GLP Arabic Curriculum

Year 3

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

Year 3, Unit 1: Review of Year 1 and Year 2

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Essential Question: What can I remember and use?

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Arabic Year 3
Unit 1: Review
Lesson 1: Getting to Know You

Language Objectives:
1. SWBAT give and respond to greetings.
2. SWBAT ask and answer simple questions about themselves.
3. SWBAT identify sight words from Year 2.

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A. Welcome
Students should each have a card or name tag with their Arabic name written on it in Arabic script, visible to other students. Toss a ball to a student, and give the student a greeting. If the student can’t remember a proper response, say the response, and have the student repeat. Toss the ball to another student and give a greeting or ask a simple question. Repeat this process with several more students.

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 (My name is _____).
- أنا أستاذ/طالب. (I am a teacher/student.)
- أنا من نيو يورك. (I am from New York.)

D. Getting to Know You
Choose a student to model the activity. 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 a 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. The stay with that partner until you ring the bell. Then the students say "مع السلامة" (goodbye) 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. Sight Word Review
Write all of the sight words from Year 2 on the board at least two times each, in random order. Say one of the words, without indicating which one it is. Ask for a volunteer to come up and circle the word you said. Repeat with all of the words.

F. Number Song
Play the numbers song video (first 20 seconds only). Review the numbers by holding up the appropriate number of fingers, saying the number, and having students repeat. Sing the song with the students slowly once. Then play the first 20 seconds of the video again and sing along. If time remains invite the boys to come up front and sing the numbers song, while the girls watch. Then have the girls sing while the boys watch.

G. 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
Assessments:
Interpersonal Assessment - Activity A, D
Students give and respond to greetings, and ask and answer questions about themselves.

Presentational Assessment - Activity C
Students give information about themselves, following the sentence pattern modeled by the teacher.

Interpretive Assessment - Activity E
Students identify the written word spoken by the teacher.

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 name several school objects.
2. SWBAT tell the color of objects.
3. SWBAT express possession.

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<td>Review:</td>
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<tr>
<td>School Vocabulary - Unit 2 Year 2</td>
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</table>

A. Warm-up Activity: Toss a ball to a student, and give the student a greeting. If the student can’t remember a proper response, say the response, and have the student repeat. Toss the ball to another student and give a greeting or ask a simple question. Repeat this process with several more students.

B. You are a Student
Tell the class, “أنا أستاذة/أستاذ” (I am a teacher.) Look directly at one student, and say, “أنت/أنت؟” (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/أستاذ و أنت/أنت؟” (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,” correct them.

Reinforce as follows:
Invite at least 2 boys and at least 2 girls to the front. Point to each one and say “he/she is a student,” using “هو طالب” (he is a student) for the boys, and "هي طالبة" (she is a student) for the girls. Then point to each student, and has the class call out “هو طالب” or "هي طالبة" (he is a student or she is a student) as appropriate.

C. School Objects
Review school objects by showing students each object, telling them the Arabic word and
having them repeat it. Then hold up an object, indicating to students that they must raise their hands to answer. Call on a student to identify the object. Praise or assist as appropriate.

**D. Circle Game**

Students sit in a circle. Model the sentence “أنا أستاذ/أستاذة و عندي 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/طالبة و عندي قلم” (I am a student and I have a pencil.) Students pass the object around the circle; each student saying the sentence. After several students, when students are comfortable, hand a piece of paper to the first student in the circle. Students pass that object as well, saying, “أنا طالب/طالبة و عندي ورقة”. 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.

**E. Colors**

Hold up colored markers one at a time, and ask students to raise their hands to identify them by color. Choose three names out of the magic hat. Invite those students to come up front. Give each student a colored marker. Keep one marker, and model “أنا مع رمادي” (I have a red marker.) Other students now say which marker they have. Invite the students who are up front to give their markers to another student. The new students come up front and tell the class which color marker they have.

**F. I Have a Blue Marker**

Give each student in the class one school item. Demonstrate the activity with a school item of your choice. Holding the item in your hand, approach different students, saying to each one, "أنا مع أقلام أسود" (I have a black pen) for example. Students should respond by telling you what they have. Ring the bell. Put your hand to your ear to show that you hear the bell. Demonstrate trading objects with a student because you heard the bell. Approach another student, telling them what you now have.

Have students stand up and talk to as many classmates as they can, telling each one about the object they have. Every time the bell rings, students must trade objects with someone, and continue the game with the new object. 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:
- Name cards
- Magic hat, with slips of paper inside with the students’ names on them
- Ball
- School objects - several of each item, so that there are at least as many items as there are students in the class (Objects can include: pen/pencil, paper, book, colored paper, colored markers)
- Bell

Assessments:
Interpersonal Assessment - Activity A
Students respond appropriately to greetings.

Presentational Assessment - Activity D, F
Students talk about the object they have.

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 name family members.
2. SWBAT describe family members.

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<td>Family members - Unit 1 Year 1</td>
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<tr>
<td>Descriptions - Unit 3 Year 1</td>
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A. Warm-up Activity: Toss a ball to a student, and give the student a greeting. If the student can’t remember a proper response, say the response, and have the student repeat. Toss the ball to another student and give a greeting or ask a simple question. Repeat this process with several more students.

B. Family Members Song
Play the Family Song. Encourage students to sing along if they remember the song. If there are quite a few students who do not seem to remember the song, play the video again.

C. Descriptions
Review the descriptive adjectives, using an action with each. Students should repeat each word and action each time. Repeat each set of opposites several times, before adding new words:

** طويل (tall)** Stand on tiptoes, with one hand up high.
** قصير (short)** Crouch down low, with the hand low to the ground.
** ضعيف (weak)** Spread arms up to the side, fists clenched, showing muscles.
** قوي (strong)** Spread arms wide to the sides, curved inward.
** نحيف (skinn) ** Put arms straight down in front of you, parallel, palms facing each other.
** سميم (fat)** Flop arms in front and lean forward.
** جميلة (beautiful)** Put hand up near face as if posing for a picture.
** وسيم (handsome)** Put hands on hips, and chin in the air.

Now, say each word without doing the action, and praise the students who do the action and
say the word.

<table>
<thead>
<tr>
<th>D. Masculine and Feminine</th>
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<tbody>
<tr>
<td>Review masculine and feminine forms of adjectives as follows:</td>
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<tr>
<td>Hold up the image card for mother. Ask, &quot;الأم بنت أو ولد؟&quot; (Is mother a boy or a girl?) Students should answer, &quot;بنت&quot; (girl). Post the picture of mother on one side of the board. Repeat the question with the other family members, placing all of the boys on one side of the board, and all of the girls on the other side of the board.</td>
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<tr>
<td>Point to “mother” and say, &quot;أمي طويلة.&quot; (Mother is tall.) Perform the gesture for “tall.”</td>
</tr>
<tr>
<td>Point to “father” and say, &quot;أبي طويل.&quot; (Father is tall.) Perform the gesture for “tall.”</td>
</tr>
<tr>
<td>Point to father again and say, &quot; طويل,&quot; (tall) then point to mother and say, &quot; طويلة&quot; (tall).</td>
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<tr>
<th>E. Describing My Family</th>
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<tr>
<td>Choose three names out of the magic hat. Ask those students to come up. Have them point to a family member, and describe that person with one of the adjectives they have learned. Have the class repeat the description. Choose three more names out of the hat, and repeat the activity. Have the class repeat each description. Continue as time allows, choosing names out of the hat, and having those students describe a family member.</td>
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<tr>
<th>F. Dismissal</th>
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<tr>
<td>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.</td>
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</table>

**Materials Needed:**
- Name cards
- Magic hat, with slips of paper inside with the students’ names on them
- Family Song: [http://www.youtube.com/watch?v=XdOSv1vtAM0](http://www.youtube.com/watch?v=XdOSv1vtAM0)
- Computer, projector, speakers
- Family member image cards - Unit 1 Year 1

**Assessments:**
- Interpersonal Assessment - Activity A
  Students respond appropriately to greetings.
- Interpretive Assessment - Activity C
  Students perform the action when they hear the descriptive adjective.
- Presentational Assessment - Activity E
  Students use descriptive adjectives to describe family members.
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 describe the clothing they and other students are wearing.

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<tr>
<td>Descriptions - Unit 4 Year 1</td>
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**A. Warm-up Activity:** Toss a ball to a student, and give the student a greeting. If the student can’t remember a proper response, say the response, and have the student repeat. Toss the ball to another student and give a greeting or ask a simple question. Repeat this process with several more students.

**B. What 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, "انا اللبس قميص ازرق وبنطلون سود." (I am wearing a blue shirt and black pants.) Say "انا اللبس" (I wear) and have students repeat several times. Say each item you are wearing, while pointing to the item. Have students repeat.

Ask for a volunteer. Tell the students what you are wearing, and then say, "وانت؟" (And you?) Say, "انا اللبس." (I wear) 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.

**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 by telling the student across from you what you are wearing, and saying, "واننت؟" (And you?) The student should then tell you what he or she is wearing. Have each pair of students standing across from each other complete this conversation by exchanging information about what they are wearing. Then ring the bell, 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 to eight times. Listen for those who need help, and model the sentence for them, having them repeat.

D. Describing Classmates
Choose three names from the magic hat, and have those students come to the front of the room. Describe one of the students, without indicating to the class which one you are describing. Describe the clothing, using "هو يلبس" (he wears) or "هي تلبس" (she wears) as appropriate. Also use a descriptive adjective, and things like hair color and eye color. Have students raise their hand to guess which student it is. When someone guesses the student, repeat the description, pointing to clothing items, hair, etc. as you describe them. Describe the second of the three students in the same manner. Call on a student to guess who you have described. After students guess, repeat the description again, pointing to clothing items, hair, etc, as you describe them. Now ask the class to raise their hands and say one thing to describe the third student. Continue calling on students as long as the class can think of more things to say. If you think of a describing word that applies to the student, and the class does not think of it, say that word as well. Thank the volunteers and have them go back to their seats.

E. Detective Game
Place the fruits on a table at the front of the room. Show the meaning of the word "اخذ/أخذت" (take/took) by taking a banana, and hiding it behind your back. Ask the class, "من اخذ/أخذت؟" (Who took the banana?) Answer with "أنا" (me). Model with a boy and a girl so that the answer is "هو" (him) or "هي" (her) to revise.

Playing the game:
Choose a student volunteer, and have the student take a fruit while all of the students are watching. Say, "أحد أخذ الفاكهة؟ أيه فاكهة؟" (Someone took 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 by stating the names of some of the fruits. When they have answered about which fruit was taken, ask, "من اخذ/أخذت الليمون؟" (Who took the lemon?) Instead of having students raise their hands to answer, approach a student and say, "هل اخذت/أخذت الليمون؟" (Did you take 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 شيرت أزرق." (He is wearing a blue t-shirt). At that point, ask the person who took the fruit, "اخذت/أخذت الليمون؟" (Did you take the lemon?) They 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 takes 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 اخذته/خذت” (Did you take the . . . ?) The student answers “yes” or “no.” If the student answers “no,” he or she then describes the “keeper” by describing 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**
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, with slips of paper inside with the students’ names on them
- Bell
- Three or four plastic fruits

**Assessments:**
Interpersonal Assessment - Activity A
Students respond appropriately to greetings.

Interpersonal Assessment - Activity C
Students describe what they are wearing, and ask others about what they are wearing.

Presentational Assessment - Activity E
Students use adjectives, clothing words, and colors to describe the thief.

**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.

**Social Studies Standards:**
Standard 3.1a Clothing styles.

Arabic Year 3
Unit 1: Review
Lesson 5 : Food

Language Objectives:
1. SWBAT identify foods from different food groups.
2. SWBAT describe foods in a healthy meal.

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<td>Food - Unit 4 Year 2, Unit 5 Year 2</td>
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A. Warm-up Activity: Toss a ball to a student, and give the student a greeting. If the student can’t remember a proper response, say the response, and have the student repeat. Toss the ball to another student and give a greeting or ask a simple question. Repeat this process with several more students.

B. Foods I Like
Post all of the food image cards on the board. Tell the students two or three foods you like, for example, "انا أحب طفياح ولحم وبيض." Draw a name out of the Magic Hat. Ask that student to come up and name a few foods he or she likes. Draw another name, and repeat. Do a quick review of the rest of the food words by pointing to the picture, saying the word, and having students repeat.

C. Food Groups
Post the image cards for the food groups on the board. Review the food groups by pointing to the picture, saying the word, and having students repeat.

Divide the class into five groups. Give each group one of the food group image cards. Instruct students to gather all of the foods that belong in their group, and practice naming them. As students take the food image cards from the board, ask them to say the name of the food. Assist as necessary.
If some foods are not claimed by any group, help the class figure out which group should
have those foods. When all of the food image cards have been claimed by the groups, move on to the next activity.

**D. Healthy Plate**
Project the labeled “My Plate” graphic from Unit 5 Year 2 on the board. If a projector is not available, you can post a printed picture, or draw a similar divided plate on the board. The class will now vote on which items they would like on the class “plate.” Start with one food group. Ask the students in that group to bring the image cards and come to the front of the room. Have the students hold up the image cards, and say the names of each food. Have the class repeat. For a large class, two students can hold onto the same image card. For a small class, one student can hold more than one card. Point to one of the items. Let the students raise their hands to vote for that food. Count the hands out loud, and encourage students to count with you. Write the number on the board. Repeat with each food in that food group. Whichever food gets the most votes wins. Have the student holding that food place the card on the appropriate section of the plate. Repeat with each of the food groups.

**E. Foods We Like**
Say one of the foods. Ask students who like that food to stand up. Have the students who are standing repeat "أنا أحب ______" (I like ______.) Repeat with other food items as time allows.

**F. Dismissal**
Have students put away their name cards and line up. Have students tell you one food they like as they exit.

**Materials Needed:**
- Name cards
- Magic hat, with slips of paper inside with the students’ names on them
- Ball
- Food image cards from Unit 4 Year 2 and Unit 5 Year 2
- Magnets or tape to post pictures on the board

**Assessments:**
Interpersonal Assessment - Activity A
Students respond appropriately to greetings.

Presentational Assessment - Activity D
Students name the foods in their group.
Interpretive Assessment - Activity D
Students raise their hands when they hear the name of the food they like.

**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.

**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 ask and answer questions about prices.
2. SWBAT request to buy items they want.

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<td>Review:</td>
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<td>Buying and Selling - Unit 7 Year 1, Unit 4 Year 2, Unit 7 Year 2</td>
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A. Warm-up Activity: Toss a ball to a student, and give the student a greeting. If the student can’t remember a proper response, say the response, and have the student repeat. Toss the ball to another student and give a greeting or ask a simple question. Repeat this process with several more students.

B. Vocabulary Review
Place all of the items for buying and selling a the front of the room, as well as the paper money. Hold each item up, and encourage students to call out the name of the item. Student should also say the color, if applicable. Confirm the answer by repeating the correct word(s).

C. Skits
Divide the class into groups of three to five students by drawing three to five names out of the magic hat, and pointing to a place for those students to gather. Explain that they will be putting on their own buying and selling skit with the items they choose. The skit should include greetings. One student in each group will be the seller, and the other students will each buy something. Bartering is encouraged. Students will you the items provided and the paper money to perform their skits.

Invite a student to come to the front and be your helper to model a skit. Have the student be the seller. Exchange greetings with the student. Ask to buy a certain item. Ask the price, and barter with the student, offering a lower price. Count the paper money out loud, and give it to the student. Thank the student.
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. If allowing English, post the “English OK” sign.

Students do not need to take the items to their area - items can stay at the front of the room to represent the store. Observe the groups as they plan their skits, helping them stay on task and assisting as needed.

D. Skit Presentations
Each group will present their skit to the class. Assist as necessary. Be particularly aware of students who are new to the program, and help them say something simple as part of their group’s skit so that everyone can participate. When the skits are finished, have students help put away all of the shopping items before returning to their seats.

E. Songs
If time allows, sing several songs with the students before dismissal.

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, with slips of paper inside with the students’ names on them
- Ball
- Paper money
- Items that the students know how to say - include school items, plastic fruits, clothing items, etc.
- “English OK” sign (if allowing English during the planning of skits)

Assessments:
Interpersonal Assessment - Activity A
Students respond appropriately to greetings.

Presentational Assessment - Activity C, D
Students plan and prepare a skit, buying and selling items.

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.
Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

**Math Standards:**
Standard 2.MD3 Work with time and money
Language Objectives:
1. SWBAT name several animals.
2. SWBAT describe animals.

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<td>Review:</td>
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<td>Animals - Unit 6 Year 1</td>
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A. Warm-up Activity: Toss a ball to a student, and give the student a greeting. If the student can’t remember a proper response, say the response, and have the student repeat. Toss the ball to another student and give a greeting or ask a simple question. Repeat this process with several more students.

B. Animal Review
Review the animals by showing the image card, saying the word, and having students repeat. Toss a stuffed animal to a student, while saying its name and color. The student then tosses the animal back to you, while saying its name. Do this with each of the stuffed animals you have.

C. 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 several turns.

C. Where Animals Live
Show the picture of the desert. Teach the students الجمل يعيش في الصحراء (desert). Tell them،“The camel lives in the desert.” Have students repeat the sentence.

Review the other habitats, as follows. Show the picture and say the word. Have students repeat. Post the picture on the board. Ask students who might live there. If a student’s
suggestion makes sense, form a sentence, for example "السمك يعيش في الماء." (Fish live in water.) Have students repeat the sentence. Place the picture of the animal under the picture of the habitat on the board. Continue reviewing all of the habitats in this manner.

