at a time to come and choose two pictures. Each group will take their two
pictures to their own area. Students will discuss the descriptions and decide on some comparisons they can make between the two people or characters. Assist the groups in identifying characteristics to compare by asking each group some questions about their characters, for example, "Woody هو أليف من" Have each group take a turn to come up front, post their pictures on the board, and give some comparisons between them. Assist the students as necessary.

### E. Take a Vote
Choose two popular female characters from the pictures, and have the class vote on who is more beautiful. The sillier the comparison, the better (Lady Gaga and Cinderella, for example). Choose other characters, and have the students vote on who is the tallest, strongest, etc. For each comparison, have the students raise their hands to vote. Count the votes out loud in Arabic, and encourage students to join in the counting. Declare the winner by saying the comparative sentence, for example, "Peyton Manning أقوى من Buzz Lightyear" Have students repeat the sentence (if some students refuse to repeat because they disagree, that is a positive sign - it shows that they are engaged, and they understand). Repeat this process with as many of the comparative adjectives as time allows. If at any time students become upset by their character not “winning,” reassure them they will be have more chances. If it continues to be a problem, switch to comparisons that are more fact than opinion, like shorter and thinner.

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

**Materials Needed:**
- Magic hat
- Name cards
- Printed or cut out pictures of famous people and characters that most of the students will recognize.

**Suggestions:**
- Taller/shorter - Mickey Mouse/Goofy
- Thinner - Woody/Buzz (Toy Story)/Sully/Randall (Monsters Inc.)
- More beautiful - Disney princesses and famous singers and actresses
- More Handsome - Disney princes (Aladdin, Prince Charming, Prince Eric, Tarzan) and “boy band” members (Big Time Rush, 1Direction, whatever is popular among your students)
- Stronger - Superheroes and famous athletes (both male and female)
- The more pictures you can find, the better!
Assessments:
Interpersonal Assessment - Activity D
Students share ideas about descriptions and comparisons of their characters with the group.

Presentational Assessment - Activity D
Students use comparative adjectives to describe their characters to the class.

Interpretive Assessment - Activity E
Students raise their hands for the character they think fits the comparative adjective they hear.

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 understand when someone asks “Why?”
2. SWBAT give reasons for their likes and dislikes.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>why? لماذا؟</td>
</tr>
<tr>
<td>Review</td>
</tr>
<tr>
<td>thinner أخف</td>
</tr>
<tr>
<td>more beautiful أجمل</td>
</tr>
<tr>
<td>more handsome أنشاب</td>
</tr>
<tr>
<td>stronger قوي</td>
</tr>
<tr>
<td>taller أطول</td>
</tr>
<tr>
<td>shorter أقصر</td>
</tr>
<tr>
<td>Color, animal, season and fruit vocabulary</td>
</tr>
<tr>
<td>Structures</td>
</tr>
<tr>
<td>Comparative adjective من +</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Name Game (see previous lessons). Substitute a sight word for a name if you wish.

B. Why?
Spread out the pictures of characters on a table or desk at the front of the room. Choose two pictures, and post them on the board. Point to one picture and ask the class to raise their hands if they like that character. Point to the other character and repeat the question. Ask a student which one he or she likes better. Now ask "لماذا؟" (why?) and draw a big question mark on the board. Have the students repeat "لماذا؟" and make an appropriate action, like holding their hands out, palms up, and shrugging their shoulders.
Help the student come up with a reason, using a comparative adjective such as "هو أقوى من" or "هي أجمل من.

<table>
<thead>
<tr>
<th>C. Puppet Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a conversation with a puppet. Choose a picture of a character. Tell the puppet you like that character. Have the puppet say, &quot;لمذا؟&quot; Give a reason, using vocabulary the students know, such as a comparative adjective. Choose another character, and repeat. Now give the puppet to a student. Tell the student you like a certain character. The student should have the puppet say, &quot;لمذا؟&quot; Give the student a reason you like that character using a comparative adjective. Give several more students a turn to use the puppet, choosing a different character each time. Then choose two students. Give one of them the puppet. Have the other student choose a character and say he or she likes that character. The first student should have the puppet ask, &quot;لمذا؟&quot; The other student should then give reasons why, following the format used by the teacher. Assist as necessary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Pair Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invite two students up front to demonstrate the activity. Have one student choose a character, and say, &quot;انا أحب&quot; The second student should say, &quot;لمذا؟&quot; Then the first student gives a reason. Have each student choose a partner and complete the activity. Monitor the students to check for understanding. If many students are having trouble with the activity, demonstrate with a few more pairs of students before continuing. After about a minute, ring the bell, and have students choose a new partner. If there is an uneven number of students in the class, complete the activity with a student who does not have a partner. Repeat the activity six to eight times, then have students return to their seats.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Favorites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help the students figure out how to give reasons for their favorite colors, animals, seasons and fruits. Start with a color. Ask a student which color is his or her favorite color. Ask, &quot;لمذا؟&quot; &quot;Help the student come up with a reason, such as, &quot;الأزرق أجمل من الأبيض.&quot; Ask another student about his or her favorite animal. Ask, &quot;لمذا؟&quot; Have the class members help the student come up with ideas for a reason. Encourage them to use comparative adjectives, such as taller, stronger, more beautiful, etc. They can also use any vocabulary they know, such as color words. Involve as many students as possible by listening to their ideas. Choose a season, and have the students who like that season raise their hands and give reasons why they like it. Repeat with a fruit. If time allows, divide the class into groups of four to five students. Have each group take turns telling about their favorites in each category, and the reasons they like those items.</td>
</tr>
</tbody>
</table>
F. Dismissal
Have students put away their name cards and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Magic hat
- Name cards
- Puppet
- Pictures of characters (see Lesson 6)
- Bell

Assessments:
Interpersonal Assessment - Activity D
Students discuss things they like with a partner, and give reasons for the preference.

Interpersonal Assessment - Activity E
Students give reasons for their favorites using comparative adjectives.

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 characteristics of an imaginary hero.
2. SWBAT identify familiar words in an authentic animated video.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>faster</td>
</tr>
<tr>
<td>hero</td>
</tr>
<tr>
<td>heroine</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>All comparative adjectives</td>
</tr>
<tr>
<td>Structures:</td>
</tr>
<tr>
<td>Comparative adjective من +</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Name Game (see previous lessons). Substitute a sight word for a name if you wish.