<table>
<thead>
<tr>
<th>D. Who Am I?</th>
</tr>
</thead>
</table>
| Review the vocabulary for animal body parts/features by showing the picture, saying the word, and having students repeat. Also talk about which animals have that body part/feature. Describe an animal, and have students raise their hands to guess the animal. Give one piece of information at a time, and allow students to guess before you say another thing about the animal. For example:
| عنده شعر. (It has hair.) |
| عدد ذيل. (It has a tail.) |
| ناهي بني. (It is brown.) |
| يعيش في استقر. (It lives in a stable.) |
| The student who answers correctly can now describe an animal for the class in the same manner. Show the student the animal image cards to help him or her choose an animal to describe (do not show the card to the class). The student can call on those who are raising their hands to answer. The one who answers correctly gets the next turn. Repeat this process for at least five animals. |

<table>
<thead>
<tr>
<th>D. Six Questions</th>
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</thead>
<tbody>
<tr>
<td>This is like the game of twenty questions, but shorter. Demonstrate the game by choosing a student, and having the student choose an animal image card. The student should look at the card, but not show the class. Ask the student a questions that can be answered with &quot;نعم&quot; (yes) or &quot;لا&quot; (no), for example, &quot;هل عندك ريش؟&quot; Have students repeat the question, practicing &quot;هل عندك&quot;. The student with the card answers &quot;نعم&quot; (yes) or &quot;لا&quot; (no). Hold up one finger, to show that you have asked one question. Ask another &quot;yes or no&quot; question. Continue asking the student questions about the animal. Put up another finger each time you ask a question. When you have enough information, you can guess the animal. If you ask six questions, and still can’t guess the animal, show the students the six fingers, and tell them, &quot;خلاصة&quot;. Have the student volunteer tell you the animal.</td>
</tr>
</tbody>
</table>

Place all of the animal image cards face down at the front of the room. Include the extra copies. Assign each student a partner, or have them choose their own partners. One student will choose an animal card, and the other student will ask six (or fewer) "yes or no" questions and try to guess the animal. Then each pair will return the image card to the stack, and the other partner will take an image card. Pairs continue taking turns as time allows. If there is an uneven number of students, three students can work in a group. One student chooses the card, and the other two student stake turns asking questions.
G. Dismissal
Have students put away their name cards and line up. As students exit, have each one tell you his or her favorite animal.

Materials Needed:
- Name cards
- Ball
- Animal and habitat image cards from Unit 6 Year 1
- Extra copies of animal image cards - can be simple photocopies - five or six of each animal
- Various stuffed animals including different colors of animals the students can say

Assessment:
Interpersonal Assessment - Activity A
Students respond appropriately to greetings.

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.

New York Science Standards:
LE 3.1a Identify, describe, and compare the physical structures of animals.
Language Objectives:
1. SWBAT name several professions.
2. SWBAT identify where people work based on profession.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Professions and Places Unit 3 Year 2</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Toss a ball to a student, and give the student a greeting. If the student can’t remember a proper response, say the response, and have the student repeat. Toss the ball to another student and give a greeting or ask a simple question related to the last lesson. Repeat this process with several more students.

B. Professions Review
Review the professions by showing the image cards, saying the words, and having students repeat. Then show a picture, and call on a student to identify the picture. Repeat with all of the professions.

C. Fly Swatter Game
Place the image cards for professions in the pocket chart, or post them on the board. 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.

D. Charades
Act out one of the professions, and call on a student to guess what profession you are demonstrating. Choose a name out of the magic hat, and allow that student to act out a profession for the class to guess. Repeat with six or eight students.

E. Puppet Story
Post the image cards for the places on the board. Using the puppet, tell a story about people’s occupations and where they work. Use pictures of new vocabulary to illustrate. For example: "أنا اسمي مني. أنا طبيب. أنا أعمل في مستشفى."
name is Mona. I am a doctor. I work at a hospital. I have students to repeat, "asmine" several times. Continue with Mona’s family members. "Amī. (My mother is a teacher. She works in a school.) Indicate the picture of the school, have students repeat. Have “Mona” continue with other family members, telling what their occupation is, and where they work (focus on the place names, do not worry about whether or not students recognize the verb conjugations).

F. Where Do I Work?
Perform the action of an occupation, and ask the students, "ana sidād. ʿain amʿal?" (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, "fi bihayrat. " (at a lake.) Class repeats, "fi bihayrat. " (at a lake). Invite a student to come up and perform the action of an occupation. Help the student state the occupation, and ask the class, "ʿain amʿal?" (Where do I work?) Students raise their hands, and the student at the front calls on someone to answer. Repeat as time allows, helping students who are hesitant.

G. Video
Show the video “My Uncle Has Seven Boys.” Encourage students to count along with the video, and sing along as much as they can. Repeat if time allows.

F. Dismissal
Have students put away their name cards and line up. As students exit, count them off using ordinal numbers: ʿawl, ṣawtī, ṣalṭīth (first, second, third), etc.

Materials Needed:
- Name cards
- Magic hat, with slips of paper inside with the students’ names on them
- Ball
- Image cards for occupations and places from Unit 3 Year 2
- Puppet (Mona)
- Computer, speakers and projector
- Video: My Uncle Has Seven Boys: www.youtube.com/watch?v=rzyOM_HL1lY

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

Interpretive Assessment - Activity C
Students swat the correct picture when they hear the word.
Presentational Assessment - Activity D
Students say the word for the appropriate profession.

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.
Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

Social Studies Standards:
Standard 1.1a, 1.2b Cultural heritage, people are diverse.
Language Objectives:
1. SWBAT describe several types of weather.
2. SWBAT describe typical weather in selected places around the world.

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

A. Warm-up Activity: Toss a ball to a student, and give the student a greeting. If the student can’t remember a proper response, say the response, and have the student repeat. Toss the ball to another student and give a greeting or ask a simple question related to the last lesson. Repeat this process with several more students.

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

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

Point to the picture of New York, and ask, "كيف الجو في نيو يورك؟" (How is the weather in New York?). Call on a student to answer. When the student answers, repeat the answer in a full sentence, "الجو بارد في نيويورك" (The weather in New York is cool.) Have the class repeat the
sentence. Continue by asking about the weather in each of the places. Use the English names for the places that the students have not learned and are unlikely to recognize in Arabic. Have the students repeat each answer in a full sentence.

### D. Where is the Weather Cold?
Demonstrate the game as follows:
Put a stack of the weather image cards face down in front of you. Ask for a student volunteer to help model the game. Choose a card from the stack, and show it to the class. Say the weather word in a sentence, using any place you think of that the students will recognize, for example, “الجو حار في Hawaii” (The weather is hot in Hawaii). Have the student volunteer choose a card. Help the student think of a place that matches the weather on the card. It can be a place on the PowerPoint, or any place chosen by the student. Help the student say a sentence about the weather in that place. Have the class repeat the sentence. Ask for additional student volunteers. Have each one choose a weather card and say a sentence. Have the class repeat each sentence.

### E. Line Game
Have students form two lines, facing each other, so that each student is across from a partner. Instruct students to on the right to say a type of weather. The student on the left must then say a place where you might see that kind of weather. Now instruct the students in one line to move to the left so that they are standing across from a new partner. Students repeat the conversation. Continue to switch partners in this manner. After several turns, instruct the students on the left to say a type of weather. Students on the right must then answer with a place where you might see that type of weather. Continue as time allows.

### 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, with slips of paper inside with the students’ names on them
- Ball
- Puppet (Ali)
- Image cards for weather and seasons Unit 5 Year 1
- Pictures of famous places that show a specific type of weather (New York - snowy, cold; Egypt - sunny; Florida - sunny, London - rainy; Washington DC - snowy, cold; Antarctica - snowy, cold), see examples in Unit 4 Images.
Assessments:
Interpersonal Assessment - Activity A
Students respond appropriately to greetings.

Presentational Assessment - Activity C, D
Students say the appropriate type of weather or place.

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.
Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.
Language Objectives:
1. SWBAT use comparative adjectives to describe people and things.

Essential Vocabulary

<table>
<thead>
<tr>
<th>Review:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparative adjectives - Unit 6 Year 2</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Toss a ball to a student, and give the student a greeting. If the student can’t remember a proper response, say the response, and have the student repeat. Toss the ball to another student and give a greeting or ask a simple question related to the last lesson. Repeat this process with several more students.

B. Descriptive Adjectives
Instruct students to stand. Review the descriptive adjectives the students have learned 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 responds 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) (is tall).”
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) (is tall).” Now have the students stand next to each other. Review the phrase, "طول من" (taller than) by comparing the students to each other. “(Name of student) (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" (taller than) 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 "أنا أطول من" (taller than). When the students are all in line, have them go around the line from tallest to shortest, saying "أنا أطول من" (I am taller than) and the name of the student next in line. When you get to the end (the shortest), review "أقصر من" (shorter than) by comparing two students. Now have the students go back up the line, from shortest to tallest, saying "أنا أقصر من" (name of next student) [I am shorter than (name of next student)].

E. Comparative Adjectives
Review the comparative adjectives which might be used to describe a hero:
قوّي - قوّيّ (strong - stronger)
طويل - طويل (tall - taller)
جميل - جميل (beautiful - more beautiful)
أنيق - أنيق (handsome - more handsome)
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.

F. 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.

G. Dismissal
Have students put away their name cards and line up. As students exit, have them describe themselves with any type of comparison they wish.

Materials Needed:
- Name cards
- Ball

Assessments:
Interpersonal Assessment - Activity A
Students respond appropriately to greetings.

Interpretive Assessment - Activity B
Students respond to the word by completing the action.
Presentational Assessment - Activity D, F, G
Students say a phrase comparing themselves to other people or objects.

**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.

**Social Studies Standards:**
Standard 1.1a, 1.2b Cultural heritage, people are diverse.
# Unit 1: Assessment Rubric

<table>
<thead>
<tr>
<th>Student Name: ______________________________</th>
<th>Needs Help</th>
<th>Completes Independently</th>
<th>Sets a Strong Example</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student can greet and say goodbye to classmates</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Student can order from a waiter and “pay”</td>
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<td></td>
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<tr>
<td>Student can discuss the weather</td>
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<tr>
<td>Student can discuss the jobs of their parents</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can identify and describe a difference between two objects or people</td>
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</tbody>
</table>

**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 my parents and their jobs.
- I can compare two objects or people.
GLP Arabic Curriculum

Year 3, Unit 2: Transportation
Table of Contents

Unit 2: Transportation
Essential Question: Where would we like to go, and how would we get there?

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2. Modes of Transportation, “Baa” 5
4. Where I Go, “Thaa” 10
5. How I Get There, “Noon” 13
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Unit Assessment 29
Arabic Year 3
Unit 2: Transportation
Lesson 1: Vehicles
Letter “Alif”

Language Objectives:
1. SWBAT recognize and write the letter "اً.
2. SWBAT name several vehicles.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet Book Word:</td>
</tr>
<tr>
<td>father</td>
</tr>
<tr>
<td>ابن</td>
</tr>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>car</td>
</tr>
<tr>
<td>سيارة</td>
</tr>
<tr>
<td>bus</td>
</tr>
<tr>
<td>أتوبيس</td>
</tr>
<tr>
<td>train</td>
</tr>
<tr>
<td>قطار</td>
</tr>
<tr>
<td>subway/metro</td>
</tr>
<tr>
<td>المترو</td>
</tr>
<tr>
<td>taxi</td>
</tr>
<tr>
<td>تاكسي</td>
</tr>
<tr>
<td>on foot</td>
</tr>
<tr>
<td>على الأقدام</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Alphabet Song [http://www.youtube.com/watch?v=ifktT2RAVTg](http://www.youtube.com/watch?v=ifktT2RAVTg)
Play the Alphabet Song video. Point to each letter on the alphabet chart as it is mentioned in the song.

B. Alphabet Workbooks
Give each student a workbook. Have students write their names in English and in Arabic on the front cover, using a permanent marker if the workbooks are laminated. If the students are unable to write their Arabic names, the teacher can write the names on the workbooks ahead of time.

C. Alif
Introduce the letter "اً" according to the alphabet workbook instructions for introducing a new letter (included with this unit). For this letter, give specific examples of each of the sounds it
can make, for example, "اب" (father).

When students have completed the workbook page, have them put the workbooks away in a
designated area.
Take down the "English OK" sign.

D. Modes of Transportation
Introduce the modes of transportation by showing the image cards to the students, saying
each word, and having students repeat. After the students have practiced the words, show an
image card, and have students call out the word.

E. Vehicle Charades
Model the activity by acting out one of the modes of transportation. Have students raise their
hands to guess which one it is. Next, have a student come up and act out a mode of
transportation. Continue as time allows.

F. Dismissal
Invite students whose names contain "ىن" to line up. Then invite the rest of the class to line up.
Sing the Goodbye Song or another song of your choice with students as they exit.

Materials Needed:
  • Computer and projector
  • Arabic alphabet chart
  • Alphabet workbooks
    Print out a set of workbook pages, and make copies - one set for each student. For
a large class, it may be more economical to have pages copied at a copy center.
  Position the back page so that the alphabet chart becomes the back cover of the
workbook. If possible, laminate the front and back pages, and bind the workbooks
with plastic binding combs. Or as an alternative, punch the pages with a
three-hole punch and insert them into three-pronged folders or binders.
  • Permanent Markers (or regular markers, if workbooks are not laminated)
  • Image cards for modes of transportation (not including plane and ship)
  • “English OK” sign
Assessments:
Presentational Assessment - Activity B
Students write the letter “alif” in all forms.

Presentational Assessment - Activity E
Students say the correct word for the vehicle when they see the action.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Language Objectives:
1. SWBAT recognize and write the letter "ب"
2. SWBAT talk about modes of transportation.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Alphabet Book Word:</td>
</tr>
<tr>
<td>door</td>
</tr>
<tr>
<td>باب</td>
</tr>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>I go</td>
</tr>
<tr>
<td>اذهب</td>
</tr>
<tr>
<td>by</td>
</tr>
<tr>
<td>ب</td>
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<tr>
<td>Review:</td>
</tr>
<tr>
<td>car</td>
</tr>
<tr>
<td>سيارة</td>
</tr>
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</table>

Structures:
"ب" meaning “by way of”

A. Warm-up Activity: Alphabet Song [http://www.youtube.com/watch?v=ifktT2RAVtg](http://www.youtube.com/watch?v=ifktT2RAVtg)
Play the alphabet song video. Encourage students to try to sing along.

B. Baa
Introduce the letter "ب" according to the alphabet workbook instructions for introducing a new letter (included with this unit). The workbook word for this letter is "باب" (door).
C. How I Travel
Post the image cards for modes of transportation on the board. Have students stand up. Point to one of the cards. Tell the students, "أنا أذهب بالسيارة بقدم" and state the mode of transportation (أنا أذهب بالسيارة بقدم, etc). Act out that mode of transportation. Have students repeat the sentence, and act out the mode of transportation. Repeat with several modes of transportation.

D. Group Game
Divide the class into four groups. Instruct students to stand in a circle with their group. Give each group a set of image cards for modes of transportation, face down in a stack. Choose a card from the top of one stack. Look at it, and then say the sentence related to that mode of transportation, for example, "أنا الذهاب بالطائرة." Students should then act out that mode of transportation.

Instruct students in each group to take turns choosing a card from the stack, and saying the sentence about that mode of transportation. Others in the group act out the mode of transportation. Continue the game as time allows. Then collect the image cards from each group.

E. Dismissal
Have students whose names contain "ب" line up. Then invite the rest of the class to line up. Sing the Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.

Materials Needed:
- Computer and projector
- Image cards for modes of transportation (not including plane and ship)
- Tape or magnets to post image cards on the board.
- Four sets of vehicle image cards for student use (can be simple paper photocopies)

Assessments:
Presentational Assessment - Activity B
Students write the letter “baa” in all forms.

Interpretive Assessment - Activity D
Students act out the mode of transportation when they hear it.

Presentational Assessment - Activity D
Students say a sentence about the mode of transportation they see on the card.
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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Arabic Year 3
Unit 2: Transportation
Lesson 3 : Places Review
Letter “Taa”

Language Objectives:
1. SWBAT write the letter "ت".
2. SWBAT name several places.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td>Alphabet Book Word:</td>
</tr>
<tr>
<td>berry</td>
</tr>
<tr>
<td>توت</td>
</tr>
</tbody>
</table>

| Review:               |
| hospital              |
| مشفى                  |
| school                |
| مدرسة                |
| airport               |
| مطار                  |
| police station        |
| مركز شرطة           |
| lake                  |
| بحيرة                |
| restaurant            |
| مطعم                 |

A. Warm-up Activity: Alphabet Song [http://www.youtube.com/watch?v=ifktT2RAVtg](http://www.youtube.com/watch?v=ifktT2RAVtg)
Invite a student to come up front and choose an action, such as stomping, waving arms, or swaying back and forth, to do during the song. Play the Alphabet song video. Have the students follow the leader in doing the chosen action. Encourage students to sing along as much as they can.

B. Taa
Introduce the letter "ت" according to the alphabet workbook instructions for introducing a new letter (included with this unit). The workbook word for this letter is "توت" (berry). Point out the similarities between "ب" and "ت".

C. Places Review
Review the places from Unit 3 Year 2, using the image cards. Show each card, say the word, and have students repeat.
### D. Fly Swatter Game
Post the Places image cards on the board, or place them in the pocket chart. Divide the class into two teams. Students take turns coming to the front, one from each team at a time. Give each student a fly swatter. Say one of the places words. The first one to hit the correct picture with the swatter earns a point for his/her team.

### E. Dismissal
Have students whose names contain "ت" line up. Then invite the rest of the class to line up. Sing the Goodbye Song or another song of your choice with students as they exit.

**Materials Needed:**
- Computer and projector
- Alphabet Workbooks
- Image cards for places - Unit 3 Year 2
- Pocket chart or tape/magnets to post image cards on the board
- Fly swatters

**Assessments:**
Presentational Assessment - Activity B
Students write the letter “taa” in all forms.

Interpretive Assessment - Activity D
Students select the correct picture when they hear the word.

**ACTFL Standards:**
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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Language Objectives:
1. SWBAT recognize and write the letter "ث"
2. SWBAT talk about going places.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alphabet Book Word:</strong> snow تلج</td>
</tr>
<tr>
<td><strong>New Words and Phrases</strong> to إلى</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>I go اذهب</td>
</tr>
<tr>
<td>hospital مستشفى</td>
</tr>
<tr>
<td>school مدرسة</td>
</tr>
<tr>
<td>airport مطار</td>
</tr>
<tr>
<td>police station مركز شرطة</td>
</tr>
<tr>
<td>lake بحيرة</td>
</tr>
<tr>
<td>restaurant مطعم</td>
</tr>
<tr>
<td><strong>Structures:</strong> Preposition إلى</td>
</tr>
</tbody>
</table>

**A. Warm-up Activity:** Alphabet Song [http://www.youtube.com/watch?v=ifktT2RAVtg](http://www.youtube.com/watch?v=ifktT2RAVtg)
Invite a student to come up front and choose an action, such as stomping, waving arms, or swaying back and forth, to do during the song. Play the Alphabet song video. Have the students follow the leader in doing the chosen action. Encourage students to sing along as much as they can.
### B. Thaa
Introduce the letter "ث" according to the alphabet workbook instructions for introducing a new letter (included with this unit). The workbook word for this letter is "ثلج" (snow). Point out the similarities between "ث" and "ب".

### C. I Go
Post the Places image cards on the board, low enough that students can reach them. Use a magnet to represent "أنا". Say, "أنا أذهب إلى " (one of the places).” Point to yourself when you say "أنا". "أنا" Put the magnet on the image card representing the place you have chosen. Have students repeat the sentence. Demonstrate again with a new place, moving the magnet to that image card, and having students repeat the sentence. Ask for a student to come up and say a sentence, moving the magnet to the place they choose. Have students repeat the sentence. Give three or four students the opportunity to come up front and do the same.

### D. Let’s Go!
Have the students line up, so that the front of the line is at the front of the room. The student at the front of the line moves the magnet to a new place, and says, "أنا أذهب إلى " (name of the place), وانت؟(turning to the next student in line).” That student then goes to the end of the line, and the next student moves the magnet to a place of his or her choice, and says the appropriate sentence. Continue until every student has had at least one turn.

### E. Dismissal
Have students whose names contain "ت" line up. Then invite the rest of the class to line up. Sing the Goodbye Song or another song of your choice with students as they exit.

#### Materials Needed:
- Computer and projector
- Alphabet workbooks
- Image cards for places - Unit 3 Year 2
- Tape or magnets to post images on board
- Magnet to represent a person

#### Assessments:
Presentational Assessment - Activity B
Students write the letter “thaa” in all forms.

Interpersonal Assessment - Activity D
Students say where they are going, and ask other students where they are going.
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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Language Objectives:
1. SWBAT recognize and write the letter "ن"
2. SWBAT talk about modes of transportation to certain places.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet Book Word:</td>
</tr>
<tr>
<td>thin</td>
</tr>
<tr>
<td>نحيف</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>I go</td>
</tr>
<tr>
<td>اذهب</td>
</tr>
<tr>
<td>by</td>
</tr>
<tr>
<td>بـ</td>
</tr>
<tr>
<td>to</td>
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<tr>
<td>إلى</td>
</tr>
<tr>
<td>hospital</td>
</tr>
<tr>
<td>مستشفى</td>
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<tr>
<td>school</td>
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<tr>
<td>مدرسة</td>
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<td>airport</td>
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<tr>
<td>مطار</td>
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<tr>
<td>police station</td>
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<td>lake</td>
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<tr>
<td>بحيرة</td>
</tr>
<tr>
<td>restaurant</td>
</tr>
<tr>
<td>مطعم</td>
</tr>
<tr>
<td>car</td>
</tr>
<tr>
<td>سيارة</td>
</tr>
<tr>
<td>bus</td>
</tr>
<tr>
<td>أتوبيس</td>
</tr>
<tr>
<td>train</td>
</tr>
<tr>
<td>قطار</td>
</tr>
<tr>
<td>subway/metro</td>
</tr>
<tr>
<td>المترو</td>
</tr>
<tr>
<td>taxi</td>
</tr>
<tr>
<td>تاكسي</td>
</tr>
<tr>
<td>on foot</td>
</tr>
<tr>
<td>على الأقدام</td>
</tr>
</tbody>
</table>

Structures:
Preposition إلى
"بـ" meaning “by way of”
A. **Warm-up Activity:** Alphabet Song [http://www.youtube.com/watch?v=iFkT2RAVtg](http://www.youtube.com/watch?v=iFkT2RAVtg)

Invite a student to come up front and choose an action, such as stomping, waving arms, or swaying back and forth, to do during the song. Play the Alphabet song video. Have the students follow the leader in doing the chosen action. Encourage students to sing along as much as they can.

B. **Noon**

Introduce the letter "نَة" according to the alphabet workbook instructions for introducing a new letter (included with this unit). The workbook word for this letter is "الحيف" (thin). Point out the similarities between "نَة" "بَ" and "ثَ".

C. **How I Get There**

Post the image cards for places on one side of the board, and the image cards for modes of transportation on the other side of the board.

Choose a place and a mode of transportation. Move those image cards to the center, and say the sentence that would describe going to that place, using that mode of transportation, for instance, "أنا أذهب إلى المستشفى بمترو." Have students repeat the sentence. Choose a different place and mode of transportation, and place those image cards in the center of the board. Have students raise their hands if they can say a sentence using that place and mode of transportation. Call on a student to answer. Have the class repeat the answer.

D. **Pictionary**

Model the game by drawing a simple sketch of one of the places and one of the modes of transportation. Have students raise their hands to guess the sentence you have drawn. When a student answers correctly, invite that student to draw a place and mode of transportation on the board. Have students guess the sentence. Continue as time allows, calling on students to draw, and having students raise their hands to guess the sentence.

E. **Dismissal**

Have students whose names contain "نَة" line up. Then invite the rest of the class to line up. Sing the Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.

**Materials Needed:**
- Computer and projector
- Alphabet workbooks
- Image cards for places - Unit 3 Year 2
• Image cards for modes of transportation (not including plane and ship)
• Tape or magnets to post images on board

Assessments:
Presentational Assessment - Activity B
Students write the letter “noon” in all forms.

Presentational Assessment - Activity C, D
Students say an appropriate sentence using the place and mode of transportation selected.

Interpretive Assessment - Activity D
Students draw a picture to illustrate the place and mode of transportation.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Arabic Year 3  
Unit 2: Transportation  
Lesson 6: Right and Left  
Letter “Waaw”

Language Objectives:
1. SWBAT recognize and write the letter "و"  
2. SWBAT understand and follow instructions based on right and left.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Arabic Book Word:</td>
</tr>
<tr>
<td>one</td>
</tr>
<tr>
<td>واحد</td>
</tr>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>I turn</td>
</tr>
<tr>
<td>أنتقل</td>
</tr>
<tr>
<td>the right</td>
</tr>
<tr>
<td>اليمين</td>
</tr>
<tr>
<td>the left</td>
</tr>
<tr>
<td>اليسار</td>
</tr>
<tr>
<td>Structures:</td>
</tr>
<tr>
<td>Preposition</td>
</tr>
<tr>
<td>إلى</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Alphabet Song [http://www.youtube.com/watch?v=ifktT2RAVtg](http://www.youtube.com/watch?v=ifktT2RAVtg)
Play the Alphabet Song video and encourage students to sing along. Then try to sing the song as a class, without the video, and see how well the students can do. Now sing along with the video once more.

B. Waaw
Introduce the letter "و" according to the alphabet workbook instructions for introducing a new letter (included with this unit). The workbook word for this letter is " واحد" (one).

C. Right and Left
Show students the meaning of "اليمين" and "اليسار" by demonstrating, as follows: Turn so that your back is facing the class. Say, "اليمين" and extend your right hand out to the right. Say, "اليسار" and extend your left hand out to the left. Instruct the students to stand. Have them repeat after you, and do the actions for right and left. Repeat each word and action several
times. Now turn and face the class. Say, "اليمين" and see if they can do the action on their own. Repeat with, ".اليسار." Continue as needed until students are confident with the meaning.

<table>
<thead>
<tr>
<th>D. Turn</th>
<th>Face away from the class again. Say, &quot;انقل إلى اليمين&quot; and turn to your right. Have students repeat the sentence and the action. Say, &quot;انقل إلى اليسار&quot; and turn to your left. Have students repeat the sentence and the action. Repeat each action several times.</th>
</tr>
</thead>
<tbody>
<tr>
<td>E. Follow Me</td>
<td>Have students follow the actions you do, while repeating the words you say. Say things like, &quot;اليد اليمين&quot; (action - raise right hand), &quot;اليسار&quot; (action - turn to the left). Continue as time allows.</td>
</tr>
<tr>
<td>F. Dismissal</td>
<td>Have students whose names contain &quot;و&quot; line up. Then invite the rest of the class to line up. Sing the Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.</td>
</tr>
</tbody>
</table>

Materials Needed:
- Computer and projector
- Alphabet workbooks

Assessments:
Presentational Assessment - Activity B
Students write the letter “waaw” in all forms.

Interpretive Assessment - Activity C, D, E
Students complete the appropriate action based on the words they hear.

ACTFL Standards:
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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Language Objectives:
1. SWBAT recognize and write the letter "ي." 
2. SWBAT explain how to get somewhere using a simple map.

<table>
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<tbody>
<tr>
<td><strong>Alphabet Book Word:</strong></td>
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<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>I turn</td>
</tr>
<tr>
<td>the right</td>
</tr>
<tr>
<td>the left</td>
</tr>
<tr>
<td>to</td>
</tr>
<tr>
<td>hospital</td>
</tr>
<tr>
<td>school</td>
</tr>
<tr>
<td>airport</td>
</tr>
<tr>
<td>police station</td>
</tr>
<tr>
<td>lake</td>
</tr>
<tr>
<td>restaurant</td>
</tr>
<tr>
<td><strong>Structures:</strong></td>
</tr>
</tbody>
</table>

**A. Warm-up Activity:** Alphabet Song [http://www.youtube.com/watch?v=ifktT2RAVtg](http://www.youtube.com/watch?v=ifktT2RAVtg)

Sing along with the Alphabet song video as a class. Ask for volunteers who think they know all of the words. Have the volunteers try to sing the song as a group, without the video. Praise them for their efforts.

**B. Yaa**

Introduce the letter "ي" according to the alphabet workbook instructions for introducing a
new letter (included with this unit). The workbook word for this letter is "يد" (hand).

C. Directions on a Map
Project the image of the Map Template on the board. Post the image cards for places on the board. Choose one place, and ask the students where it should go on the map. Repeat with other places until all of the image cards have been placed on the map. Place the magnet representing a person on the empty square. Explain to the students how you would go from there to one of the places, for example:
"اذهب 2 إلى اليسار." Move the magnet two spaces to the left
"انقل إلى اليمين." “Act as if you are turning the magnet to face the right.”
"اذهب 3 مريحة." Move the magnet three spaces

After you have reached the destination, choose a new place. Give directions again, but this time, choose students to move the magnet - a different student for each step of the directions.

D. From Place to Place
Choose one of the places on the map as the new destination. Ask for two students to come to the front. Have one student give the first step of the directions, while the other student moves the magnet. Choose two new students for each step of the directions, until you have made it to the destination.

If there is extra time, divide students into groups and give each group a copy of the map template and two markers. Let students practice giving each other directions and moving the marker.

E. Dismissal
Have students whose names contain "ي" line up. Then invite the rest of the class to line up. Sing the Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.

Materials Needed:
- Computer and projector
- Image cards for places
- Magnet to represent a person
- Tape or magnets to post the image cards on the board

Assessments:
Presentational Assessment - Activity B
Students write the letter “yaa” in all forms.
Interpretive Assessment - Activity C
Students move the magnet according to the direction given

Interpersonal Assessment - Activity D
Students give and follow directions to move the magnet to the destination on the map.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Language Objectives:
1. SWBAT explain how to get somewhere using a simple map.
2. SWBAT choose an appropriate mode of transportation.

<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>plane طائرة</td>
</tr>
<tr>
<td>ship سفينة</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>Qatar قطر</td>
</tr>
<tr>
<td>Egypt مصر</td>
</tr>
<tr>
<td>I turn أنتقل</td>
</tr>
<tr>
<td>the right اليمين</td>
</tr>
<tr>
<td>the left اليسار</td>
</tr>
<tr>
<td>to إلى</td>
</tr>
<tr>
<td>hospital مستشفى</td>
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</table>

Structures:
Preposition إلى
"ـب" meaning “by way of”

**A.Warm-up Activity:** Alphabet Song [http://www.youtube.com/watch?v=ifktT2RAVtg](http://www.youtube.com/watch?v=ifktT2RAVtg)
Invite a student to come up front and choose an action, such as stomping, waving arms, or swaying back and forth, to do during the song. Play the Alphabet song video. Have the students follow the leader in doing the chosen action as they sing along.
B. Reading and Writing Game #1 - Speedy Letters
See Reading and Writing Games page. Use only the letters studied already (أ، ب، ت، ث، ن، و، ي).

C. Map Game
Project the Map Template on the board. Place the image cards for places in squares on the map. Post the image cards for modes of transportation on the board. Ask students where they would like to go. Ask students about the mode of transportation, giving them choices, for example: "┃ievة؟ بالمترو؟ يتاكسي؟" Call on a student to choose the mode of transportation. Say a sentence using that mode of transportation, for example, "اذهب إلى المدرسة يتاكسي." Have students repeat the sentence. Ask for a student to give directions, and another student to move the image card for the mode of transportation. Assist the students, as necessary, in explaining the directions and moving the mode of transportation to the final destination.

Project the Colored Map Template on the board. Repeat the activity, choosing a color as the destination. Have two students give and follow the directions as before.

D. Pair Activity
Assign each student a partner, or have them find one themselves. Give each pair a Map Template. Instruct students to choose a color as their destination, and to take turns, one student giving instructions, and the other student following the instructions by moving his or her finger on the map. At the end, collect the Map Templates.

E. Around the World
Post the world or Middle East map. Point out Qatar and Egypt. Ask the students to show how they would travel to Qatar. Give suggestions such as, "┃ievة؟ يتاكسي؟ بالمترو؟" When the students realize that none of those modes of transportation will work, teach them "طائرة" and "سفينة." Show the image cards, and have students repeat the words.

F. Dismissal
Have students whose names begin with one of the letters studied (أ، ب، ت، ث، ن، و، ي) line up. Then invite the rest of the class to line up. Sing the Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.

Materials Needed:
- Computer and projector
- Individual white boards and markers (see Reading and Writing Games page for alternatives)
- Image cards for places
- Image cards for modes of transportation (including plane and ship)
- Tape or magnets to post the image cards on the board
- Map Templates - Color (print out enough color copies for each partnership to have a copy).
- World map or map of the Middle East (can be projected as a slide)

Assessments:
Interpretive Assessment - Activity B
Students write the letter when they hear it

Interpersonal Assessment - Activity C, D
Students give and follow directions to reach a destination on the map.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Language Objectives:
1. SWBAT tell an appropriate mode of transportation for a specific place.
2. SWBAT plan an imaginary trip.

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

**A. Warm-up Activity:** Alphabet Song [http://www.youtube.com/watch?v=ifktT2RAVtg](http://www.youtube.com/watch?v=ifktT2RAVtg)
Allow students to stand and dance while singing along with the video.

**B. Simple Words**
Write the following words/sound combinations on the board, or choose your own combinations of letters that the students have learned, and that are easy to sound out (no short vowels).

ات
تت
بات
بية
تانا
بان
أانا

Say one of the words, and challenge the students to find it on the board. Point to one of the words, and have students raise their hands if they think that is the word you said. Sound out the word you pointed at, and let the students notice if it is the correct word or not. Continue in this manner with several of the words on the board. Allow students to guess, and help them sound out the words.
C. Team Game
Divide the class into two teams. Post the image cards for places and modes of transportation on the board, mixed together in random order, and low enough for students to reach. Have one student from each team come to the front. Say a sentence containing a place and a mode of transportation, such as, "أذهب إلى مصر." Students must try to grab the image cards for the place and mode of transportation. The student who gets the correct cards earns a point for the team. If each student gets one of the correct cards, both teams earn a point. Continue until all students have had at least one turn.

D. Planning a Trip
Explain to students that they can plan their own trip. They need to choose a place and an appropriate mode of transportation. Provide paper and crayons, markers, or colored pencils for the students to draw themselves on their trip, in their chosen mode of transportation. As students draw, walk around and ask them to tell you about their trip. Students should respond with a sentence about where they are going, and how, for example, "أنا أذهب إلى قطر بسفينة." Assist as necessary. Be sure students write their names in their papers.

F. Dismissal
Collect student papers for use during the next class. Have students put away all art supplies. As students areas are cleaned invite them to line up. Sing the Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.

Materials Needed:
- Computer and projector
- Image cards for places and modes of transportation
- Paper
- Crayons, markers, or colored pencils

Assessments:
Interpretive Assessment - Activity C
Students identify the correct word when they hear it.

Presentational Assessment - Activity D
Students tell where they are going, and by what mode of transportation.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Language Objectives:
1. SWBAT identify and write the letters studied so far.
2. SWBAT tell where they are going, and by what mode of transportation.

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<th>Essential Vocabulary</th>
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<tr>
<td>Review:</td>
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<tr>
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<tr>
<td>Structures:</td>
</tr>
<tr>
<td>All Unit 2 structures</td>
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</tbody>
</table>

A. Warm-up Activity: Alphabet Song [http://www.youtube.com/watch?v=ifktT2RAVtg](http://www.youtube.com/watch?v=ifktT2RAVtg)
Play the song, and sing along as a class while you distribute the trip pictures from the last class.

B. Trip Presentations
Draw a simple trip picture on the board, or on a piece of paper. Model a presentation by telling where you are going, and by what mode of transportation, while showing the class your picture. Have the students sit in a circle, keeping their pictures with them. Go around the circle, giving each student a chance to tell where they are going, and by what mode of transportation. After each student has had a turn, go around the circle again, so that student who were unsure the first time have a second chance. Change the assessment recorded on the rubric if necessary to reflect each student’s best performance of the two. Students may keep the pictures to take home, or you may choose to collect them to put on a bulletin board.

C. Reading and Writing Game #6 - Dictation Race
See Reading and Writing Games page. Use only the letters the students have learned, and possibly a few very simple words (باب، توت). Use this game as an informal assessment. Take note of letters that need review, and students who may need additional help learning the letters.
**D. Bonus Games**
If students tire of the dictation game, and there is still time left in the class period, choose another game from the Reading and Writing Games list.

**E. Dismissal**
Choose one of the letters the students have learned, and have students whose names contain that letter line up. Then invite the rest of the class to line up. Sing the Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.

**Materials Needed:**
- Trip pictures from the last class

**Assessments:**
See the rubric on the following page.

**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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
## 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 explain how to get somewhere using a map.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can name several locations around town.</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Student can choose an appropriate method of transportation for a trip.</td>
<td></td>
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<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>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

I Can Statements:
- I talk about the places I can go in my town.
- I can talk about the place where I will work.
- I can describe where something is located is on a map.
GLP Arabic Curriculum

Year 3, Unit 3: Describe and Measure
Table of Contents

Unit 3: Describe and Measure
Essential Question: How do we measure the length, width, and area of objects?

Lessons:
1. Shape, Color and Size, “Jiim” 2
2. Bigger and Smaller, “Haa” 5
3. Measuring, “Khaa” 8
4. Length/Height and Width, “Daal” 11
5. Comparing Measurements, “Thaal” 14
6. Describing Objects, “Raa” 17
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8. Squares and Rectangles, “Antisocial Letters” 24
9. My Shapes, “Sight Words” 27
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Unit Assessment 32
Language Objectives:
1. SWBAT recognize and write the letter “Jiim.”
2. SWBAT describe objects by shape, color and size.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alphabet Book Word:</strong></td>
</tr>
<tr>
<td>grandfather</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>circle</td>
</tr>
<tr>
<td>triangle</td>
</tr>
<tr>
<td>square</td>
</tr>
<tr>
<td>rectangle</td>
</tr>
<tr>
<td>red</td>
</tr>
<tr>
<td>yellow</td>
</tr>
<tr>
<td>blue</td>
</tr>
<tr>
<td>green</td>
</tr>
<tr>
<td>large</td>
</tr>
<tr>
<td>small</td>
</tr>
</tbody>
</table>

Structures:
Absence of the verb “to be”

A. **Warm-up Activity:** Play a new alphabet song
Play the song again, this time having students wave their hands in the air every time they hear a letter that they know. Remind them to listen carefully, since some of the letters they have learned will be at the end.