B. Comparative Adjectives
Review the comparative adjectives which might be used to describe a hero:
أقوى قوة قوي
أطول طويلة طويل
أجمل جميلة جميل
أوسم وسيم

Say the adjective first, and perform the action associated with the adjective. Then say the comparative adjective, and perform the same action in a more exaggerated way. Have students repeat each word and do the actions.
### C. Faster
Say the word "أسرع" and show the meaning by moving your hands very fast. Have students repeat. Ask for two volunteers. Have the students stand at one end of the room, and race from one end of the room to the other. You can tell the students that they cannot run, but should instead walk fast. After they have finished, have them stand together, and tell the class which one is faster. “(name of student) أسرع من (name of student)”

### D. I Am Taller Than...
Tell the students, "... أنا أطول من..." Pause and look around the room. Choose an object the students know, like a book, and complete the sentence. "(لَنَلَّم، لَا أَلْبَاسِ)" The sillier the comparison, the better. Now make another comparison for yourself, using an animal the students know, such as, "أنا أجمل من الحمار." Invite a student to come up front. Help the student say a sentence using the same format, and using one of the comparative adjectives. Give some examples of things students could say, and have students repeat each example, such as:

- أسرع من الوزن
- أقوى من الولد
- أجمل من الخروف
- أفخم من البقر
- أقصر من الحصان
- أطول من الليمون

Use pictures and gestures, if necessary, to remind the student what the words mean. Invite several more students to describe themselves using a comparative adjective.

### E. Circle Activity
Divide the class into groups of five to six students. Have each group sit in a circle. Students go around the circle, taking turns describing themselves with a silly comparison. Students can continue around the circle, having additional turns and coming up with new ideas. Continue until each student has had two or three turns. Have students return to their seats.

### F. Heroes
Show the students a picture of a superhero (male or female) and say, "(لَنَلَّم، لَا أَلْبَاسِ)" Show a few more superhero pictures, calling each one "(لَنَلَّم، لَا أَلْبَاسِ)" Include both male and female characters.
Post the “English OK” sign.
Show the Superman video clip. Point out the use of comparative adjectives (stronger, faster). Tell students that they will now see a different hero. Ask them to listen for the description, and see if they can recognize words like أقوى أطول أسرع. أطول أطول
Take down the “English OK” sign.
Show the video clip starting at 1:20 (The point when “Al-Batal” is introduced). Show the clip
again, repeating the words أسرع. أطول. أقوى when you hear them.

G. Create a Class Hero
With the help of students, create a class hero. Start by asking the students to describe body parts. You can call on students to choose each of the features. Draw a simple figure as the students choose the features. Here is an example of what you might ask:

والد أو بنت؟
رأس كبير أو صغير؟
 طويل، طويلة أو قصير، قصيرة؟
 قوي، قوية؟
 أقوى من ...؟
 أطول من ...؟
 أسرع من ...؟

After you have finished with the descriptions, tell the class about your hero, using your best TV announcer voice, for example:

من هو أي من هي؟
أطول من الكتب
أقوى من الكتاب
أسرع من التفاهم
هو/هي بطل/بلطية الدروس العربية

H. Dismissal
Have students put away their name cards and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Magic hat
- Name cards
- Pictures of superheroes (Superman, Batman, Wonder Woman, Captain America, etc.)
- “English OK” sign
- Superman Video clip http://www.youtube.com/watch?v=Bp6HCzW7AFo
- Video clip http://www.youtube.com/watch?v=GI6Lg6aAPN0 (start at 1:20)

Assessments:
Presentational Assessment - Activity C
Students describe themselves using a comparative adjective.

Interpretive Assessment - Activity F
Students recognize familiar words in an authentic animated video.
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)
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 a hero using comparative adjectives.

Essential Vocabulary

<table>
<thead>
<tr>
<th>Review:</th>
<th>All comparative adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structures:</td>
<td>Comparative adjective + من</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Name Game (see previous lessons). Substitute a sight word for a name if you wish.

B. Explaining the Project
Post the “English OK” sign.
Explain the project to the students. Each group will create a hero. All members of the groups should help with drawing and coloring a picture of the hero. Each group must be prepared to tell about their hero, including:
1. Name (Any kind of name they want)
2. Description, including what the hero looks like, clothing, etc.
3. Three comparative adjectives, such as
   Taller than __________
   Stronger than __________
   Faster than __________
   Each person in the group should say at least one thing during the presentation.

C. Example Presentation
Draw a simple figure on the board to represent a hero. Give a presentation about the hero, following the format outlined above. Answer any questions the students may have. Take down the “English OK” sign.

D. Project Preparation
Divide the class into groups of three or four students. Provide students with poster board or large paper, and something to color with. As students draw their pictures, ask each group about the descriptions they are planning to give. Help them practice the words they want to say.

E. Group to Group
When most of the groups have finished planning, pair each group with another group. Have the groups practice presenting to each other. Listen and provide encouragement, and corrective feedback as needed.

F. Dismissal
Collect the pictures to be used for presentations during the next class period. Have students put away all of the supplies, as well as their name cards, and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Name cards
- Magic hat
- “English OK” sign
- Poster board or large paper
- Crayons, markers or colored pencils

Assessment:
Presentational Assessment - Activity E
Students describe their hero to another group.

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret written and spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
Language Objectives:
1. SWBAT work with a group to describe their hero to the rest of the class.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>All Unit 6 Vocabulary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparative adjective</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Name Game (see previous lessons). Substitute a sight word for a name if you wish.

B. Presentation Practice
Have the students get with their groups. Give the groups their hero pictures. Allow students to spend several minutes practicing with their groups.

C. Group Presentations
Each group will present their hero to the class. Use the rubric below to record each group’s performance.

E. Optional Activity
If class time remains, create another hero as a class. Take suggestions from students and draw the hero on the board. Let students raise their hands, and say phrases about the hero, using comparative adjectives.

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

Materials Needed:
- Name cards
- Magic hat
• Pictures of heroes from Lesson 9

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 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 has created a hero picture.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can introduce their hero with a complete sentence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can describe their hero using descriptive adjectives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I can** statements:
- I can express and defend my likes and dislikes.
- I can name my favorite color, animal, and season.
- I can describe my friends using comparative adjectives.
- I can compare characteristics of people and fictional characters.
- I can create and describe the characteristics of an imaginary hero.
GLP Arabic Curriculum

Year 2, Unit 7: Egypt
Table of Contents

Unit 7: Egypt
Essential Question: What is Egypt like and what can we do there?

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4. Egypt’s Weather 12
5. Cairo 16
6. Shopping in Egypt 21
7. Buying and Selling 25
8. Shopping Day 28
9. The Egyptian Flag 30
10. Egypt Presentation and Celebration 33

Unit Assessment 36
Language Objectives:
1. SWBAT name the country of Egypt.
2. SWBAT recognize and write the word for Egypt in Arabic script.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sight Word:</strong></td>
</tr>
<tr>
<td>Egypt</td>
</tr>
<tr>
<td>مصر</td>
</tr>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>Egypt</td>
</tr>
<tr>
<td>مصر</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>The Arab World</td>
</tr>
<tr>
<td>العالم العربي</td>
</tr>
<tr>
<td>Qatar</td>
</tr>
<tr>
<td>قطر</td>
</tr>
</tbody>
</table>

**A. Warm-up Activity:** Sight Word Game (see previous lessons). Use sight words instead of names during all of Unit 7.

**B. World Map Review**
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 places which are familiar to the students (see Unit 5, Year 1) 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, "أمريكا." 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 which you have mentioned. The first student to swat the correct place gets a point. Continue until every student has had a turn, or until you think it is time to move onto the next activity.

D. Let’s Go To Egypt!
Tell the students the class will now travel to Egypt. If you are good with Google Earth, show the trip from where you are to Egypt. Otherwise, point to the map, and show how you would fly to Egypt. Post the “English OK” sign. Show the introductory video suggested in the Materials section (or a similar, short Egypt travel video of your choice - but preview the entire video to be certain it is suitable).
Ask for several students to tell the class what they liked best about Egypt in the video. At the end, take down the “English OK” sign.

E. Sight Word
Provide paper and pencils for the students. Write "مصر" on the board. Have the students watch as you form the letters. Instruct students to write on their papers as you write the word again. Form the first letter, and have students look at it, and write it on their papers. Then continue with each of the next letters, having students write them as well. Invite a few student volunteers to come and write the word on the board, while the rest of the students practice writing the word on their papers.

F. Word Art
Show the students your word art example. Allow students to choose a colored paper, and create their own word art. Instruct students to write their names in the corner of their papers. While students work, you may wish to show a video about Egypt (see link in Materials section). Be sure to preview any video you show to students.
As students finish, have them indicate a place on the classroom wall where they would like to post their picture. Help each student post their picture in the classroom. Students who keep working on their pictures until the end of class will give them to the teacher to be posted later.

G. Dismissal
Have students put away all of the art supplies they have uses, as well as their name cards, and line up. Sing the Goodbye Song with students as they exit.
Materials Needed:
- Name cards
- Magic hat
- World Map
- Fly Swatters
- Computer and projector
- “English OK” sign
- Introductory Video - Egypt, Land of Legend
  http://www.youtube.com/watch?v=MZsw1xkn5RA
- Paper and pencils
- Construction paper, various colors, cut in half
- Crayons, colored pencils or markers
- Prepared example of Word Art:
  - Write “مصر” on a half sheet of construction paper. Decorate the word with
    colorful markers or other art supplies. This can be done by outlining the word
    with lines of various colors, or drawing pictures or designs around the word in
    any way you wish.
- Tape or other approved adhesive to post pictures in the classroom.
- Video to show during art activity http://www.youtube.com/watch?v=3kqiA4EN_dg

Assessments:
Interpretive Assessment - Activity C
Students select the correct place when they hear it.

Presentational Assessment - Activity E, F
Students write the new word 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)

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 Objectives:
1. SWBAT name some things you would find in the deserts of Egypt.
2. SWBAT talk about the weather in Egypt.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>sun شمس</td>
</tr>
<tr>
<td>desert صحراً</td>
</tr>
<tr>
<td>sand رمل</td>
</tr>
<tr>
<td>pyramids أهرام</td>
</tr>
<tr>
<td>camel جمل</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>Egypt مصر</td>
</tr>
<tr>
<td>Weather vocabulary - Unit 5, Year 1</td>
</tr>
</tbody>
</table>

A. **Warm-up Activity:** Sight Word Game (see previous lessons).

B. **Melting In The Sun**
Review the song “Rajul Thelji” from Unit 5, Year 1
كان رجل ثلجي ثلجي
كان رجل ثلجي وهو طويل
ذاب تحت الشمس شمس
ذاب تحت الشمس وهو قصير

Draw a simple snowman on the board, to remind students what the song is about.
Have students stand and sing the song, acting it out with them as you sing. Make the snowman by holding your hands in a circle above your head. Stand up on your toes for “tall.” As the snowman melts, become shorter and shorter, until you are squatting on the ground for “short.”

C. **Sun**
Post the paper sun on the board above the snowman. Speak the following part of the song: “. ذار تحت الشمس
Point to the sun as you say "شمس. Have students repeat the word several times.
Sing “Rajul Thelji” one more time with the students, emphasizing "شمس" in the song.

<table>
<thead>
<tr>
<th>D. The Weather in Egypt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the students, “كيف الجو في مصر؟” Have students raise their hands to answer. Possible answers include “حار شمس.” If students do not come up with answers on their own, give them suggestions, and have them agree or disagree with each answer, for example: بارد؟ “، حار؟ “، شمس؟ “، “، شمس؟ “، “، شمس؟ “، “، شمس؟ “، “، شمس؟ “، “، شمس؟ “، “، شمس؟ “، “، شمس؟ “، “، شمس؟ “، “، شمس؟ “، “، شمس؟ “، “، شمس؟ “، “، شمس؟ “، “، شمس؟ “، “، شمس؟ “، “، شمس؟ “، “، شمس؟ “، “، شمس؟ “، “، شمس؟ “، “، شمس؟ &quot;</td>
</tr>
<tr>
<td>Confirm their correct answers by describing the weather in Egypt in simple vocabulary, for example: الجو في مصر حار وممّسا.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. New Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use image cards to introduce the desert vocabulary (شمس، صحرا، رمل، أهرام، جمل). Show the picture, introduce the word, and have students repeat. Say some phrases using the words. Use gestures and the image cards to help students understand the meaning of each phrase. have students repeat the phrases. Examples: في مصر صحرا في الصحراء رمل في الصحراء جمل في الصحراء شمس الصحراء حارة في مصر أهرام</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Partner Charades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Act out one of the new vocabulary words. Students may raise their hands to guess what the word is. Instruct students to find a partner. With their partners, students take turns acting out a word, while the partner tries to guess the word. Students may look at the image cards on the board to remind them of the words they can act out. After several minutes, ring the bell, and instruct students to find a new partner. Continue as time allows.</td>
</tr>
</tbody>
</table>

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

Materials Needed:
- Name cards
- Magic hat
- Large paper sun
- Image cards for desert vocabulary
- Bell

**Assessments:**
Presentational Assessment - Activity B, C
Students sing the song, and perform actions which reflect the meaning of the song.