B. **Alphabet Workbooks**
Introduce the letter "ج" according to the alphabet workbook instructions for introducing a
new letter (included with this unit). The workbook word for this letter is "جد" (grandfather). When you introduce the word, show students a picture so they will remember the meaning.

While students complete the workbook page, prepare for the next activity by writing the words on the board (see below).

### C. Game
Reading and Writing Games, Activity 8 - Letter Search
Use words containing any of the letters learned so far. Words may also contain other letters which have not yet been learned.

### D. Shapes and Colors
Review the shapes and colors using the image cards. Hold up each card, and give students the chance to raise their hands if they can say the shape and color. Show the image cards with shapes of large and small sizes, and review those words as follows:

Have students stand up. Stretch your arms out wide to the sides and say, "أكبر" Students should repeat the word and the action. Put your hands close together, and say, "أصغر" Students should repeat the word and the action. Call on a student to say "أكبر" or "أصغر" (student’s choice). The class should react by repeating the word and doing the action.

### E. Circle Game
Have students sit on the floor in a circle. For a large class, make two circles. Give a student one of the shape image cards, while saying the shape, color and size. The student then passes the card to the next person in the circle, while repeating the shape, color, and size. This continues around the circle. When the image card has been passed to three or four students, pass a new card to the first student, so that two cards are traveling around the circle. Continue adding cards as time allows. When a card has been passed all of the way around the circle, collect that card. Listen for students who might need assistance, but encourage students to help each other by repeating for their peers as needed.

### F. Dismissal
Have students whose names contain ج line up. Then invite the rest of the class to line up. Sing the Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.

**Materials Needed:**
- Computer and projector
- Alphabet Workbooks
- Pencils
- Image card for “grandfather” from Unit 1 Year 1
• Image cards for shapes, or various squares, triangles, circles and rectangles cut from different colors of construction paper
• Video of the alphabet song: http://www.youtube.com/watch?v=WFBUqiDt_oA

Assessments:
Presentational Assessment - Activity B
Students write the letter “c” in all forms.

Interpretive Assessment - Activity C
Students recognize and circle the letter requested by the teacher.

Presentational Assessments - Activity E
Students describe the image on the card by shape, color, and size.

ACTFL Standards:
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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Language Objectives:
1. SBWAT recognize and write the letter “Haa.”
2. SBWAT compare objects by size.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>bigger than</td>
</tr>
<tr>
<td>smaller than</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>circle</td>
</tr>
<tr>
<td>triangle</td>
</tr>
<tr>
<td>square</td>
</tr>
<tr>
<td>rectangle</td>
</tr>
<tr>
<td>big/large</td>
</tr>
<tr>
<td>small</td>
</tr>
<tr>
<td>Structures:</td>
</tr>
<tr>
<td>“Bigger/smaller than” using &quot;من&quot;</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Play the new alphabet song [http://www.youtube.com/watch?v=WFBUqjDt_oA](http://www.youtube.com/watch?v=WFBUqjDt_oA)
asking students wave their hands in the air every time they hear a letter that they know. Invite the boys to come up front and dance as you play the song again. Then invite the girls to come up and dance as you play the song a third time.

B. Alphabet Workbooks
Introduce the letter "ح" according to the alphabet workbook instructions for introducing a new letter (included with this unit). The workbook word for this letter is "حار" (hot). When you introduce the word, show students the image card from Unit 5 Year 1, or use a similar
picture so they will remember the meaning. Point out the similarities between "ح" and "ح" from the previous lesson.

<table>
<thead>
<tr>
<th>C. Bigger &amp; Smaller</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a small circle on the board. Ask students to identify it (دائرة). Draw a large square on the board and ask students to identify it (ربع). Now ask, &quot;هل الدائرة كبيرة أو صغيرة؟&quot; و &quot;الربع كبير صغير؟&quot;. Point to the square. Ask, &quot;هل المربع كبير&quot; و &quot;التربيع كبير&quot;. Call on a student to answer. Have students repeat &quot;(<code>${\text{في}}</code> فئة من الدائرة&quot;. &quot;أكبر من&quot; و &quot;أصغر من&quot;. Say &quot;أكبر من&quot; and have students repeat. Draw a triangle on the board. Make this triangle larger than the circle, and smaller than the square. Compare the three shapes, using &quot;أكبر من&quot; and &quot;أصغر من&quot;. Have students repeat the comparison sentences.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>D. Pair Activity</th>
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<tbody>
<tr>
<td>Ask for two students to help pass out a piece of paper and a pencil to each student. Instruct students to draw a square, triangle, circle or rectangle on their papers. They can choose to draw it large or small. Draw a shape of your own on a piece of paper. Choose a student to help demonstrate the activity. Tell the class what shape you have drawn, and invite the helper to tell the class what shape he or she has drawn. Use &quot;أكبر من&quot; to describe the relationship between the two shapes, for example, &quot;المربع أكبر من المثلث&quot;. Then have the student helper use &quot;المثلث أصغر من&quot; to describe the relationship between the two shapes, for example, &quot;المربع أصغر من المثلث&quot;. Assist as necessary. Assign each student a partner, or have them find a partner on their own. Students should figure out which shape is bigger, and compare them using &quot;أكبر من&quot; &quot;أصغر من&quot; and &quot;أكبر من&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Pair Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose a few pairs to share with the class, by showing their pictures and saying the comparison sentences. Invite as many pairs to share as time allows.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students whose names contain &quot;ح&quot; line up. Then invite the rest of the class to line up. Sing an Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.</td>
</tr>
</tbody>
</table>

Materials Needed:
- Computer and projector
- Alphabet Workbooks
- Pencils
- Image card for “hot” from Unit 5 Year 1
- Image cards for shapes, or various large and small squares, triangles, circles and
rectangles cut from different colors of construction paper.
  ● Paper

Assessments:
Presentational Assessment - Activity B
Students write the letter "מ" in all forms.

Interpersonal Assessment - Activity C
Students answer questions about shapes and sizes.

Interpersonal Assessment - Activity D
Students work together to compare their shapes by size.

Presentational Assessment - Activity E
Students present information about their shapes.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Math Standards:
Standard 3.G1 Students reason with shapes and their attributes.
Language Objectives:
1. SWBAT recognize and write the letter “khaa.”
2. SWBAT state the length/height of an object.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>length/height طول</td>
</tr>
<tr>
<td>measuring tape شريط قياس</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>chair كرسي</td>
</tr>
<tr>
<td>table/desk طاولة</td>
</tr>
<tr>
<td>numbers</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Ask students to stand up. Play the new alphabet song, encouraging students to try to sing along. Also have students bend their knees every time the tune goes lower, and come back up when the tune goes higher. [http://www.youtube.com/watch?v=WFBUqiDt_oA](http://www.youtube.com/watch?v=WFBUqiDt_oA)

B. Alphabet Workbooks
Introduce the letter "خ" according to the alphabet workbook instructions for introducing a new letter (included with this unit). The workbook word for this letter is "خویح" (peach). When you introduce the word, show students the image card. Point out the similarities between "خ" and "ح".

C. Fly Swatter Game
Divide the class into two teams. Place the image cards for all of the letters learned so far into the pocket chart (or post them on the board). Give one student from each team a fly swatter. Say the name of a letter. The first student to swat the correct letter earns a point for that team. Continue until each student has had at least one turn.
D. Measuring Tape Numbers
Show the students a measuring tape. Teach them “شريط قياس” by having them repeat the phrase several times. With the students, count the numbers on the centimeter side of the measuring tape. Count slowly, and point to the numbers as you count. When you get to each new “tens” number, write the number on the board (in Western numerals). When the numbers seem too difficult for the students, say each number and have the students repeat.

E. Measuring
Ask for a student helper. Have the helper assist as you use the measuring tape to measure the height of a chair in the classroom. Help the student read the number. Tell the class, "طول الكرسي (number)." Repeat "طول" while gesturing to show the concept of height. Choose another helper. Let the helper choose an item to measure. Complete the measurement in the same manner. Divide the class into groups of three or four students. Give each group a measuring tape. If you do not have enough measuring tapes, there is a link to printable measuring tape under ‘Materials Needed.’ Instruct students to take turns within their group choosing an item to measure, and figuring out how to say the number in Arabic. Walk around the room, helping students when they don’t remember how to say the number. Continue as time allows. Collect the measuring tapes to use during the next class.

F. Dismissal
Have students whose names contain "خ" line up. Then invite the rest of the class to line up. Sing an Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.

Materials Needed:
- Computer and projector
- Alphabet Workbooks
- Pencils
- Image cards for letters learned so far (أ through خ plus ي، ن، ١ and ج)
- Pocket chart
- Fly swatters
- Prepared measuring tapes (one for every two students). Instructions and printable here: http://www.delavegatailors.com/data/TAPE%20FINAL.pdf

Note: This unit uses the Western numerals, as they are recognized in most countries, and can be used as a stepping stone for students who need to learn to pronounce the numbers, while understanding their mathematical meaning.

Assessments:
Presentational Assessment - Activity B
Students write the letter "خ" in all forms.
Interpretive Assessment - Activity C
Students swat the correct letter.

Presentational Assessment - Activity E
Students work together to determine and express the length/height of objects in the classroom.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Science Standards:
Standard M.3.1a Students use appropriate scientific tools, such as metric rulers.
Language Objectives:
1. SWBAT recognize and write the letter “daal.”
2. SWBAT state the length/height and width of objects.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>width عرض</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>length/height طول</td>
</tr>
<tr>
<td>measuring tape شريط قياس</td>
</tr>
<tr>
<td>book كتاب</td>
</tr>
<tr>
<td>pen/pencil قلم</td>
</tr>
<tr>
<td>paper ورقة</td>
</tr>
<tr>
<td>chair كرسي</td>
</tr>
<tr>
<td>desk/table طاولة</td>
</tr>
<tr>
<td>window سباك</td>
</tr>
<tr>
<td>ball كرة</td>
</tr>
<tr>
<td>numbers</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Choose 10 student helpers, and give each of them an image card for one of the letters learned so far. Have the students line up at the front of the room, and say their letter, one at a time. Play the video for the alphabet song. Student helpers should raise their letter high in the air each time it occurs in the song. Encourage the class to sing along.

B. Alphabet Workbooks
Introduce the letter "د" according to the alphabet workbook instructions for introducing a new letter (included with this unit). The workbook word for this letter is "دب" (bear). When you introduce the word, show students the image card.
C. Dictation Race
Play the Dictation Race game - Reading and Writing Games # 6. Use all of the letters the students have learned. You may also want to try one or two sight words from Year 2, and Alphabet Book words.

D. Counting Challenge
Instruct students to stand in a large circle, facing the middle. See how far the students can count as a group. One student says the first number, and the next student continues. Students take turns around the circle, each saying one number. Assist as necessary. Go around the circle as many times as it takes to get to 89 (the highest number on the measuring tape, in centimeters). Even if students have difficulty counting, hearing the numbers in order will be beneficial to them.

E. Length/Height and Width
Choose a student helper. Have that student choose a classroom object to measure, such as a book. Measure the length/height of the book. Help the student tell the class the results, for example, "طول الكتاب 25." Now measure the width of the book. Say the measurement for the class, for example, "عرض الكتاب 18." Indicate the height of the book, and say, "طول." Then indicate the width of the book, and say, "عرض." Have students repeat the words, while gesturing with their hands to indicate height and width.

Post the image cards for height and width on the board. Have the student helper write the number of the height measurement under the image card for height, and the number of the width measurement under the image card for width.

F. Measuring
Ask volunteers to raise their hands and suggest an item for the class to measure. Choose an item. Choose a student helper to assist with the measuring. Draw a simple picture of the item on the board, below and to the left of the measurements written for the first item that was your example. Measure the height and width of the item. Say the measurements out loud, and have students repeat, for example, "طول الورقة 23. عرض الورقة 19." Next to the picture, and underneath the appropriate image card, have the student write the measurements for the height and width of the object. Repeat this process with other helpers and other objects, as time allows.

G. Dismissal
Have students whose names contain "د" line up. Then invite the rest of the class to line up. Sing an Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.
Materials Needed:
- Computer and projector
- Alphabet Workbooks
- Pencils
- Image cards for letters learned so far (١ through خ, ن، ص، and ي)
- Prepared measuring tape
- Video of the alphabet song: http://www.youtube.com/watch?v=WFBUqiDt_oA

Assessments:
Presentational Assessment - Activity B
Students write the letter "١" in all forms.

Presentational Assessment - Activity C
Students write the correct letter or word.

Presentational Assessment - Activity D
Students count as a class, saying the correct number when it is their turn.

ACTFL Standards:
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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Science Standards:
Standard M.3.1a Students use appropriate scientific tools, such as metric rulers.
Standard S.3.1 Students organize observations and measurements of objects and events through classification and the preparation of simple charts and tables.
Language Objectives:
1. SWBAT recognize and write the letter “thaal.”
2. SWBAT compare the length/height and width of objects.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>width</td>
</tr>
<tr>
<td>طول</td>
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<tr>
<td>length/height</td>
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<tr>
<td>اكبر</td>
</tr>
<tr>
<td>bigger</td>
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<tr>
<td>كورش قياس</td>
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<tr>
<td>measuring tape</td>
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<tr>
<td>كتاب</td>
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<tr>
<td>book</td>
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<tr>
<td>pen/pencil</td>
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<td>قلم</td>
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<td>paper</td>
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<td>ورقة</td>
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<tr>
<td>chair</td>
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<tr>
<td>كرسي</td>
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<tr>
<td>desk/table</td>
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<tr>
<td>طاولة</td>
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<tr>
<td>window</td>
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<tr>
<td>سيك</td>
</tr>
<tr>
<td>ball</td>
</tr>
<tr>
<td>كرة</td>
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<tr>
<td>numbers</td>
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</tbody>
</table>

A. Warm-up Activity: Choose 11 student helpers, and give each of them an image card for one of the letters learned so far. Be sure that all of the students who didn’t get to hold a letter during the last class get to hold one this time. Have the students line up at the front of the room, and say their letter, one at a time. Play the alphabet song. Student helpers should raise their letter high in the air each time it occurs in the song. Encourage the class to sing along.

B. Alphabet Workbooks
Introduce the letter "ذ" according to the alphabet workbook instructions for introducing a new letter (included with this unit). The workbook word for this letter is "ذاب" (melt). When you introduce the word, have students stand up and sing the Snowman Song (Unit 4 Year 1), so
they can remember the meaning of the word. Also show them the image card.

**C. Measuring Classroom Objects**
Review the vocabulary for classroom items by pointing to items around the room, and asking students to identify them.

Assign each student a partner, or have them choose their own. For an odd number, create one group of three. Give each group two Measuring Record papers, a pencil, and a measuring tape. Instruct students to work together to measure one item for each Measuring Record. Students should draw a simple picture of the item in the box titled “item,” and write the numbers for the height and width measurements in the appropriate places.

**D. Comparing Objects**
Choose two groups of students, and have them bring their Measuring Records with them to the front of the room. Have the students tell about their objects, and the length and width of each. Assist as necessary. Ask the class which object is the largest in length/height (طول أكتر). Help the class decide on the order of the objects, from largest to smallest (in طول only). Post the Measuring Records on the board. Ask a student to explain the comparisons, for example, "الطول أكتر من الكتاب. الكتاب أكتر من الفلم."

**E. Group Comparisons**
Have each group pair up with another group. If necessary, have three groups work together. The group that used their work as a demonstration can remove the papers from the board, and share them to compare with another group. Each group should gather around a desk or table, or sit in a circle on the floor. Instruct the students to put their Measuring Records in order, as in the example. Visit each group, and have them explain their comparisons, as in the example above.

**F. Dismissal**
Have students whose names contain "ذ" line up. Then invite the rest of the class to line up. Sing an Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.

**Materials Needed:**
- Computer and projector
- Alphabet Workbooks
- Pencils
- Image cards for letters learned so far (أ through ز plus ن، و، ي)
- Prepared measuring tapes - one for every two students
- “Measuring Record 1” copied and cut apart, enough for each student in the class to have
Assessments:
Presentational Assessment - Activity B
Students write the letter "2" in all forms.

Interpersonal Assessment - Activity C
Students work together to decide what to measure, and to measure and record.

Presentational Assessment - Activity D, E
Students explain the comparison between their objects.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Math Standards:
Standards 3.MD.2 Students represent and interpret data.

Science Standards:
Standard M.3.1a Students use appropriate scientific tools, such as metric rulers.
Standard S.3.1 Students organize observations and measurements of objects and events through classification and the preparation of simple charts and tables.
Language Objectives:
1. SWBAT recognize and write the letter “raa.”
2. SWBAT describe objects.
3. SWBAT understand when someone describes an object.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td>Review:</td>
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<tr>
<td>width</td>
</tr>
<tr>
<td>طول</td>
</tr>
<tr>
<td>length/height</td>
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<tr>
<td>شريط قياس</td>
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<td>measuring tape</td>
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<table>
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<th>Classroom objects</th>
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<tbody>
<tr>
<td>Shapes</td>
</tr>
<tr>
<td>Color words</td>
</tr>
<tr>
<td>numbers</td>
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</tbody>
</table>

A. Warm-up Activity: Sing “Ra’as Katif” (Unit 3 Year 1) with the students while doing the actions. Sing it again very slowly, then sing very fast.

B. Alphabet Workbooks
Introduce the letter "ر" according to the alphabet workbook instructions for introducing a new letter (included with this unit). The workbook word for this letter is "رأس" (head). When you introduce the word, have students stand up and sing “Ra’as Katif. . .” again, emphasizing the word "رأس".

C. Recording Descriptions
Show students the Object Description paper. Project an image of the Description paper on the board, or draw a large table on the board which looks like the Description Paper, with the same columns, words, and pictures.