Interpretive Assessment - Activity F
Students identify the word their partner has chosen.

**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 Objectives:
1. SWBAT talk about items associated with the desert.

Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
<th>نهر النيل</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nile river</td>
<td></td>
</tr>
</tbody>
</table>

Review:

<table>
<thead>
<tr>
<th>Word</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>sun</td>
<td>شمس</td>
</tr>
<tr>
<td>desert</td>
<td>صحراء</td>
</tr>
<tr>
<td>sand</td>
<td>رمل</td>
</tr>
<tr>
<td>pyramids</td>
<td>أهرام</td>
</tr>
<tr>
<td>camel</td>
<td>جمل</td>
</tr>
<tr>
<td>Egypt</td>
<td>مصر</td>
</tr>
</tbody>
</table>

Warm weather and cold weather items from Unit 5, Year 1

Structures:
Asking, “What?” “ماذا؟”

A. Warm-up Activity: Sight Word Game (see previous lessons).

B. What Is In The Desert?
Post the image cards for the desert vocabulary, as well as image cards for the warm weather and cold weather items on the board. Ask the students, "ماذا في الصحراء؟" Indicate the items on the board.

Have students raise their hands if they have an idea. Call on a student to answer. When the student answers, point to the item mentioned. Put that word in a phrase, and have students repeat the phrase, for example, "في الصحراء رمل." After a few students have answered, ask
students about some of the warm weather and cold weather items. Point to each item as you say the word, and ask if that item is in the desert. When students answer, have the class repeat the phrase with that item. If the item is not in the desert, students should answer, ".ما؟"

<table>
<thead>
<tr>
<th>C. Circle Game</th>
</tr>
</thead>
</table>
| Have students sit on the floor in a circle. Spread out the image cards in the middle of the circle, face up. Have the students say, all together, "ماذا في الصحراء؟" Answer by saying an item from one of the cards, for example, ".في الصحراء شمس." Have students repeat the phrase. Now explain that each student around the circle will have a turn. Start with all of the students saying, ".ماذا في الصحراء" The student who is next in the circle answers by saying one of the items. If the item is a desert or warm weather item, students repeat the phrase, ".في الصحراء" Continue around the circle, giving each student a turn to say something. A student can also say something that is not in the desert. Students will then all say, "ما؟"

<table>
<thead>
<tr>
<th>D. My Pyramid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show students a copy of the pyramid pattern. Point out the shapes used to form the pyramid. After you have reviewed the shapes with the students, point to the square on the pyramid, and ask a student to say the shape. Point to a triangle, and ask a student to say the shape. Ask the students &quot;كم مثلث؟&quot; and &quot;كم مربع؟&quot; Count the shapes as a class. Write the sight words the students have studied this year on the board as a reference for the students. Give each student a pyramid paper. Instruct students to write a word in each triangle on the pyramid. Show students how to cut along the dotted lines, and fold along the solid lines. Show students that they should turn the paper over, so that the words they wrote will be on the outside. Use tape to fasten the sides of the pyramid together. Students should throw away scrap paper and put away all supplies when they are finished.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. The Nile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show students a map of Egypt or the Arab World. Point to the Nile River. Have the students repeat &quot;نهر النيل&quot;. Ask the students if there is rain in the desert. Help them understand that there is very little rain in the desert. Point out that the Nile is the water source for Egypt. Tell the children they are going to watch a movie about the Nile. Ask them to watch carefully, and to think why the Nile is so important. Post the “English OK sign. Show a short video about the Nile (see materials section). Ask the students why they think the Nile is so important. Let as many children as possible give ideas in English. Emphasize the importance of the Nile, and what it brings to Egypt. Take down the “English OK” sign.</td>
</tr>
</tbody>
</table>
F. Dismissal
Have students put away their name cards and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:

- Name cards
- Magic hat
- Image cards for desert vocabulary
- Image cards for warm weather and cold weather items
- Pyramid pattern, copied on card stock, for each student
- Scissors
- Clear tape
- Map of Egypt or of the Arab World showing the Nile River
- “English OK” sign
- Laptop and projector
- Video

  [link to video]

Assessments:
Interpersonal Assessment - Activity C
Students ask and answer questions about what is in the desert.

Presentational Assessment - Activity D
Students write a sight word on each side of the pyramid.

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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)

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)

Social Studies Standards:
Standard 3.1 Environmental factors, weather
Language Objectives:
1. SWBAT describe the weather in Egypt.
2. SWBAT identify activities and items that are appropriate for Egypt’s weather.
3. SWBAT determine whether an activity or item belongs in Egypt or New York.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Weather vocabulary</td>
</tr>
<tr>
<td>Desert vocabulary</td>
</tr>
<tr>
<td>Structures:</td>
</tr>
<tr>
<td>First person singular of &quot;أحب&quot; (to like)</td>
</tr>
</tbody>
</table>

**A. Warm-up Activity:** Sight Word Game (see previous lessons).

**B. Writing Practice**
Write "مصر" on the board. Invite five students (or more, if you have more markers) to come up and write "مصر" on the board as well. Have each student give the marker to another student who has not had a turn. Continue until all of the students have had a turn to write on the board.

**C. How Is The Weather?**
Ask "كيف الجو في مصر؟" Give the students some choices since it has been a long time since they studied the weather words, for example, "هل الجو في مصر بارد؟" "هل الجو في نيويورك؟"
Now ask, "كيف الجو في باريس؟" Call on students to give ideas. Students should answer with appropriate weather words. If they struggle, give choices again or keep weather vocabulary on display in the classroom.

**D. Toss the Ball**
Toss the ball to a student, and ask about the weather in Egypt, or the weather in New York (or your city). Student should answer with an appropriate description of the weather. Assist as necessary. Toss the ball to three or four more students, asking about the weather in Egypt or
the weather in New York, and helping the student to respond appropriately. Then let the last student who answered toss the ball to another student, and ask that student about the weather in Egypt or New York. Continue this way, having each student who answers toss the ball to another student and ask the question.

E. Warm and Cold Weather Activities
Review the warm and cold weather activities they learned in Unit 5, Year 1, by showing students the pictures and having them repeat the words.

التزلج
التزلق
رجل تلغي
شوكولاتة ساخنة
السخاء
نظارة شمسية
الشاطئ
أليس كريم

F. I Like Skiing in New York
Spread out the image cards for warm and cold weather items at the front of the room. Post the image card for "أنا أحب " on the board. Erase the board from the students’ writing practice if you have not done so already. Write "مصر" on one side of the board. Write "نيويورك" (or your city) on the other side of the board. Demonstrate the activity as follows:
Take the image card for "أنا أحب " from the board. Choose one of the warm or cold weather item image cards. Hold up the cards, and tell the students, for example, "أنا أحب التزلج في .. " Pause and look at the board, as if deciding. Then post the cards under the appropriate place, and say, for example,
أنا أحب التزلج في نيويورك.
" Have students repeat the sentence. Invite a student to come up and choose an item image card. Help the student post the image card and the card for "أنا أحب " on the board under the appropriate place. Help the student say the sentence explaining what they like, and where it would be appropriate, for example,
"أنا أحب السخاء في مصر.
" Have students repeat the sentence.

Invite several more students to complete the activity. Have all of the students repeat each sentence. If a student picks a place that doesn’t make sense, use Arabic words that the students understand to clarify, for example:
Student: "أنا أحب رجل تلغي في مصر."
Teacher: "رجل تلغي في مصر؟ كيف الجو في مصر؟ الجو حار في مصر. تلغي في مصر؟ لا. ممكن تلغي في نيويورك؟"
Help the student see how to correct the sentence, and have students repeat the corrected sentence. Keep in mind that the student may understand, but be making a joke. If you sense that this is the case, let the student keep the sentence the way it is, and the class can have a good laugh.

G. Circle Activity
Divide the class into two groups. Have each group sit in a circle on the floor. Combine the image cards for warm and cold weather items and the image cards for desert vocabulary into one stack, and mix them up. Divide the stack in half, and give half to each circle, face down. Model the activity for the students as follows:
Choose the top card off of the stack. Look at the card, and show it to the students. Tell the students where you think that item belongs, in Egypt or in New York (or your city) Some things could be either place.
"رمل في مصر" "شكلانة ساخنة في نيو يورك" for example. Have students repeat the sentence. Place the card you used back on the bottom of the stack, and give the stack to the next student in the circle.

Students should each take the top card off the stack, say a sentence, and have students in their circle repeat the sentence. Then students then place the card on the bottom of the stack, and pass the stack to the next student. When the students have completed approximately half of the circle in this way, take the cards from one circle, and trade them with the cards from the other circle, so that each circle has a chance to practice both sets of vocabulary. If students do not remember the word for one of the cards, instruct them to show the card to the students sitting next to them in the circle for help. If none of the students know they word, they may raise their hands for help.

H. Dismissal
Collect the image cards from the students, and have them put away their name cards and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Name cards
- Magic hat
- Five or more white board markers
- Image cards for warm and cold weather items
  - Cold weather items:
    - skiing
    - sledding
    - snowman
    - التزلج
    - التزلج
    - رجل تزلج
hot chocolate
○ Warm weather items:
■ swimming
■ sunglasses
■ the beach
■ ice cream

• Ball
• Image of a heart for "أنا أحب" from Unit 5 Year 2
• Magnets or tape to post image cards on the board
• Image cards for desert vocabulary from Lesson 3

Assessments:
Presentational Assessment - Activity B
Students write the word correctly.

Interpersonal Assessment - Activity C,D
Students ask and answer questions about the weather.

Presentational Assessment - Activity F, G
Students say a sentence about the picture they choose.

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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)

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 Standard:
3.1 Environment/Weather

Arabic Year 2
Unit 7: Egypt
Lesson 5: Cairo

Language Objectives:
1. SWBAT name the biggest city in the Arab World.
2. SWBAT compare Cairo with New York.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>Cairo</td>
</tr>
<tr>
<td>bigger</td>
</tr>
<tr>
<td>smaller</td>
</tr>
<tr>
<td>million</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>sun</td>
</tr>
<tr>
<td>desert</td>
</tr>
<tr>
<td>sand</td>
</tr>
<tr>
<td>pyramids</td>
</tr>
<tr>
<td>camel</td>
</tr>
<tr>
<td>Egypt</td>
</tr>
<tr>
<td>big</td>
</tr>
<tr>
<td>small</td>
</tr>
</tbody>
</table>

Structures:
Comparative adjective + من

A. Warm-up Activity: Sight Word Game (see previous lessons).

B. Desert Vocabulary Review - Fly Swatter Game
Fill the pocket chart with desert vocabulary image cards. Fill any empty spaces with review words from the weather unit (Unit 5, Year 1).
Divide the class into two teams. Students take turns coming to the front, one from each team at a time. Give students a fly swatter. Say one of the vocabulary words. The first one to hit the correct picture with the swatter earns a point for his/her team.

C. Big and Small
Show students the two dogs (or other stuffed animals). Hold up the big one and say, "كبير.
Hold up the smaller dog and say, "صغير. Alternate between the two dogs, holding one up, and having students repeat the correct word to describe it. Now hold up one dog, and wait for the students to respond with the correct word.
Teach the students to compare the two dogs by having them repeat an appropriate sentence, for instance,
"الكلب الأزرق أكبر من الكلب البنى." Have students repeat the phrase, "أكبر ممن.
Choose two items in the classroom to make another comparison, for instance, "الأفلام أطول من الكتاب." Have students repeat the sentence.
Now choose two more items in the classroom that the students can name. Ask students to raise their hands if they would like to answer. Choose a student to say a sentence comparing the two objects. Invite two students to choose any two items in the classroom to compare.
Help the students say a sentence comparing the two items. Have the students say the sentence at the same time, then have the class repeat the sentence.

D. Group Activity
Divide the class into groups of three or four students. Have each group choose two objects to compare. Each group should practice saying a sentence comparing the two items. Go around to each group and assist as necessary. After all of the groups have practiced, give each group a turn to show their items and say their comparison sentence for the class. Have the class repeat each sentence. When the groups have all presented, have the students put away the items they have used.