Choose a student helper. Have the helper choose an item in the classroom. Have the student
draw a simple picture of the item in the “item” column. Choose another student to help you measure the item, and write the measurements in the appropriate box. Point to the “color” column. Ask students in Arabic about the color of the item. If they seem not to understand the question, give them suggestions (اشرح، أزرق، بني). If you have a white board marker that is close to the color of the item, color that square on the chart with the marker. If not, select a crayon, marker, or colored pencil of the right color. Show it to the class. Pretend to color the square with the marker. Show the Object Description paper again, and color the appropriate square on the paper. Now point out the “shape” column. Ask the students which shape is most like the item. Draw the shape in the box. If none of the shapes is close, put an “x” in that box.

Assign each student a partner, or have them choose their own. For an odd number, create one group of three. Give each group two Object Description papers, a pencil, and a measuring tape. Instruct students to each choose an item, help each other measure their items, and record all of the data on the chart. Students should draw a simple picture of the item in the box titled “item,” and write the numbers for the height and width measurements in the appropriate places. Students may use crayons, markers, or colored pencils to record the color of the item by coloring in the appropriate square with that color. Students should draw the shape that most closely resembles the item, or put an “x” in the column for “shape.”

**D. Guess the Object**
Choose a student to come up front and have the students guess his or her item. The student should tell the class the height, width, color and shape. Students raise their hands to guess the item. If the students do not know the name of the item in Arabic, they may walk over and point to or touch the item they want to guess. When someone guesses correctly, have the students play the same game in pairs. Each student describes his or her item to another student, who tries to guess. Then they switch roles, and the other student has a turn to describe his or her item. Repeat with new partners as time allows. Collect the Object Description papers for use during the next class period.

**F. Dismissal**
Have students whose names contain "ج" line up. Then invite the rest of the class to line up. Sing an Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.

**Materials Needed:**
- Computer and projector
- Alphabet Workbooks
- Prepared measuring tapes - one for every two students
- “Object Description” copied and cut apart, enough for each student in the class to have
one
- Pencils
- Crayons, markers, or colored pencils

Assessments:
Presentational Assessment - Activity B
Students write the letter "j" in all forms.

Interpersonal Assessment - Activity C
Students work together to measure and record the description of items in the classroom.

Interpretive Assessment - Activity D
Students guess the object based on the description given.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Math Standards:
Standards 3.MD.2 Students represent and interpret data.

Science Standards:
Standard M.3.1a Students use appropriate scientific tools, such as metric rulers.
Standard S.3.1 Students organize observations and measurements of objects and events through classification and the preparation of simple charts and tables.
Language Objectives:
1. SWBAT recognize and write the letter “zayn.”
2. SWBAT talk about the mathematical concept of area.

Content Objectives:
1. SWBAT reason with the mathematical concept of area.
2. SWBAT represent and solve problems involving multiplication.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>area</td>
</tr>
<tr>
<td>Review:</td>
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<tr>
<td>square</td>
</tr>
<tr>
<td>rectangle</td>
</tr>
<tr>
<td>numbers</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: As students enter the room, allow each of them to use a whiteboard marker to write any Arabic letter they have learned on the board. Once all of the students have finished, point to each letter, and have the students call out its name.

B. Alphabet Workbooks
Introduce the letter "ز" according to the alphabet workbook instructions for introducing a new letter (included with this unit). The workbook word for this letter is "زار" (visit). When you introduce the word, show the image card. Since this word represents a concept which is difficult to show with a single picture, it is OK to tell the students the meaning in English.

C. Guess the Object
Choose an Object Description paper from the previous class period. Tell the class the height, width, color and shape of the object. Students raise their hands to guess the item. If the students do not know the name of the item in Arabic, they may walk over and point to or
touch the item they want to guess. When you think someone has guessed correctly, have the student whose name is on the paper come and look at the paper, and tell the guesser if they have guessed correctly or not. When the object has been guessed correctly, choose another paper and repeat the activity.

D. How Many Desks?
Note: If it is not practical to use desks, this activity can be completed with chairs, cushions, blocks - whatever works for your classroom situation. In the absence of an object to count, the activity may be completed using only the Post-it notes.

For this activity, desks should be arranged in straight rows, with the same number of desks in each row.
Have students stand and look at the desks in the room. Together as a class, count how many rows of desks there are in the classroom. Place a Post-it note on the board for each row, one below the other in a vertical line, leaving space in between. Now count the desks in each row. Place Post-it notes on the board to represent each desk in each row. Place them a row at a time, counting as you place them, starting with the post-it already on the board. With each row, start at one again.

Once you have placed all of the post-it notes to represent the desks in the classroom, count the rows of Post-it notes again, having students count along with you. Write this number on the board. Count the desks in one row again, having students count along with you. Write this number on the board, creating a mathematical equation, for example, 4 x 5. Ask if any students know the answer to the equation. If a student does know the answer, have him or her share it with the class. If the student answers in English, repeat the answer in Arabic. Have the class repeat. To check the answer, count all of the desks in the classroom as a class. Then count all of the post-it notes. Complete the equation on the board, for example, 4 x 5 = 20.

E. Squares and Rectangles
Arrange nine Post-it notes in a three-by-three square, sides touching. Indicate the entire square, and say, "مربع" With the students, count the notes across the top of the square. Write “3” on the board. Now count the notes down one side of the square. Write the equation by adding “x 3.” Ask the students if anyone knows the answer. Call on a student to answer. Add “= 9" to the equation. With the students, count all of the Post-it notes to confirm the answer. Tell the students, "مساحة المربع 9." Have the students repeat "مساحة المربع 9". Indicate the entire area of the square.

Now remove one row of Post-it notes to create a rectangle. Indicate the rectangle, and say, "مستطيل." Count the notes across, and down, and write the equation as with the square. Again, ask if a student can solve the equation. Count the Post-it notes to confirm the answer. Tell the
F. Dismissal
Have students whose names contain "j" line up. Then invite the rest of the class to line up. Sing an Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.

Materials Needed:
- Alphabet Workbooks
- Pencils
- “Object Description” papers from the previous class
- Square “Post-it” notes (at least as many as there are desks in the classroom) or square pieces of colored paper and tape or magnets to attach them to the board

Assessments:
Presentational Assessment - Activity B
Students write the letter "j" in all forms.

Interpretive Assessment - Activity C
Students guess the object based on the description.

Presentational Assessment - Activity D, E
Students count the desks and Post-its, and solve the equations.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Math Standards:
Standard 3.OA2 Represent and solve problems involving multiplication.
Standard 3.MD3 Geometric measurement: understand concepts of area and relate to multiplication and to addition.
Standard 3.G1 Reason with shapes and their attributes

Science Standards:
Standard M3.1 Explore and solve problems generated from school, home, and community situations, using concrete objects.
Language Objectives:
1. SWBAT recognize and write non-connecting letters.
2. SWBAT talk about the height, width and area of squares and rectangles.

Content Objectives:
1. SWBAT reason with the mathematical concept of area.
2. SWBAT represent and solve problems involving multiplication.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>area  مساحة</td>
</tr>
<tr>
<td>width  عرض</td>
</tr>
<tr>
<td>length/height طول</td>
</tr>
<tr>
<td>square  مربع</td>
</tr>
<tr>
<td>rectangle  مستطيل</td>
</tr>
<tr>
<td>numbers</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: As students enter the room, allow each of them to use a whiteboard marker to write any Arabic letter they have learned on the board. Once all of the students have finished, point to each letter, and have the students call out its name.

B. Antisocial Letters
Post the “English OK” sign. Write the letters أ،ب،ت،ض،ر،ز on the board. Ask the students what these letters have in common. Call on students to answer, until someone gives the correct answer (“They are all anti-social,” or “They don’t connect”).

C. Anti-social Game
Arrange chairs in a circle, one fewer than the number of students in attendance. Place a desk or chair in the middle of the circle. Mix up the Alphabet cards, and place them face down on the desk or chair. One student stands in the center near the cards. This student is “it.” The rest of the students sit in the chairs. The student in the center takes a card off the top of the pile,
turns it over, and says what letter it is (assist as necessary). The students in the circle repeat
the name of the letter. If it is a “social” (connecting) letter, the student draws another card,
and keeps going in this manner. When the student draws an anti-social (non-connecting)
letter, the student says the letter, the rest of the students repeat, and then call out
“anti-social!” At this point, all of the students must get out of their chairs, and choose another
chair. The student in the middle tries to get into one of the chairs. The student who is left
without a chair is “it,” and the game continues. Keep playing until five or six students have
had a turn to be “it,” and you have gone through all of the letters learned so far at least once.
Take down the “English OK” sign.

D. Squares & Rectangles
Arrange nine Post-it notes in a three-by-three square, sides touching. Indicate the entire
square, and say, "مربع." With the students, count the notes down one side of the square. Tell
the students, "طول المربع 3." Write “3” on the board. Ask the students, "ما هو عرض المربع؟" Gesture
to indicate the width of the square. Call on a student to answer. Confirm the answer
with a complete sentence (عرض المربع 3). Write the equation by adding “x 3.” Ask the
students, "ما هو مساحة المربع؟" Call on a student to answer. Add “= 9” to the equation. With
the students, count all of the Post-it notes to confirm the answer.

Now add one row of three more Post-it notes to the top of the square to create a rectangle.
Indicate the rectangle, and say, "مستطيل." Ask a student, "ما هو طول المستطيل؟" Gesture to
indicate the height of the rectangle. Call on a student to answer. Confirm the answer with a
complete sentence (طول المستطيل 4). Now ask the students, "ما هو عرض المستطيل؟" Call on a
student to answer. Write the equation for the area of the rectangle (4 x 3 = ) Ask if a student
can solve the equation. Count the Post-it notes to confirm the answer. Tell the students, "
مساحة المستطيل 12."  

E. Dismissal
Invite students whose names contain any anti-social letter to line up. Then invite the rest
of the class to line up. Sing an Alphabet Song, the Goodbye Song or another song of your
choice with students as they exit.

Materials Needed:
- Alphabet image cards - two sets, with only the letters learned so far included (أ through
  ز plus ١, ٨, ٩). These can be simple photocopies of the letters, cut into cards with the
  letter on the front, and blank on the back.
- Square “Post-it” notes (at least 12) or square pieces of colored paper, and tape or magnets
to post the squares on the board.

Assessments:
Interpretive Assessment - Activity C
Students read the letters, and identify the antisocial letters.

Presentational Assessment - Activity D, E
Students state the height, width, and area of the shapes.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Math Standards:
Standard 3.OA2 Represent and solve problems involving multiplication.
Standard 3.MD3 Geometric measurement: understand concepts of area and relate to multiplication and to addition.
Standard 3.G1 Reason with shapes and their attributes

Science Standards:
Standard M3.1 Explore and solve problems generated from school, home, and community situations, using concrete objects.
Arabic Year 3
Unit 3: Describe and Measure
Lesson 9: My Shapes
Sight Words

Language Objectives:
1. SWBAT recognize several sight words.
2. SWBAT talk about the height, width and area of squares and rectangles.

Content Objectives:
1. SWBAT reason with the mathematical concept of area.
2. SWBAT represent and solve problems involving multiplication.

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<tr>
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<td>square</td>
</tr>
<tr>
<td>rectangle</td>
</tr>
<tr>
<td>numbers</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: As students enter the room, allow each of them to use a whiteboard marker to write any Arabic letter they have learned on the board. Once all of the students have finished, point to each letter, and have the students call out its name.

B. Word Search
Reading and Writing Game #9
Use all of the sight words from Year 2, as well as the Alphabet Book words learned so far.

C. Activity Example
Project the Area Worksheet on the board (or draw a similar example chart on the board). Arrange some Post-it notes on the board in a square or rectangle. Under the “shape” column, draw a square if you have made a Post-it square, or a rectangle if you have made a rectangle. Count the notes on down the side out loud, and write the number in the “height” column. Count the notes across, and write that number in the “width” column. Multiply the numbers,
and write the answer in the “area” column. Narrate as you count and write, for example, "طول المربع 4".

Invite a student helper to come up. Erase what you have written in the columns. Instruct the student to arrange the Post-its in a different size square or rectangle. Provide additional Post-its so the student can use more or less as desired. Help the student count, and fill out the chart, explaining the measurements in complete sentences.

**D. Group Activity**

Divide the class into groups of four or five students. Give each group a stack of 12-18 Post-it notes, and Area Worksheet and pencil for each student. Instruct groups to gather around a desk or table. Students take turns arranging some of the Post-it notes in a square or rectangle. Then the group works together to count the height and width, and the student who made the shape fills out the chart. Repeat until each student in the group has had a turn. Ask students to tell you about their shapes, telling you what type of shape it is, and its height, width, and area. Choose several students to present about their shapes to the class. Collect the Post-it notes and pencils. Students may keep their papers.

**E. Dismissal**

Invite students whose names begin with any of the letters the students have already learned to line up. Then invite the rest of the class to line up. Sing an Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.

**Materials Needed:**

- Computer and projector
- Area worksheets, copied and cut apart, one for each student.
- Pencils
- Square “Post-it” notes (at least three for each student) or square pieces of colored paper, and tape or magnets to post the squares on the board.

**Assessments:**

Interpretive Assessment - Activity B
Students recognize and circle the correct word when they hear it.

Presentational Assessment - Activity D
Students state the height, width, and area of their shapes.

**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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Math Standards:
Standard 3.OA2 Represent and solve problems involving multiplication.
Standard 3.MD3 Geometric measurement: understand concepts of area and relate to multiplication and to addition.
Standard 3.G1 Reason with shapes and their attributes

Science Standards:
Standard M3.1 Explore and solve problems generated from school, home, and community situations, using concrete objects.
Language Objectives:
1. SWBAT recognize and write the letters learned so far.
2. SWBAT recognize and write some sight words.

Content Objectives:
1. SWBAT reason with the mathematical concept of area.
2. SWBAT represent and solve problems involving multiplication.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>أ، ب، ت، ث، ج، ح، خ، د، ذ، ر، ز، ن، و، ي</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: As students enter the room, allow each of them to use a whiteboard marker to write any Arabic letter they have learned on the board. Once all of the students have finished, point to each letter, and have the students call out its name. Alternatively you can ask five to ten students who are ready when you enter the classroom to come up to the board and write one letter each.

B. Letter Search
Reading and Writing Game #8
Write words containing all of the letters learned so far. Instead of circling the letters, have the student point to each letter. Give each student five to six letters to find (one at a time). Record the results on the “reading” section of the assessment rubric.

C. Speedy Letters
Reading and Writing Game #1
Have students write a tally mark on their whiteboard every time they write a letter correctly. After you have reviewed the letters, you may want to include a few sight words. Take note of the tally marks at the end of the game, and record the results on the “writing” section of the assessment rubric.
### D. BINGO
Reading and Writing Game #10
Begin by saying the name of each letter you draw. Then move on to saying a word that begins with the letter.

### E. Dismissal
Collect the Bingo markers. Students may take their Bingo boards home. Invite students whose names begin with any of the letters the students have already learned to line up. Then invite the rest of the class to line up. Sing an Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.

**Materials Needed:**
- White board and marker for each student
- Pencil and paper for each student
- Materials for BINGO (see Reading and Writing Games)

**ACTFL Standards:**
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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
### Unit 3: Assessment Rubric

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<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 read, write and say the names of all the letters they have learned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can describe the relative sizes of two objects.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can talk about the height, width and area of squares and rectangles.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I Can Statements:**
- Read, write, and say the names of all the letters we have learned.
- I can compare the sizes of objects to one another.
- I can talk about the height, width, and area of certain shapes.
GLP Arabic Curriculum

Year 3, Unit 4: Holidays and Celebrations

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: Holidays and Celebrations
Essential Question: What holidays are celebrated in the Arab world and how are they celebrated?

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3. Eid al-Fitr, “Saad” .......................................................... 9
4. Ahlan bil-Eid! “Dhaad” ...................................................... 13
5. Eid al-Adha “Allah” ........................................................ 15
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Language Objectives:
1. SWBAT recognize and write the letter “seen.”
2. SWBAT name some items used in celebrations.

Culture Objectives:
1. SWBAT compare ways of celebration in the Arab world with their own celebrations.

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<th>Essential Vocabulary</th>
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<td>New Words and Phrases:</td>
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<td>Review:</td>
</tr>
<tr>
<td>sweets</td>
</tr>
<tr>
<td>حلويات</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Speed Writing
Have students form a line in front of the white board. Give a marker to each of the first five students (or as many as you have markers). Those students each write one word anywhere on the whiteboard. It can be their name, or any word they have learned to write. When they finish, students hand the marker to another student in line, and take their seats. Continue until all of the students have written a word. Choose a few of the words to read aloud as a class. Choose a volunteer or two to erase the board.
B. Alphabet Workbooks
Introduce the letter س (six) according to the alphabet workbook instructions for introducing a new letter (included with Year 3). The workbook word for this letter is سنة (six). When you introduce the word, show students the picture so they will understand the meaning.

C. My Favorite Holidays
Keep the “English OK” sign posted for this discussion.
Ask students to raise their hands and tell you their favorite holiday. Write the holidays on the board. Be sure that “birthday” and “Christmas” are included. After students have identified a variety of holidays, ask them what is important about the holidays, for instance: What do they do? What do they always have to eat? Write some key words on the board. Particularly try to draw out the words in the unit (family, food, sweets, cake, etc.)

D. Eid Song
Play the Eid Song video. Divide the students into groups of three to five students. Ask the students to look for things in the video that are similar to things they see in America during holidays, and things that are different. Watch the video again. Give the groups a few minutes to discuss what they saw, then ask each group to choose a spokesperson. Have each spokesperson tell the class what the group noticed in the video.
Take down the “English OK” sign.

E. New Vocabulary
Teach the new vocabulary, using the image cards. Say the word while showing the card, and have students repeat.

F. Video Search
Play the Eid Song video again, this time asking students to call out the word in Arabic when they see something that is one of the vocabulary words they have just learned. When the video ends, have students tell another student (in Arabic) one thing they saw in the video.

G. Dismissal
Have students whose names contain الله line up. Then invite the rest of the class to line up. Sing the Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.

Materials Needed
- Alphabet Workbooks
- Extra dry erase markers (ideally 5 or more)
- “English OK” sign
- Computer and projector
• Ahlan bil-Eid Song: http://www.youtube.com/watch?v=7Q37MfGDTDA
• Image cards for this unit

Assessments:
Presentational Assessment - Activity A
Students write a word on the board in Arabic script.

Interpersonal Assessment - Activity F
Students tell a partner about what they saw in the video.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

New York Social Studies Standards - Grade 3:
Standard 2.1a, 2.1c All peoples have beliefs, religion, traditions.
Standard 2.4c Celebrations and important events.
Standard 5.3a Symbols and national holidays.
Language Objectives:
1. SWBAT recognize and write the letter “sheen.”
2. SWBAT talk about some of the things associated with Ramadan.