E. Where is Cairo?
Show students the map of the Arab world. Point out Cairo, and have the students repeat ". القاهرة
Indicate Cairo, Egypt, the Arab world, and Africa, saying the name of each, and having students repeat.
Show students the map of North America. Point out New York City, New York State, and America, saying the name of each and having students repeat. Return to the map of the Arab world. Point to Cairo again, and have students say, ". القاهرة

F. Cairo is Big!
Tell the students, ". القاهرة كبيرة!" Spread your arms out to the sides to indicate "big."
Ask the students, "مدينة القاهرة كبيرة أو صغيرة؟" Indicate "big" and "small" with your arms.
Students should answer, "القاهرة كبيرة." Have students repeat, "مدينة نيو يورك كبيرة أو صغيرة؟" Point to New York City on the map. Ask the students, "مدينة نيو يورك كبيرة أو صغيرة؟" Students should answer, "كبيرة."

G. How Big Is a Million?
Write the digit “1” on the board. Sing the Numbers Song with the students. When you sing " عشرة" write “10” on the board. Point to the “1” and have students say "واحد." Point to the “10” and have students say "عشرة." Write “1,000,000” on the board. Say, "مليون" and have students repeat. Ask, "كم مليون كبير أو صغير؟" Students should answer, "كبيرة."

H. Which City is Bigger?
Draw a large circle on the board. Point to the circle, and tell the students, "مدينة نيو يورك." Draw a few simple, small stick figure people inside the circle. Count as you draw. After you have drawn four or five stick figures, start drawing small lines or dots instead. After drawing furiously for a couple of seconds, sigh loudly and shrug, to show that you are giving up. Write “8,000,000” on or near the circle representing New York. Say "تسعة ملايين" and have students repeat.

Draw another large circle, about the same size as the New York circle. Point to the circle and say, "القاهرة." Start drawing a few stick figure people inside the Cairo circle. Quickly switch to hurriedly drawing some lines or dots to represent a lot of people. Write “9,000,000” on or near the circle representing Cairo. Say, "سعة مليونين" and have students repeat (see note on population figures in Teacher Resources section).

Say, "مدينة القاهرة كبيرة أو صغيرة؟" Indicate “big” and “small” with your arms. Students should answer, "القاهرة كبيرة." Have students repeat, "مدينة نيو يورك كبيرة أو صغيرة." Point to the circle representing New York City. Ask the students, "أي مدينة كبيرة؟" Students should answer, "نью يورك كبيرة." Have students repeat, "أي مدينة كبيرة؟" Ask the students, "أي مدينة هي أكبر؟" Have students raise their hands if they would like to answer. When a student answers correctly, have the class repeat, "أكبر من نيو يورك." Ask several students individually, "أي مدينة أكبر؟" Assist students with the answer as necessary.

I. Dismissal
Have students put away their name cards and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Name cards
- Magic hat
- Image cards for desert vocabulary
• Map of the Arab world, showing the city of Cairo (can be a slide such as http://www.worldatlas.com/webimage/countrys/africa/eg.htm)
• Map of North America, showing New York City (can be a slide)
• Two stuffed dogs, one big and one small (or another animal the students know)
• If you do not know the numbers song, use this reference. Play only through the first time they count all the way to ten. http://www.youtube.com/watch?v=fJ50Po9_vY0
• Items that the students can name and compare, such as markers, books, stuffed animals, and plastic fruits. Make sure there are enough items for each group to have two to compare in Activity D.

Teacher resource:
Population of cities around the world as of 2013, rounded to the nearest million
For more cities, see http://www.worldpopulationstatistics.com/cairo-population-2013/

<table>
<thead>
<tr>
<th>City</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cairo, Egypt</td>
<td>9 million</td>
</tr>
<tr>
<td>New York City, NY</td>
<td>8 million</td>
</tr>
<tr>
<td>Los Angeles, CA</td>
<td>4 million</td>
</tr>
<tr>
<td>Chicago, IL</td>
<td>3 million</td>
</tr>
<tr>
<td>Paris, France</td>
<td>2 million</td>
</tr>
<tr>
<td>Dallas, TX</td>
<td>1 million</td>
</tr>
</tbody>
</table>

You may want to consult the Internet for updated statistics, but keep in mind that figures need to be rounded to the nearest million for comprehensibility.

Assessments:
Interpretive Assessment - Activity B
Students swat the correct picture when they hear the word.

Presentational Assessment - Activity D
Students correctly compare two items, telling which one is bigger.

Interpersonal Assessment - Activity H
Students answer appropriately when asked about the size of the two cities.

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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)
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)

Social Studies Standards:
Standard 3.1b,c New York City can be located on a map
Standard 3.1d Features of urban communities
Language Objectives:
1. SWBAT name different places to shop in Egypt.
2. SWBAT talk about clothing and fruit.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>mall</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>city</td>
</tr>
<tr>
<td>Cairo</td>
</tr>
<tr>
<td>market</td>
</tr>
<tr>
<td>Clothing vocabulary (Unit 4 Year 1)</td>
</tr>
<tr>
<td>Buying and selling vocabulary (Unit 7 Year 1)</td>
</tr>
</tbody>
</table>

A. **Warm-up Activity:** Sight Word Game (see previous lessons).

B. **Where is Cairo?**
Show the map. Ask for a student volunteer to point to Cairo on the map. Praise or assist the student as appropriate.
Indicate the city, then the country, as you say, "القاهرة في مصر." "١٥ القاهرة؟" Ask a student, "في مصر." "١٥ القاهرة؟" Student should answer, "١٥ القاهرة؟"

C. **The Mall**
Show the clip from 2:36-3:15 on the Egypt tourism video. Point to the video, and tell students, "المول." Have students repeat. Play the short clip again.
Ask students to raise their hands and tell you one thing they saw in the video. Students can name anything they can say in Arabic. Play the clip again, pausing each time you see clothing or other items that students can name in Arabic. Each time you pause the video, call on
students to name the items they see.

**D. The Marketplace**  
Show from 7:10 - 7:50 on the Egypt tourism video. Point to the video, and tell students, "السوق" Have students repeat. Play the short clip again. Ask students to raise their hands and tell you one thing they saw in the video. Students can name anything they can say in Arabic. Play the clip again, pausing each time you see clothing, fruits, or other items that students can name in Arabic. Each time you pause the video, call on students to name the items they see.

**E. What Are You Wearing? Clothing Review**  
Ask a student, "ماذا ترتدي؟" (What are you wearing?) If necessary, assist student in answering. Ask two students to come to the front. Have one student ask the other what he or she is wearing. Student should answer, naming two or three items. Instruct all of the students to move around the room and ask each other what they are wearing. Each student should ask at least six people. Listen carefully to the conversations so you will know which clothing items need to be reviewed.