Essential Vocabulary

<table>
<thead>
<tr>
<th>Alphabet Book Word:</th>
<th>شمس</th>
</tr>
</thead>
<tbody>
<tr>
<td>sun</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ramadan</td>
</tr>
<tr>
<td>fasting</td>
</tr>
<tr>
<td>daytime</td>
</tr>
<tr>
<td>nighttime</td>
</tr>
<tr>
<td>prayer</td>
</tr>
<tr>
<td>Eid greeting</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>food</td>
</tr>
<tr>
<td>family</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Speed Writing
Have students form a line in front of the white board. Give a marker to the first five students (or as many as you have markers). Those students each write one word anywhere on the whiteboard. It can be their name, or any word they have learned to write. Challenge the students to write a different word each day. When they finish, students hand the marker to another student in line, and take their seats. Continue until all of the students have written a word. Choose a few of the words to read aloud as a class. Choose a volunteer or two to erase the board.
B. Alphabet Workbooks
Introduce the letter ش according to the alphabet workbook instructions for introducing a new letter (included with Year 3). The workbook word for this letter is شمس (sun). When you introduce the word, show students the picture so they will understand the meaning.

C. What is Ramadan?
Post the “English OK” sign. Write the word " رمضان " on the board. Have students repeat the word. Ask students to raise their hands if they know any of the letters in the word. Invite a student or two to come to the board and circle a letter they know, telling the class the name of the letter.

Ask if any students know what Ramadan is. Give students a chance to answer. Invite any students who celebrate Ramadan to tell about their family traditions associated with this holiday.

Give a general explanation about Ramadan. Points to include:
- Who celebrates Ramadan?
- Where is Ramadan celebrated?
- What is fasting?
- Who fasts during Ramadan?
- How long is Ramadan?

D. New Vocabulary
Take down the “English OK” sign.
Introduce the new words, using the image cards. Have students repeat each word.
Use sentences with gestures to explain the words in context, based on the things you have just discussed, for example:
في شهر رمضان المسلمون يصومون بالنهار ويعاكلون بالنليل

E. True or False
Instruct students to stand up if the statement is true, and sit down if the statement is false.
Use statements containing the vocabulary you have just learned. Use statements more than once.
Examples:
- في شهر رمضان المسلمون يصومون بالليل - During Ramadan, Muslims fast during the night
- لا يوجد رمضان في أمريكا - There is no Ramadan in America
- رمضان فترة 30 أيام - Ramadan lasts for 30 days

Use gestures to help students understand, even though they may not have been taught every word in each statement. When you say something that is false, follow up by saying a true version of the statement, for example: 
- يوجد رمضان في كل العالم - There is Ramadan throughout the world
F. NFL Player Video
Post the “English OK” sign. Ask students if they think they could play sports, while fasting all day.
Show the video ‘NFL Player Fasts for Ramadan.’ Have students share with a classmate what they liked best about the video.

G. Dismissal
Have students whose names contain "و" line up. Then invite the rest of the class to line up. Sing the Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.

Materials Needed:
- Alphabet Workbooks
- Extra dry erase markers (ideally 5 or more)
- Computer and projector
- NFL Player Fasts for Ramadan: http://www.youtube.com/watch?v=oauTWs-ZLZQ

Teacher resources:
Information on Ramadan
http://www.scholastic.com/teachers/article/celebrating-cultural-diversity-ramadan-1

This resource has some great ideas for classroom teachers to use in their lessons - share it with them!

Assessments:
Presentational Assessment - Activity A
Students write a word on the board in Arabic script.

Interpretive Assessment - Activity E
Students respond to each statement by standing up if it is true, and sitting down if it is false.

ACTFL Standards:
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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

New York Social Studies Standards - Grade 3:
Standard 2.1a, 2.1c All peoples have beliefs, religion, traditions.
Standard 2.4c Celebrations and important events.
Standard 5.3a Symbols and national holidays.
Language Objectives:
1. SWBAT recognize and write the letter “Saad.”
2. SWBAT talk about traditions associated with Eid al-Fitr.

Essential Vocabulary

<table>
<thead>
<tr>
<th>Alphabet Book Word:</th>
<th>صوص</th>
</tr>
</thead>
<tbody>
<tr>
<td>chick</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eid al-Fitr (Feast of Breaking the Fast)</td>
</tr>
<tr>
<td>عيد الفطر</td>
</tr>
<tr>
<td>gift</td>
</tr>
<tr>
<td>chick</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review:</th>
</tr>
</thead>
<tbody>
<tr>
<td>lights</td>
</tr>
<tr>
<td>fireworks</td>
</tr>
<tr>
<td>balloon</td>
</tr>
<tr>
<td>food</td>
</tr>
<tr>
<td>music</td>
</tr>
<tr>
<td>friends</td>
</tr>
<tr>
<td>prayer</td>
</tr>
<tr>
<td>Eid greeting</td>
</tr>
</tbody>
</table>

Structures:
First person plural of “to like” - انى أحب

A. Warm-up Activity: Speed Writing
Have students form a line in front of the white board. Give a marker to the first five students
(or as many as you have markers). Those students each write one word anywhere on the whiteboard. It can be their name, or any word they have learned to write. Challenge the students to write a different word each day. When they finish, students hand the marker to another student in line, and take their seats. Continue until all of the students have written a word. Choose a few of the words to read aloud as a class. Choose a volunteer or two to erase the board.

<table>
<thead>
<tr>
<th>B. Alphabet Workbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce the letter ص according to the alphabet workbook instructions for introducing a new letter (included with Year 3). The workbook word for this letter is صوصص (chick). When you introduce the word, show students the picture so they will understand the meaning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. What is Eid al-Fitr?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post the large calendar on the board. Tell the students, &quot;شهر رمضان 30 أيام.&quot; Find the date for the beginning of Ramadan on the calendar. With the students, count the days, marking each one with an “x” as you count it. When you get to the end, put a star on each day of Eid al-Fitr. Tell the students, &quot;عيد الفطر.&quot; Have students repeat.</td>
</tr>
</tbody>
</table>

Use the vocabulary review words to tell the students about Eid al-Fitr. Have students repeat the words you use. Introduce the new vocabulary word, "هدية", by showing the picture and having students repeat the word.

<table>
<thead>
<tr>
<th>D. I Like to Celebrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post the image cards of all of the words learned so far on the board. Ask for a student helper to come to the front. Tell the student something you like about holidays, for example, &quot;أنا أحب ألعاب نارية&quot;. Have the student helper tell you one thing he or she likes. The student can point to the picture and get help from the class to remember the word.</td>
</tr>
</tbody>
</table>

Divide the class in half, and have each group sit in a circle. Play the music from the Ahlan bil-Eid Song video (without showing the video). Have students pass a ball around each circle. Stop the music partway through the song. The student with the ball in each circle tells one thing he or she likes from the words the class has learned about holidays. Continue the music, stopping every 20-30 seconds for students who have the ball to tell about something they like.

<table>
<thead>
<tr>
<th>E. Muslim Children Talk About Eid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post the “English OK” sign. Tell the students that they will now watch a video in which Muslim children tell about how they celebrate Eid al-Fitr. Play the video. Invite a few children to share something they learned about Eid celebrations from the video.</td>
</tr>
</tbody>
</table>
**F. Dismissal**
Have students whose names contain finderلام line up. Then invite the rest of the class to line up. Sing the Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.

**Materials Needed:**
- Alphabet Workbooks
- Extra dry erase markers (ideally five or more)
- Large calendar or calendar pages including the months which include the 30 days of Ramadan in the current year, that you can write on. You can print calendar pages here: [http://www.calendarlabs.com/printable-calendar.php](http://www.calendarlabs.com/printable-calendar.php)
- Two balls
- Computer and projector
- Ahlan bil-Eid Song: [http://www.youtube.com/watch?v=7Q37MfGDTDA](http://www.youtube.com/watch?v=7Q37MfGDTDA)
- Children Talk About Eid: [http://www.youtube.com/watch?v=otb7FVSOyM](http://www.youtube.com/watch?v=otb7FVSOyM)

**Assessments:**
- Presentational Assessment - Activity A
  Students write a word on the board in Arabic script.
- Interpersonal Assessment - Activity D
  Children share what they like about holiday celebrations.

**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.
- Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

**New York Social Studies Standards - Grade 3:**
- Standard 2.1a, 2.1c All peoples have beliefs, religion, traditions.
- Standard 2.4c Celebrations and important events.
- Standard 5.3a Symbols and national holidays.
Language Objectives:
1. SWBAT recognize and write the letter “Dhaad.”
2. SWBAT recognize several letters studied previously.
3. SWBAT sing an authentic holiday song.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet Book Word:</td>
</tr>
<tr>
<td>frog</td>
</tr>
<tr>
<td>ضفادع</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>hello/greeting</td>
</tr>
<tr>
<td>اهلا</td>
</tr>
<tr>
<td>holiday/festival</td>
</tr>
<tr>
<td>عيد</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Speed Writing
Have students form a line in front of the white board. Give a marker to the first five students (or as many as you have markers). Those students each write one word anywhere on the whiteboard. It can be their name, or any word they have learned to write. Challenge the students to write a different word each day. When they finish, students hand the marker to another student in line, and take their seats. Continue until all of the students have written a word. Choose a few of the words to read aloud as a class. Do not erase the words.

B. Letter Search - Reading and Writing Games #8
Use the words the students have written on the board for this game. Add your own if desired. Choose a student or two to erase the board when the game is over.

C. Alphabet Workbooks
Introduce the letter ض according to the alphabet workbook instructions for introducing a new letter (included with Year 3). The workbook word for this letter is ضفادع (frog). When you introduce the word, show students the picture so they will understand the meaning.
D. Ahlan bil-Eid!
Teach the students the chorus to the Eid Song. Start by playing the first part of the song, pausing the video, and saying the words slowly. Have students repeat. Then have students sing the first phrase. Play the entire video, having students try to sing along on the chorus. Make a list on the board to help the students remember how many times the phrases occur in a row during the song. Use something simple, like “A” for the phrase "أهلاً أهلاً بالعيد" and H for “Hey, hey hey. . .”. Play the song again, and point to the list on the board to help the students sing along with the chorus. Teach the students simple actions, such as waving their hand with the rhythm of the music on the “Ahlan” section, and pumping a fist in the air on the “Hey” section.

E. Sing-off
Invite all of the girls to come to the front of the room. Play the song, and have the girls sing along and do the actions, while the boys watch. Encourage the boys to listen quietly, and applaud politely when the song is done. Next have the boys sing and do the actions while the girls listen. Praise the groups for their singing, and also for being a good audience.

F. Dismissal
Have students whose names contain ض ض line up. Then invite the rest of the class to line up. Sing the Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.

Materials Needed:
- Alphabet Workbooks
- Extra dry erase markers (ideally 5 or more)
- Computer and projector
- Ahlan bil-Eid Song: [http://www.youtube.com/watch?v=7Q37MfGDTDA](http://www.youtube.com/watch?v=7Q37MfGDTDA)

Assessments:
Presentational Assessment - Activity A
Students write a word on the board in Arabic script.

Interpretive Assessment - Activity B
Students circle the correct letter.

Presentational Assessment - Activity E
Students sing the Eid Song.

ACTFL Standards:
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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

New York Social Studies Standards - Grade 3:
Standard 2.1a, 2.1c All peoples have beliefs, religion, traditions.
Standard 2.4c Celebrations and important events.
Standard 5.3a Symbols and national holidays.
**Language Objectives:**
1. SWBAT recognize and write the letter ط.
2. SWBAT talk about some things associated with Eid al-Adha.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alphabet Book Word:</strong></td>
</tr>
<tr>
<td>tall طويل</td>
</tr>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>Eid al-Adha (Feast of Sacrifice) عبداللهُ</td>
</tr>
<tr>
<td>pilgrimage حج</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>Eid greeting عيد مبارك</td>
</tr>
<tr>
<td>gift هدية</td>
</tr>
<tr>
<td>lights الضوء</td>
</tr>
<tr>
<td>fireworks ألعاب نارية</td>
</tr>
<tr>
<td>balloon بالونة</td>
</tr>
<tr>
<td>food طعام</td>
</tr>
<tr>
<td>music مسيقى</td>
</tr>
<tr>
<td>friends أصدقاء</td>
</tr>
<tr>
<td>Ramadan رمضان</td>
</tr>
<tr>
<td>fast الصوم</td>
</tr>
<tr>
<td>prayer الصلاة</td>
</tr>
<tr>
<td>daytime النهار</td>
</tr>
<tr>
<td>nighttime الليل</td>
</tr>
<tr>
<td>food طعام</td>
</tr>
<tr>
<td>family عائلة</td>
</tr>
</tbody>
</table>
A. Warm-up Activity: Ahlan bil-Eid
Have students stand and sing along with the chorus of the Ahlan bil-Eid song on the video, doing the actions. Encourage students to sing along with the verses as much as they can.

B. Alphabet Workbooks
Introduce the letter according to the alphabet workbook instructions for introducing a new letter (included with Year 3). The workbook word for this letter is طُويل (tall). When you introduce the word, show students the picture or do the action so they will remember the meaning.

C. What is Eid al-Adha?
Leave the “English OK” sign up.
Write "عيد الأضحى" on the board. Have students repeat the word. Ask students to raise their hands if they know any of the letters in the word. Invite a student or two to come to the board and circle a letter they know, telling the class the name of the letter.

Ask if any students know what Eid al-Adha is. Give students a chance to answer. Invite any students who celebrate Eid al-Adha to tell about their family traditions associated with this holiday.
Give a general explanation about Eid al-Adha. Include a short explanation of the story behind it, and the idea of the sacrifice, and the pilgrimage (see resources below). Teach students the new word, "حج" when you explain the concept.

D. A Family Explains
Show the video that shows an American Muslim family talking about their traditions for Eid. After the video, have students share with a classmate what they thought was the most interesting part of the video.

E. Eid al-Adha and Ramadan
Tell the students you will be talking about similarities between these two holidays. Take down the “English OK” sign. Show the students the image cards from the review words for this lesson. For each item, ask the students, "عيد الأضحى؟ رمضان؟" For most of the items, students should answer “yes” to both holidays.

F. Dismissal
Have students whose names contain ط line up. Then invite the rest of the class to line up. Sing the Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.
Materials Needed:
- Alphabet Workbooks
- Computer and projector
- Ahlan bil-Eid Song: [http://www.youtube.com/watch?v=7Q37MfGDTDA](http://www.youtube.com/watch?v=7Q37MfGDTDA)
- An American Muslim family talks about their traditions: [http://www.youtube.com/watch?v=Ica3XvEKioW](http://www.youtube.com/watch?v=Ica3XvEKioW)
- Further Information on Eid-Al-Adha:
  - [http://www.socialstudiesforkids.com/articles/holidays/eidaladha.htm](http://www.socialstudiesforkids.com/articles/holidays/eidaladha.htm)
  - [http://specialed.about.com/od/integration/a/eidaladhalesson.htm](http://specialed.about.com/od/integration/a/eidaladhalesson.htm)

Assessments:
Presentational Assessment - Activity A
Students write a word on the board in Arabic script.

Interpersonal Assessment - Activity E
Students answer questions about holiday traditions.

**ACTFL Standards:**
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
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**New York Social Studies Standards - Grade 3:**
Standard 2.1a, 2.1c All peoples have beliefs, religion, traditions.
Standard 2.4c Celebrations and important events.
Standard 5.3a Symbols and national holidays.
Language Objectives:
1. SWBAT recognize and write the letter “Zhaa.”
2. SWBAT talk about Christmas.

Culture Objective:
1. SWBAT compare Christmas in the Arab World to Christmas where they live.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alphabet Book Word:</td>
</tr>
<tr>
<td>envelope</td>
</tr>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>Christmas</td>
</tr>
<tr>
<td>tree</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>lights</td>
</tr>
<tr>
<td>food</td>
</tr>
<tr>
<td>sweets</td>
</tr>
<tr>
<td>family</td>
</tr>
<tr>
<td>friends</td>
</tr>
<tr>
<td>gift</td>
</tr>
<tr>
<td>music</td>
</tr>
</tbody>
</table>

Structures:
First person plural of “to like” - ان أحب
Question: Who likes...?

A. Warm-up Activity: Ahlan bil-Eid
Have students stand and sing along with the chorus of the Ahlan bil-Eid song on the video,
doing the actions. Encourage students to sing along with the verses as much as they can.

**B. Alphabet Workbooks**
Introduce the letter ٍ according to the alphabet workbook instructions for introducing a new letter (included with Year 3). The workbook word for this letter is ٍظرف ٍ (envelope). When you introduce the word, show students the picture so they will understand the meaning.

**C. Guess the Holiday**
Tell students they can guess the holiday you will be talking about today. Tell them to raise their hands when they know what holiday it is, but not say it out loud unless they are called on.

Play the video Laylet Eid video. When most of the students are raising their hands, pause the video and call on a student to tell what holiday it is. Teach the students what the holiday is called in Arabic. Have students repeat "عيد ميلاد". Play the rest of the video, if desired.

**D. An Arabic Christmas**
Show students some pictures of Christmas scenes from the Arab World. Use a picture of a Christmas tree to teach the word, "شجرة". Post the image cards for all of the Unit 4 words for today’s lesson, as well as those introduced in previous lessons on one side of the board. Post the card for "عيد الميلاد" on the other side of the board, with plenty of space underneath it. Ask a student to come to the front and choose something that would be part of a Christmas celebration. The student chooses a card, and shows it to the class. Students raise their hands if they know what the item is. The student who chose the card calls on a student to answer. When the item has been correctly identified, the student who chose it can post the card on the board beneath the image for "عيد الميلاد". Repeat with more student helpers until all of the items associated with Christmas have been identified. If a student chooses something that is not associated with Christmas, such as "حلا", ask the class if they can remember what holiday that item goes with.

**E. What I Like at Christmas**
Tell the students a Christmas item you like, for example, "أنا أحب الشجرة في عيد الميلاد". Ask the students, "من يحب الشجرة في عيد الميلاد؟" Instruct the students who like that item to stand. Have them all repeat the phrase "أنا أحب الشجرة في عيد الميلاد" (or the item you have chosen). Repeat with a few additional items.

Divide the class into groups of 3-4 students. Instruct students to take turns telling about something they like at Christmas, and asking their group who also like that item. Move around the room, helping groups as needed.
F. Dismissal
Have students whose names contain ص or ط، ض line up. Then invite the rest of the class to line up. Sing the Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.

Materials Needed:
- Alphabet Workbooks
- Computer and projector
- Ahlan bil-Eid Song: [http://www.youtube.com/watch?v=7Q37MfGDTDA](http://www.youtube.com/watch?v=7Q37MfGDTDA)
- Laylet Eid: [http://www.youtube.com/watch?v=Q52ZFoLw9ow](http://www.youtube.com/watch?v=Q52ZFoLw9ow)
- Pictures of Christmas scenes from the Arab World. These can be found by a google image search such as “Christmas Amman Jordan” or “Christmas in Egypt”

Assessments:
Presentational Assessment - Activity D
Students name items associated with Christmas.

Interpersonal Assessment - Activity E
Students exchange information about what they like at Christmas.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

New York Social Studies Standards - Grade 3:
Standard 2.1a, 2.1c All peoples have beliefs, religion, traditions.
Standard 2.4c Celebrations and important events.
Standard 5.3a Symbols and national holidays.
Language Objectives:
1. SWBAT recognize and write the letters learned so far.
2. SWBAT talk about birthday celebrations.
3. SWBAT wish someone a happy birthday.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>Birthday</td>
</tr>
<tr>
<td>cake</td>
</tr>
<tr>
<td>party</td>
</tr>
<tr>
<td>Holiday greeting</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>balloon</td>
</tr>
<tr>
<td>food</td>
</tr>
<tr>
<td>sweets</td>
</tr>
<tr>
<td>family</td>
</tr>
<tr>
<td>friends</td>
</tr>
<tr>
<td>gift</td>
</tr>
<tr>
<td>music</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Laylet Eid
Have students stand and dance as you play the Laylet Eid video. Encourage students to sing along with some of the words if they can.

B. Partner Letters - Reading and Writing Games #2

C. Guess the Celebration
Tell students they can guess the type of celebration you will be talking about today. Tell them to raise their hands when they know what it is, but not say it out loud unless they are called on. Play the Senna Helwa video. When most of the students are raising their hands, pause the video and call on a student to tell what type of celebration it is. Teach the students how to say
"عيد ميلاد". Have students repeat. Play the rest of the video, if desired.

Post the “English OK” sign. Ask the student if they notice anything about the word for birthday. Give students a chance to answer (it sounds just like the word for Christmas). Ask the students if they can figure out why (because Christmas is celebrating the birthday of Jesus).

D. Birthday Song
Teach the students to sing "سنه حلول يا جميل". Say the words slowly, and have students repeat. Then start singing the song, and have students join in. They will probably catch on quickly, because most of them will know the tune. Sing through the song twice.

E. Birthday Party
Place the image cards for the new and review words for this lesson, with the exception of حفلة، كل عام وانتم بخير، and عيد ميلاد، face down on a desk or table at the front of the room. Show the students the image for حفلة، and say the word. Have students repeat. Post the image card on the board. Post the image card for عيد ميلاد next to it, and tell the students, "حفلة عيد ميلاد". Have students repeat. Choose a student helper to come up and choose one of the cards. Have the student show the card to the class, and say the name of the item out loud. Have the class repeat the word. The student then posts the card below the cards for "حفلة عيد ميلاد". Continue with student helpers choosing cards until you have placed all of the cards on the board.

F. Whose Birthday?
Draw a name out of the Magic Hat. Invite that student to come up front. The class will pretend it is that student’s birthday. Have the student choose his or her three favorite items from the image cards. The student then says, "أنا أحب..." and names the items. Teach the class the phrase, "كل عام وانتم بخير". Have the class say it to the student. Then have the class sing the birthday song, using the name of that student. Choose other names out of the hat and repeat, as time allows.

G. Dismissal
Invite the students whose “birthday” you have celebrated to line up first. Then invite the rest of the class to line up. Sing the Birthday Song or another song of your choice with students as they exit.

Materials Needed:
- Computer and projector
● Laylet Eid: http://www.youtube.com/watch?v=Q52ZFolW9ow
● Dry erase markers (ideally one for each student)
● Individual white boards (see Reading and Writing Games - Materials)
● Senna Helwa: http://www.youtube.com/watch?v=KbtwC_0Uh40
● Image cards for the items listed as new or review vocabulary for this lesson
● Magic hat, prepared with slips of paper with student’s names on them

Assessments:
Interpretive Assessment - Activity B
Students listen to the letter spoken by the teacher, and write it correctly.

Presentational Assessment - Activity E
Students say the names of the birthday items.

Presentational Assessments - Activity F
Students tell the class which birthday things they like.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

New York Social Studies Standards - Grade 3:
Standard 2.1a, 2.1c All peoples have beliefs, religion, traditions.
Standard 2.4c Celebrations and important events.
Standard 5.3a Symbols and national holidays.
Arabic Year 3
Unit 4: Holidays and Celebrations
Lesson 8: Holiday Choices

Language Objectives:
1. SWBAT recognize simple words.
2. SWBAT work together to plan a party.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>All Unit 4 vocabulary</td>
</tr>
<tr>
<td>Structures:</td>
</tr>
<tr>
<td>We have - عدنا</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Ahlan bil-Eid
Have students stand and sing along with the Ahlan bil-Eid chorus of the song on the video, doing the actions. Encourage students to sing along with the verses as much as they can.

B. Word Search - Reading and Writing Games #9
Use the alphabet book words learned so far, as well as sight words from Year 2.

C. Party Planners
Spread out the image cards from the unit, face up, on a table. The class will now plan an imaginary party. Post the image card for حفلة on the board. As a class, vote on which holiday you want to plan. Hold up the image card for each holiday, and have students raise their hands if they want to vote for that holiday. Count the votes in Arabic, and write the total on the board. Once the voting is finished, post the “winning” holiday on the board. Now have student raise their hands to suggest important things for the party, from the words learned in this unit. As students suggest items, post them on the board. Continue until four or five things are selected. With the students, talk about what you have for your party. Start by saying a phrase, such as, "في الحفلة عدنا كعكة". Have students repeat the phrase. Ask for a volunteer to say another phrase about the party. Assist as necessary. Continue for all of the items, having the class repeat each phrase.

D. Group Planners
Remove the image cards from the board, and put them back on the table, face up. Ask for
three to four volunteers who would like to plan a party together. Have the students gather around the table to plan the party. While they are working on the party, play one of the videos (see materials section) to entertain the rest of the class. Assist the group of students in choosing a holiday, and choosing items for the party. The group should decide on the holiday together, and then each student should choose one thing for the party. Have students post the items on the board. Then have the group present their party to the class. One student should introduce the party, for example, "حفلة عيد ميلاد سارة". Then each member of the group should tell about one thing they have for the party, for example, "عندنا هدية". If time allows, repeat this process with a new group of students.

E. Dismissal
Have students whose names contain line up. Then invite the rest of the class to line up. Sing the Alphabet Song, the Goodbye Song or another song of your choice with students as they exit.

Materials Needed:
- Computer and projector
- Ahlan bil-Eid Song: [http://www.youtube.com/watch?v=7Q37MfgDTDA](http://www.youtube.com/watch?v=7Q37MfgDTDA)
- Senna Helwa: [http://www.youtube.com/watch?v=KbtwC_0Uh40](http://www.youtube.com/watch?v=KbtwC_0Uh40)
- Laylet Eid: [http://www.youtube.com/watch?v=Q52ZFoLw9ow](http://www.youtube.com/watch?v=Q52ZFoLw9ow)

Assessments:
Interpretive Assessment - Activity B
Students identify and circle the word spoken by the teacher.

Interpretive Assessment - Activity C
Students vote for the holiday they prefer when they hear the word.

Interpersonal Assessment - Activity D
Students work together to plan a party.

Presentational Assessment - Activity D
Students present their party idea to the class.

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
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Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

New York Social Studies Standards - Grade 3:
Standard 2.1a,2.1c All peoples have beliefs, religion, traditions.
Standard 2.4c Celebrations and important events.
Standard 5.3a Symbols and national holidays.
Language Objectives:
1. SWBAT write some of the words they have learned.
2. SWBAT work together to plan a party.

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<tr>
<td>Structures:</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

A. Warm-up Activity: Ahlan bil-Eid
Have students stand and sing along with the Ahlan bil-Eid chorus on the video, doing the actions. Encourage students to sing along with the verses as much as they can.

B. Team Words - Reading and Writing Games #5
Divide the class into teams of 3-4 students. Have students within each group take turns writing the words. Use simple words from the alphabet workbook, or sight words from year 2.

C. Party Poster Instructions
Post the “English OK” sign. Explain the project to the students. Each group will plan a party, similar to the party planned by the group(s) during the previous class period. Each group will decide together on what holiday the party is for. Then each student in the group will choose at least one thing to have at the party. Students will work together to create a poster for their party. Each student will draw the item(s) they chose.

Explain the grading rubric to the students, so they know what is expected. Students will present their parties to the class during the following class period.

D. Poster Making
Divide the class into groups of 3-4 students. Post the image cards on the board, or spread them out, face up, on a table to give the students ideas. Provide art supplies. Give the students
plenty of time to work on their posters. Encourage students to discuss their posters in Arabic. Walk around the room, providing assistance as needed. Ask the students questions about their parties in Arabic. As groups finish, have them practice presenting their party to you, or to other groups who have finished.

E. Poster Collection
Collect all of the posters for use during the next class period. Instruct students to return all of the art supplies.

F. Dismissal
Optional: Invite students to bring snacks or treats to share to have a party during the next class period.
Have students line up when they are finished putting away supplies. As students exit, ask them to say one of the holiday greetings they have learned.

Materials Needed:
- Small white board for each group
- Extra dry erase marker for each group
- Computer and projector
- Ahlan bil-Eid Song: http://www.youtube.com/watch?v=7Q37MfGDTDA
- “English OK” sign
- Image cards, Unit 4
- Poster board or other large paper
- Crayons, markers, or colored pencils

Assessments:
Presentational Assessment - Activity B
Students write the words as spoken by the teacher.

Interpersonal Assessment - Activity D
Students work together to plan a party, create a poster, and practice their presentations.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

**New York Social Studies Standards - Grade 3:**
Standard 2.1a,2.1c All peoples have beliefs, religion, traditions.
Standard 2.4c Celebrations and important events.
Standard 5.3a Symbols and national holidays.
Language Objectives:
1. SWBAT talk about holiday parties.

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<tbody>
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<td>Review:</td>
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<tr>
<td>All Unit 4 vocabulary</td>
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<tr>
<th>Structures:</th>
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</thead>
<tbody>
<tr>
<td>We have - عندنا</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Laylet Eid
Have students stand and dance as you play the Laylet Eid video. Encourage students to sing along with some of the words if they can.

B. Presentation Practice
Hand out the party posters to the students. Remind students of the presentation requirements, as listed in the rubric. Give the groups 5-10 minutes to practice their presentations.

C. Party Presentations
Have each group present to the class about their party plan.

D. Party!
If students have brought snacks or treats to share, have them get them out and offer them to the other students.
Play the video Iftar in Sudan video. As time allows, choose other videos about holidays in the Arab World, if desired. Be sure to preview all videos ahead of time to be sure they are appropriate for children. Play the song videos used during this unit, and encourage students to sing along.

E. Dismissal
Have students whose names contain any of the letters learned during this unit (س، ش، ص، ض، ط، ظ) line up. Then invite the rest of the class to line up. As students exit, ask them to say one of the holiday greetings they have learned.
Materials Needed:
- Computer and projector
- Laylet Eid: [http://www.youtube.com/watch?v=Q52ZFoLw9ow](http://www.youtube.com/watch?v=Q52ZFoLw9ow)
- Iftar in Sudan: [http://www.youtube.com/watch?v=kyL7kGYXYmI](http://www.youtube.com/watch?v=kyL7kGYXYmI)
- Ahlan bil-Eid Song: [http://www.youtube.com/watch?v=7Q37MfGDTDA](http://www.youtube.com/watch?v=7Q37MfGDTDA)
- Senna Helwa: [http://www.youtube.com/watch?v=KbtwC_0Uh40](http://www.youtube.com/watch?v=KbtwC_0Uh40)

Assessments:
See rubric.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.

New York Social Studies Standards - Grade 3:
Standard 2.1a, 2.1c All peoples have beliefs, religion, traditions.
Standard 2.4c Celebrations and important events.
Standard 5.3a Symbols and national holidays.
## 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>
</tr>
</thead>
<tbody>
<tr>
<td>Student can read, write, and say the names of all letters studied so far.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can use the correct greetings for different holidays (e.g. Ramadan)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student contributed to their party poster, including relevant items.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I Can Statements:**

- I can read, write, and say the names of all the letters I have learned so far.
- I can greet someone on Ramadan/ and wish them Happy Birthday.
- I can explain the differences between Christmas here and in the Arab world.
- I can explain Arab traditions for different holidays.
GLP Arabic Curriculum
Year 3, Unit 5: Routines
Table of Contents

Unit 5: Routines
Essential Question: What are our daily routines?

**Lessons:**
1. Things I Do, “Ayn” 2
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3. What Do You Do?, “Faa” 8
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8. How Often? 23
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**Unit Assessment** 30
Language Objectives:
1. SWBAT recognize and write the letter “‘ayn.”
2. SWBAT talk about things they do each day.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>I eat</td>
</tr>
<tr>
<td>I sleep</td>
</tr>
<tr>
<td>I read</td>
</tr>
<tr>
<td>I watch TV</td>
</tr>
<tr>
<td>every day</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>days of the week</td>
</tr>
</tbody>
</table>

Structures:
First person singular verb form

A. Warm-up Activity: Days of the Week Circle Game
Review the Days of the Week song with the students. Use the sound file included with this unit, if desired.
Have the students stand in two or three circles, depending on the size of the class. Give one student in each circle a ball. Sing the Days of the Week song while passing the ball around the circle. When the students sing the last word (السبت) (السبت), the student with the ball must go and sit in the middle of the circle. Sing the song again. The student with the ball at the end of the song this time must go to replace the student in the middle of the circle, who re-joins the game. Repeat three or four times.

B. Alphabet Workbooks
Introduce the letter ع according to the alphabet workbook instructions for introducing a new letter (included with Year 3). The workbook word for this letter is عنب (grapes). When you
introduce the word, show students the picture so they will understand the meaning.

C. Things I Do

Introduce the vocabulary as follows:
Say, "انا أكل" and act as if you are eating. Have students repeat the sentence and the action.
Say, "انا آكل" and act as if you are sleeping. Have students repeat the sentence and the action.
Repeat "انا آكل" having the students repeat each sentence and action after you.
Say "انا آكل" without doing the action, and wait for the student to do the action while repeating the sentence. Do the same with "انا اشرب" and "انا اكل" in the same manner. Now do the action for one of the words, and see if the students can say the sentence. Repeat with each of the verbs.

D. Every Day

Hold up a calendar, post a calendar on the board, or refer to a classroom calendar. Point to each day, and say, "انا آكل كل يوم" and so forth. Then say, "انا آكل كل يوم" pointing to all of the days on the calendar. Say "انا آكل كل يوم" and have students repeat. Break it down for them by saying, "كل يوم" and having them repeat, and then saying, "كل يوم" and having them repeat. Practice the entire sentence with the students again several times.

Repeat the same procedure, pointing to each day and saying, "يوم الأحد آنا آكل" and so forth.
Now say "كل يوم آنا آكل" and wait to see if a student can come up with the sentence "كل يوم آنا آكل". Repeat the sentence with the students several times. Do the action for reading, and gesture to all of the days on the calendar, and see if a student can come up with the sentence "انا آكل كل يوم". Do the same with watching TV.

E. Charades

The object of this game is for a student to come up with the sentence that is acted out. Start with an example of your own. Before you begin, explain to the students (in Arabic, but using gestures for understanding) that they should remain quiet (finger to lips) and raise their hands (raise your hand) if they want to answer. Act out the sentence "انا آكل يوم الاثنين" as follows:
Point to yourself, do the action for "sleep", then point to the day on the calendar. Call on a student to say the sentence. Assist as necessary. If students are having trouble with the days of the week, practice them again in order, as a class.

Draw a name out of the Magic Hat. Invite that student to come act out a sentence. Have students raise their hands if they wish to answer. Let the students who acted out the sentence call on a student to answer. The student who answers correctly then comes up and draws a name out of the Magic Hat. The student whose name is drawn acts out the next sentence. Continue as time allows.
F. Dismissal
Have students whose names contain ξ line up. Then invite the rest of the class to line up. Sing the Alphabet Song, the Days of the Week song, the Goodbye song or another song of your choice with students as they exit.

Materials Needed:
- Alphabet Workbooks
- Two or three balls
- Optional - sound file “Ayam/Days of the Week”
- Calendar (you can simply refer to a classroom calendar, if there is one in the room)
- Magic Hat, prepared with names of students on slips of paper inside it

Assessments:
Presentational Assessment - Activity B
Students write the new letter in all of its forms

Interpretive Assessment - Activity C
Students do the appropriate action when they hear the word.

Presentational Assessment - Activity D, E
Students say the appropriate sentence based on the actions.

ACTFL Standards:
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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

New York Social Studies Standards - Grade 3:
Standard 2.1c, 2.4 b School, work, and leisure time
Language Objectives:
SWBAT recognize and write the letter “ghayn.”
SWBAT talk about games/sports they play.

<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 play</td>
</tr>
<tr>
<td>video games</td>
</tr>
<tr>
<td>soccer</td>
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<td>football</td>
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<td>baseball</td>
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<td><strong>Review:</strong></td>
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<td>every day</td>
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<tr>
<td>days of the week</td>
</tr>
<tr>
<td><strong>Structures:</strong></td>
</tr>
<tr>
<td>First person singular of</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Days of the Week Circle Game
Have the students stand in two or three circles, depending on the size of the class. Give one student in each circle a ball. Sing the Days of the Week song while passing the ball around the circle. When the students sing the last word (السبت), the student with the ball must go and sit in the middle of the circle. Sing the song again. The student with the ball at the end of the song this time must go to replace the student in the middle of the circle, who re-joins the game. Repeat three or four times.

B. Alphabet Workbooks
Introduce the letter غ according to the alphabet workbook instructions for introducing a new letter (included with Year 3). The workbook word for this letter is غاز (gas). When you introduce the word, show students the picture so they will understand the meaning.
### C. Review
Using the image cards, review the verbs learned in the previous class. Walk around the class, showing one of the cards to a student, and having the student say the word ("لعب" etc.). If a student can’t remember one word, show that student a different card. If the student still can’t remember, say the beginning of the word as a hint. Continue until each student has had a chance to say a word correctly. If the class is large, and students have trouble staying engaged, hold up a card for the entire class and have them call out the word. Do this after every two to three students if needed.