Call out, "قف!" and ask students to return to their seats. If there were items the students had trouble remembering, ask a student who is wearing that item to stand. Ask for a volunteer to describe the student’s clothing. Repeat with any other items that need more review.

**F. Fruit Basket Game - Fruit Review**  
Have students sit in chairs, arranged in a circle. Choose four of the fruits the students have learned in Unit & Year 1 and Unit 5 Year 2. Review the fruits by showing pictures, saying the word, and having students repeat. Then hold up the picture without saying the word, and have students say the word out loud.

Go around the circle and assign each student one of the four fruits by pointing to the student, saying the name of the assigned fruit, and having the student repeat. After you have assigned the fruits, have all of one fruit raise their hands, for example, "موز - أرفعوا يدكم." Look around the circle and make sure all of the students who have been assigned that fruit raise their hands. Repeat with each of the fruits. Help any students who are confused, so that each student knows their assigned fruit.

Demonstrate the game by guiding students through one slow round so they understand how to play. Call out a fruit. Indicate to students who are that fruit that they need to get up and choose a different chair. While students are running to different chairs, sit in one of the empty chairs. This will leave one student without a chair. That student is now “it.” The student who is “it” says the name of another fruit. All of the students who are that fruit must now switch chairs. If the student says, "فواكه", all of the students must switch chairs.
Continue the game as time allows.

**G. Dismissal**
Instruct students to put the chairs back where they belong.
Call out a fruit, and have students who are assigned that fruit line up. Continue with other fruits until all students are lined up. Sing the Goodbye Song with students as they exit.

**Materials Needed:**
- Name cards
- Magic hat
- Map of the Arab world, showing the city of Cairo (can be a slide such as [http://www.worldatlas.com/webimage/countrys/africa/eg.htm](http://www.worldatlas.com/webimage/countrys/africa/eg.htm))
- Computer, projector, and speakers
- Egypt Tourism Video - use only the parts mentioned (2:36-3:15 mall, 7:10-7:50 market) [http://www.youtube.com/watch?v=3kqiA4EN_dg](http://www.youtube.com/watch?v=3kqiA4EN_dg)

**Assessments:**
Presentational Assessment - Activity C, D
Students name things they see in the video.

Interpersonal Assessment - Activity E
Students ask and answer questions about what they are wearing.

Interpretive Assessment - Activity F
Students switch chairs when they hear the name of their fruit.

**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)
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 1.1a, 1.2b Cultural heritage, people are diverse.
Standard 3.1a Clothing styles.
Language Objectives:
1. SWBAT express desire to purchase an item.
2. SWBAT ask about prices.
3. SWBAT answer questions about prices.
4. SWBAT bargain over prices.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>shop, place</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>mall</td>
</tr>
</tbody>
</table>

Clothing vocabulary (Unit 4 Year 1)
Buying and selling vocabulary (Unit 7 Year 1), particularly the following:
I want | أريد |
How much? | بكم؟ |
expensive | غالي |

Structures:
First person singular of “to want”

A. Warm-up Activity: Sight Word Game (see previous lessons).

B. Clothing Store
Show the picture of a mall clothing store. Teach the students "محل ملابس." Point to clothing items in the picture and say, “ملابس.” Have students repeat. Point to your own clothing and say, “ملابس.” Have students repeat again. Point to a student’s clothing, and indicate for students to speak. Students should say, “ملابس.” Indicate the picture again, and say, "محل ملابس." Have students repeat again.
C. Making the Clothing
Post the “English OK” sign. Explain that the class is going to create a mall, and each group will have their own “محل ملاسل.” Tell them that each student should take two pieces of card stock. On each paper, they must draw a item of clothing to sell at their clothing store. Take down the “English OK” sign. Divide the class into four groups. Assign each group a number, and have them get together in their own area of the room.

Allow students to get their paper and art supplies. Walk around the room and ask students to tell about the clothing items they are drawing. Provide assistance if they forget the Arabic word. Students who finish drawing can practice describing the clothing items they drew, and the clothing items drawn by others in their group.

D. Teacher Goes Shopping
When most of the students have finished, have one group bring their pictures to the front of the room, and spread them out on a table or post them on the board. Take some of the paper money and demonstrate shopping at that group’s store, for example:

اهلا وسهلا
Students in the group should respond appropriately.
أريد بنطلون ازرق
Students in the group should find the appropriate picture, and show it to you.
بكم؟
The student who drew the item should give you a number for the price.
((lower number). . .
When you and the student have agreed on a price, count the bills out loud, and give them to the student.

E. Shopping Practice
Invite a student from another group to “shop,” while the class listens. Give the students some of the paper money. Help the students complete a transaction, following the format you have demonstrated.
Invite other students to model a transaction, one at a time, as time allows. Be sure to save enough time for cleanup.

F. Cleanup
Have each group stack all of their pictures together. Label each stack with the group number. Keep the pictures for the next class. Have students put away all of the art supplies.

F. Dismissal
As each group completes the cleanup of their area, dismiss that group to line up. Sing the Goodbye Song with students as they exit.
Materials Needed:
- Name cards
- Magic hat
- Picture of a mall clothing store
- Paper money - this can be the same money used in Unit 4 Year 2, or simple dollar-bill-sized slips of paper
- Card stock or other heavy paper
- Crayons, markers, or colored pencils

Assessments:
Presentational Assessment - Activity C
Students name and describe the clothing they are drawing.

Interpersonal Assessment - Activity D, E
Students complete a shopping transaction by asking and answering questions.

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 ask and answer questions to complete a shopping transaction.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Clothing, shopping, and Egypt vocabulary</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Sight Word Game (see previous lessons).

B. For Sale
Give the students the pictures they drew during the previous class. Designate one area of the room for each group. Have each group spread out their pictures on a table or desk, or post them on the board in their assigned area, to set up their store. Explain to the students that when it is their group’s turn to shop, they may buy two items from their classmates.

C. Shopping
When all of the groups have finished setting up their stores, check the time. Figure out how much time remains in the class period. Subtract eight to ten minutes for cleanup and dismissal. Divide the remaining time by four. This will give you the amount of time for each group’s turn to shop. Give the members of group number one some paper money. Group number one now may visit any of the other groups they want, and buy one or two clothing items. Listen and take notes on the chart below to assess the students on this activity. After the first group’s time has passed, ring the bell. Group number one goes back to their store, and group number two now gets to shop. Repeat with the remaining groups. During the activity, use the Assessment Rubric to assess student performance. If a student speaks English during this activity, he/she will sing a song in Arabic for the class after the activity is over. If a student has not sold any of his or her pictures, buy a picture form that student so that everyone has a chance to buy and sell.

D. Closing
Collect all of the paper money from the students. Students may keep the pictures they bought.
E. Dismissal
Have students put away their name cards and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Name cards
- Magic hat
- Pictures made by students during the previous lesson
- Paper money
- Bell
- Printed out assessment chart, with names of students filled in

Assessment:
See rubric at the end of the unit.

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)

Social Studies Standards:
Standard 1.1a, 1.2b Cultural heritage, people are diverse.

Math Standards:
Standard 2.MD3: Work with time and money
Language Objectives:
1. SWBAT recognize the Egyptian flag.
2. SWBAT sing the chorus of an Egyptian song.
3. SWBAT talk about what they like in Egypt.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>flag</td>
</tr>
<tr>
<td>علم</td>
</tr>
</tbody>
</table>

A. **Warm-up Activity:** Sight Word Game (see previous lessons).

B. **Ya Belady**
Show students the video “Ya Belady”: [http://www.youtube.com/watch?v=Qrf02K1laqE](http://www.youtube.com/watch?v=Qrf02K1laqE).

Emphasize the words of the chorus, and encourage students to sing along after they have heard the words a few times in the song.

يا بلادي يا بلادي أنا بتحب يا بلادي

Explain to the students that the words of the chorus have the same general meaning as "أنا أحب مصر"

C. **The Flag**
Show students a picture of the Egyptian flag (or an actual flag if you have one). Ask students to raise their hands and identify the colors of the flag. Ask if anyone can identify the picture in the center (عصفور).

D. **Making a Flag**
Place the Egyptian flag picture where students can see it. Invite students to come up, one row or group at a time, to get a piece of paper and some coloring supplies. Instruct students to make a picture of the Egyptian flag. Play the song “Ya Belady” as students color their flags. Be sure students write their names on the flags.

E. **Song Practice**
When students have finished making their flags, practice singing the chorus of the song with
them. Invite half the class to come up front and sing along with the video and have the other half join in only in the chorus.

Have all of the students get the flags they have drawn, and stand in a group at the front of the room. Have them sing along with the video, holding their flags in front of them.

F. What I Like About Egypt
Ask students what they may like about Egypt. Give them a few examples, such as,
"أنا أحب الجو في مصر"
"أنا أحب الرمل في مصر"
"أنا أحب الجمل في مصر"
"أنا أحب الأهرام في مصر"

Spread out the image cards for the Egypt unit and the weather unit on a table or desk at the front of the room. Invite several students to come up and tell one thing they like about Egypt, while holding up the appropriate image card.
Divide the class into groups or two to four students. Have the students take turns telling each other what they liked about Egypt.

G. Dismissal
Collect the flags for use during the next class period. Give students a simple note to give to their parents, telling them when and where to come for the presentation during the next class period. If it is not practical to invite parents, invite teachers and administrators. If appropriate for your school, contact parents and ask for volunteers to bring treats or snacks for a celebration after the presentation.
Have students put away their name cards and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:
- Name cards
- Magic hat
- Picture of the Egyptian Flag (can be a slide), or an actual flag.
- Video - “Ya Belady” http://www.youtube.com/watch?v=Qrf02KllaqE
- Computer, projector, speakers
- White paper or cardstock
- Crayons, markers or colored pencils in red, black and gold or yellow
- Notes with time and place for presentation

Assessments:
Presentational Assessment - Activity E
Students sing the chorus to the song.

Presentational Assessment - Activity F
Students say one thing they like about Egypt.

**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)

**Social Studies Standards:**
Standard 1.1a, 1.2b Cultural heritage, people are diverse.
Standard 3.1a Leisure time, entertainment.
Language Objectives:
1. SWBAT sing the verse of a song about Egypt.
2. SWBAT tell one thing they like about Egypt.

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

A. Welcome
Welcome any guests, and invite them to be seated where they can see the students.
Give the students the Egyptian flag pictures they made.

B. Song
Have students line up at the front of the room, holding their flag pictures. Play the video “Ya Belady”: [http://www.youtube.com/watch?v=Qrf02KllaqE](http://www.youtube.com/watch?v=Qrf02KllaqE).
Students sing along on the chorus, as practiced.

C. What I Like About Egypt
Spread out the image cards for the Egypt unit and the weather unit on a table or desk at the front of the room. Invite students to come up and tell one thing they like about Egypt, while holding up the appropriate image card. Allow every student who wants a turn to participate.

D. Party
If you or the students have brought treats, offer the treats to the students and guests. Post the “English OK” sign, and allow students to talk to their families, other guests, or each other about what they have learned about Egypt.
If desired, show an Egypt tourism video. Be sure to preview all videos before showing them to the class.
E. Dismissal
Have students clean up from the food, as necessary. Instruct students to take home their Egyptian flags, as well as any other student work you have used to decorate the classroom during the year.
Give high fives, knuckles or hugs as students exit, as appropriate at your school.

Materials Needed:
- Flags made by the students during the previous class period
- Video - Ya Belady [http://www.youtube.com/watch?v=Qrf02KilaqE](http://www.youtube.com/watch?v=Qrf02KilaqE)
- Computer, projector and speakers
- Image cards for Egypt unit and weather unit
- Treats or snacks (optional)
- Extra chairs for guests, as needed

Assessments:
Presentational Assessment - Activity B
Students sing along with the chorus of the song

Presentational Assessment - Activity C
Students say one thing they like about Egypt.

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)

School and Global Communities:
Learners use the language both within and beyond the classroom to interact and collaborate in
their community and the globalized world. (5.1)

Social Studies Standards:
Standard 1.1a, 1.2b Cultural heritage, people are diverse.
Standard 3.1a Leisure time, entertainment.
### 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>
</tr>
</thead>
<tbody>
<tr>
<td>Student can name one thing they like about Egypt.</td>
<td></td>
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<tr>
<td>Student can speak in a complete sentence.</td>
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</tr>
<tr>
<td>Student can provide a reason for why they like that particular aspect of Egypt.</td>
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</tbody>
</table>

**I can** statements:
- I can locate the Arab world, Egypt, and Cairo on a map.
- I can describe the weather in Egypt.
- I can identify activities and clothing that are appropriate for the weather in Egypt.
- I can compare New York to Cairo.
- I can ask and answer questions to complete a shopping transaction.
- I can name and justify something that I like about Egypt.