### D. I Play
Teach the new vocabulary using the image cards. Show the students a card, and say the word. Then do an action to represent that game or sport, and have students repeat the word while doing the action. Have students repeat the word "لعب" by itself, and then the word for a sport by itself, then the phrase together. This draws attention to the meaning of the verb, "لعب".

### E. When Do You Play?
Indicate the calendar. Ask a student, "هل تلعب/تلعبين كرة القدم كل يوم؟". Help the student answer with a complete sentence, which could be "لا، أنا العب كرة القدم يوم" or "لا، أنا العب كرة السلة كل يوم". Ask any of a variety of other appropriate answers. Now ask the question to the entire class. Have the students tell their answer to two different classmates seated near them. Ask the class several more questions, as time allows. Use different sports/games, different days of the week, and so forth. Have students tell their answer to two different classmates seated near them each time.

### F. Dismissal
Have students whose names contain "غ" line up. Then invite the rest of the class to line up. Sing the Alphabet Song, the Days of the Week song, the Goodbye song or another song of your choice with students as they exit.

**Materials Needed:**
- Two or three balls
- Alphabet Workbooks
- Calendar
- Image cards, Unit 5

**Assessments:**
Presentational Assessment - Activity B
Students write the new letter in all of its forms

Presentational Assessment - Activity C
Students say the correct word when they see the image.

Interpersonal Assessment - Activity E
Students answer questions about the sports and games they play.

**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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

**New York Social Studies Standards - Grade 3:**
Standard 2.1c, 2.4 b School, work, and leisure time
Language Objectives:
SWBAT recognize and write the letter “faa.”
SWBAT ask and answer questions about things they do.

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Structures:
First person singular verb form

A. Warm-up Activity: Days of the Week Circle Game
Have the students stand in two or three circles, depending on the size of the class. Give one student in each circle a ball. Sing the Days of the Week song while passing the ball around the circle. When the students sing the last word (السبت), the student with the ball must go and sit in the middle of the circle. Sing the song again. The student with the ball at the end of the song this time must go to replace the student in the middle of the circle, who re-joins the game. Repeat three or four times.
### B. Alphabet Workbooks
Introduce the letter ش according to the alphabet workbook instructions for introducing a new letter (included with Year 3). The workbook word for this letter is شيل (elephant). When you introduce the word, show students the picture so they will understand the meaning.

### C. Fly Swatter Game
Place the image cards for the verbs and games learned in lessons 1 and 2 in the pocket chart. Divide the class into two teams. Have one student from each team come forward. Give them each a fly swatter. Say a sentence containing one of the words, for example, "أنا أقرأ كل يوم." The student who swats the correct word first earns a point for his or her team. Continue until each student has had at least one turn.

### D. What Do You Do?
Use two puppets to demonstrate asking, "ماذا تفعل/تفعلين؟" Example dialogue:
- Girl: ماذا تفعل؟
- Boy: أنا العاب لعبة الفنيدي. ماذا تفعلين؟
- Girl: أنا العاب كرة السلة.
Now use one of the puppets to ask several students the same question. Place emphasis on the difference between the feminine and masculine forms. Assist students with their answers as needed. Have students repeat, "ماذا تفعل؟" and "ماذا تفعلين؟".

### E. Line Game
Have the students from one long line. Demonstrate the game as follows:
Stand as if you are at the front of the line. The turn to the person behind you and ask, "ماذا تفعل/تفعلين؟" using the appropriate form, depending if the student is a boy or a girl. Student should give an appropriate answer. Then you sit down (still in the line), and the second student turns around and asks the next student the same question. After the student answers, the student who asked sits down, and the student who answered turns around to ask the next person. Go through the entire line this way. Leave your spot in line to monitor the students and offer assistance.

When the last student has finished, praise the student for their work. Now have all of the students stand up again, but this time face the opposite way. The student who was last becomes the first student. If students are able to complete this activity without a lot of assistance, time how long it takes to go through the entire line. The play again, and try to beat the time. Repeat as time allows.
F. Dismissal
Have students whose names contain line up. Then invite the rest of the class to line up.
Sing the Alphabet Song, the Days of the Week song, the Goodbye song or another song of your choice with students as they exit.

Materials Needed:
- Alphabet Workbooks
- Two or three balls
- Image cards, Unit 5
- Fly swatter
- Pocket chart
- Two puppets (one male, one female)

Assessments:
Presentational Assessment - Activity B
Students write the new letter in all of its forms.

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

Interpersonal Assessment - Activity D, E
Students ask and answer questions about things they do.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

New York Social Studies Standards - Grade 3:
Standard 2.1c, 2.4 b School, work, and leisure time
Language Objectives:
1. SWBAT recognize and write the letter “qaf.”
2. SWBAT talk about places they go.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>I go to</td>
</tr>
<tr>
<td>the school</td>
</tr>
<tr>
<td>the church</td>
</tr>
<tr>
<td>the mosque</td>
</tr>
<tr>
<td>my house</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>every day</td>
</tr>
<tr>
<td>days of the week</td>
</tr>
</tbody>
</table>

**Structures:**
First person singular of the verb ذهب - go

**A. Warm-up Activity: Days of the Week Circle Game**
Have the students stand in two or three circles, depending on the size of the class. Give one student in each circle a ball. Sing the Days of the Week song while passing the ball around the circle. When the students sing the last word (السبت), the student with the ball must go and sit in the middle of the circle. Sing the song again. The student with the ball at the end of the song this time must go to replace the student in the middle of the circle, who re-joins the game. Repeat three or four times.

**B. Alphabet Workbooks**
Introduce the letter ق according to the alphabet workbook instructions for introducing a new letter (included with Year 3). The workbook word for this letter is قوي (strong). When you introduce the word, show students the picture so they will understand the meaning.
C. Places I Go
Teach the students the places in the lesson by showing the image card, saying the word, and having students repeat. Repeat each place several times, in random order. Post the image cards in different places on the board. Use a puppet or action figure to act out going to one of the places, saying, for example, "أنا أذهب إلى المدرسة." and moving the figure to that picture. Have the students repeat "أنا أذهب إلى المدرسة" several times, and then "أنا أذهب إلى المدرسة" Repeat, having the figure go to each of the four places, and having students repeat the phrases.

D. Four Corners
Post the image cards for the places (school church, mosque, my house) in four different corners (or areas) of the room. Have the class walk through the game slowly the first time. Choose a student to count. Have that student cover his or her eyes, and begin to count. Look around at the four corners, as if deciding, then walk quickly to one of the corners. Motion to the other students to run to any one of the four corners. After the student counts to ten, instruct him or her to look up. Give the four slips of paper with the places written on them to the student who counted. He or she chooses one, and gives it to the teacher to read. Students who are in the corner that is written on the paper must move to another corner, but before they can move, they must state where they are going, for example, "أنا أذهب إلى المسجد." Choose another student to count, and repeat. Students can move to a different corner each time, while the student is counting, but when the student gets to ten, they must stay where they are, and listen to see if students in their corner have to move. Repeat the game as time allows.

E. Dismissal
Have students whose names contain a line up. Then invite the rest of the class to line up. Sing the Alphabet Song, the Days of the Week song, the Goodbye song or another song of your choice with students as they exit.

Materials Needed:
- Alphabet Workbooks
- Two or three balls
- Puppet or action figure
- Slips of paper, one with each place on it.

Assessments:
Presentational Assessment - Activity B
Students write the new letter in all of its forms.

Presentational Assessment - Activity D
Students state where they are going.
ACTFL Standards:
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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

New York Social Studies Standards - Grade 3:
Standard 2.1c, 2.4 b School, work, and leisure time
Language Objectives:
1. SWBAT identify alphabet book words from Unit 4.
2. SWBAT talk about what they do, and when.

Essential Vocabulary

<table>
<thead>
<tr>
<th>Review:</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I go to</td>
<td>اذهب إلى</td>
</tr>
<tr>
<td>the school</td>
<td>المدرسة</td>
</tr>
<tr>
<td>the church</td>
<td>الكنيسة</td>
</tr>
<tr>
<td>the mosque</td>
<td>المسجد</td>
</tr>
<tr>
<td>my house</td>
<td>بيتي</td>
</tr>
<tr>
<td>I eat</td>
<td>أكل</td>
</tr>
<tr>
<td>I sleep</td>
<td>آم</td>
</tr>
<tr>
<td>I read</td>
<td>أقرأ</td>
</tr>
<tr>
<td>I watch TV</td>
<td>أشاهد التلفزيون</td>
</tr>
<tr>
<td>I play</td>
<td>العاب</td>
</tr>
<tr>
<td>video games</td>
<td>ألعاب فيديو</td>
</tr>
<tr>
<td>soccer</td>
<td>كرة القدم</td>
</tr>
<tr>
<td>football</td>
<td>كرة القدم الأمريكية</td>
</tr>
<tr>
<td>baseball</td>
<td>البيسبول</td>
</tr>
<tr>
<td>basketball</td>
<td>كرة السلة</td>
</tr>
<tr>
<td>every day</td>
<td>كل يوم</td>
</tr>
<tr>
<td>days of the week</td>
<td></td>
</tr>
</tbody>
</table>

Structures:
First person singular verb form

A. Warm-up Activity: Days of the Week Circle Game
Have the students stand in two or three circles, depending on the size of the class. Give one student in each circle a ball. Sing the Days of the Week song while passing the ball around the circle. When the students sing the last word (السبت), the student with the ball must go and sit in the middle of the circle. Sing the song again. The student with the ball at the end of the
song this time must go to replace the student in the middle of the circle, who re-joins the game. Repeat three or four times.

<table>
<thead>
<tr>
<th>B. Word Search (Team Game) - Reading and Writing Games #9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the alphabet book words from Units 2-4.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Fruit Basket</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is an adaptation of the traditional Fruit Basket game, using days of the week and the vocabulary from this unit. With this game, it is best to set up for the game, and walk the students through it the first few times, rather than trying to just explain the rules. The first several rounds will go slowly, and you will need to help the students figure out what to do, but soon they will get the hang of it, and the game will go very fast.</td>
</tr>
</tbody>
</table>

Post the Unit 4 image cards on the board to help students remember the words. Arrange chairs in a circle - one fewer than the number of students in the class. One student is “it,” and starts out in the center. The other students sit in the chairs. Assign each student a day of the week. Do this by walking around the circle, pointing to each student, and saying a day of the week. Have the students repeat their day of the week to be sure they remember it. Also assign a day of the week to the student in the center. The student in the center says a sentence, including something they do, and the day of the week on which they do it, for example: أنا أذهب إلى الكنيسة يوم الأحد. When the student says the day, in this case "الأحد," any students who are assigned that day must get up from their chairs, and sit in the chair of someone else who had to get up from his or her chair. Meanwhile, the student in the center tries to sit in one of the chairs. If the class is small, and there is only one student assigned to that day, then the student in the center will take the chair of the student assigned to that day. Whichever student is left without a chair becomes “it,” and says the next sentence.

Any student who is “it” can say a sentence ending with a certain day of the week, or can say a sentence ending with "كل يوم." If the student says,"كل يوم," all of the students have to get up from their chairs and find a new chair, no matter which day they are assigned. If many of the students are having trouble thinking of sentences, pause the game and practice some sentences. Say a possible sentence, and have students repeat it two or three times. Do this with five or six possible sentences. Always be available to assist the student who is “it.”

<table>
<thead>
<tr>
<th>D. Cleanup</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow plenty of time for students to help put the chairs back where they belong, and straighten up the classroom.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look for students who have been very helpful putting chairs away, and invite them to line up</td>
</tr>
</tbody>
</table>
first. Then invite the rest of the class to line up. If students try to line up while others are still straightening the classroom, ask those students to go back and help, and then line up at the end of the line. Sing the Alphabet Song, the Days of the Week song, the Goodbye song or another song of your choice with students as they exit.

Materials Needed:
- Two or three balls
- Two white board markers of different colors
- Chairs - one fewer than the number of students in the class
- Image cards - Unit 4

Assessments:
Interpretive Assessment - Activity B
Students circle the word spoken by the teacher.

Presentational Assessment - Activity C
Students state what they do, and when.

Interpretive Assessment - Activity C
Students get out of their chairs when they hear their day, or "كل يوم."

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

New York Social Studies Standards - Grade 3:
Standard 2.1c, 2.4 b School, work, and leisure time
Language Objectives:
1. SWBAT talk about various time periods.

Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>month  شه</td>
<td></td>
</tr>
<tr>
<td>year   سنة</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>day      يوم</td>
<td></td>
</tr>
<tr>
<td>week     أسبوع</td>
<td></td>
</tr>
<tr>
<td>days of the week</td>
<td></td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Days of the Week Circle Game
Have the students stand in two or three circles, depending on the size of the class. Give one student in each circle a ball. Sing the Days of the Week song while passing the ball around the circle. When the students sing the last word (السعة), the student with the ball must go and sit in the middle of the circle. Sing the song again. The student with the ball at the end of the song this time must go to replace the student in the middle of the circle, who re-joins the game. Repeat three or four times.

B. Dictation Race - Reading and Writing Games #6
Use sight words from Year 2, alphabet book words learned so far in Year 3, and any other simple words that use only letters the students know.

C. Calendar Words
Use a traditional wall calendar to review the calendar words that the students know, and to teach the new vocabulary. Point to all of the days of the week, and say "كل يوم." Now point to one day, and say, "يوم." Have students repeat. Run your pointed finger across the days of one week and say, "أيام الأسبوع - أسبوع." Point to one day again, and say, "يوم." having students repeat. Run your pointed finger across the days of one week again, and say. "أيام أسبوع." Have student repeat again. Now point to one day, and gesture to students to answer. Students should say the correct word. Run your pointer finger across the week again, and gesture for students to answer. Students should respond with the word.
Say the words again, encouraging students to point to an imaginary calendar for “day” and run their pointed finger across in a straight line for “week.” Now gesture to the entire page of the calendar - the whole month. Open your hand, and move your open hand from the top to the bottom of the page, and say, "شهر." Have students repeat the word, while completing the same gesture with their hand. Repeat the word and gesture several times.

Now hold the calendar in front of you, and flip the pages open with both hands, starting at the center and moving the hands outward. Say, "سنة" and have students repeat. Students should make the same gesture as if holding an imaginary calendar. Put down the calendar, and repeat each of the words, while doing the gesture as if you were still holding the calendar. Have students repeat each word and perform each gesture.

### D. Listen and React
Say one of the calendar words, without doing the action. Students should repeat the word and do the action. Repeat with all of the calendar words, using each word at least twice. Invite a student helper to come be the teacher. The student now says a word, and waits for the class to repeat, and do the gesture. Choose another student, and repeat.

### E. Dismissal
Call out any Arabic letter. Invite students whose name contains that letter to line up. Repeat with 2-3 more letters. Then invite the rest of the class to line up. Sing the Alphabet Song, the Days of the Week song, the Goodbye song or another song of your choice with students as they exit.

**Materials Needed:**
- Two or three balls
- Three white board markers
- Calendar (containing the entire year - such as a traditional wall calendar)

**Assessments:**
- Presentational Assessment - Activity B
  Students write the words as dictated by the teacher.

- Interpretive Assessment - Activity D
  Students perform the gesture associated with the word upon hearing the word.

**ACTFL Standards:**
- 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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Language Objectives:
1. SWBAT talk about the frequency of things they do.
2. SWBAT spell some basic words.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>every</td>
</tr>
<tr>
<td>day</td>
</tr>
<tr>
<td>week</td>
</tr>
<tr>
<td>month</td>
</tr>
<tr>
<td>year</td>
</tr>
<tr>
<td>I go to</td>
</tr>
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<td>the school</td>
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<tr>
<td>baseball</td>
</tr>
<tr>
<td>basketball</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Days of the Week Circle Game
Have the students stand in two or three circles, depending on the size of the class. Give one student in each circle a ball. Sing the Days of the Week song while passing the ball around the circle. When the students sing the last word (السبت), the student with the ball must go and sit in the middle of the circle. Sing the song again. The student with the ball at the end of the
song this time must go to replace the student in the middle of the circle, who re-joins the game. Repeat three or four times.

**B. Team Words - Reading and Writing Games #5**

Use sight words from Year 2, alphabet book words learned so far in Year 3, and any other simple words that use only letters the students know. If you do not have enough white boards and markers, students can share with a partner, taking turns doing the writing.

**C. Every Week, Every Month, Every Year**

Post the image card for Unit 5 on the board to help students remember the vocabulary. Say a sentence using "أنا أذهب إلى المسجد كل أسبوع" and indicate the image card for mosques as you say it. Then say, for example, "أنا ألعب كرة القدم كل سنة." Make the gesture for "شهر" and indicate the image card for mosques as you say it. Then say, for example, "أنا ألعب كرة القدم كل سنة." Make the gesture for "شهر" and indicate the image card for soccer.

**D. Group Activity**

Divide the class into groups of two to three students. Instruct one student from each group to come choose one image card from the board. Give the students three minutes for each group to agree on a sentence using that image card, and telling the frequency of that activity (every day, every week, etc.). Have each group say the sentence all together. Give students ten seconds to put the image cards back on the board. Now let each group choose a new card, and plan a new sentence to share with the class. Repeat the activity as time allows.

**E. Dismissal**

Call out any Arabic letter. Invite students whose name contains that letter to line up. Repeat with 2-3 more letters. Then invite the rest of the class to line up. Sing the Alphabet Song, the Days of the Week song, the Goodbye song or another song of your choice with students as they exit.

**Materials Needed:**

- Two or three balls
- Individual white boards and markers (see materials section, Reading and Writing Games)
- Image cards, Unit 5

**Assessments:**

Presentational Assessment - Activity B
Students write the word spoken by the teacher.

Interpersonal Assessment - Activity D
Students work together to plan and share a sentence.
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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

New York Social Studies Standards - Grade 3:
Standard 2.1c, 2.4 b School, work, and leisure time
Language Objectives:
1. SWBAT write several words.
2. SWBAT state what they do, and how often.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>always دانما</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>All Unit 5 vocabulary</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Days of the Week Circle Game
Have the students stand in two or three circles, depending on the size of the class. Give one student in each circle a ball. Sing the Days of the Week song while passing the ball around the circle. When the students sing the last word (السبت), the student with the ball must go and sit in the middle of the circle. Sing the song again. The student with the ball at the end of the song this time must go to replace the student in the middle of the circle, who re-joins the game. Repeat three or four times.

B. Write the Word - Reading and Writing Games #3
Play in teams of three to four students.

C. Fruit Basket
This is the game that was played in Lesson 5, but using day, week, month and year.

First, teach the students the word " دائما" (always). Post the Unit 4 image cards on the board to help students remember the words. Arrange chairs in a circle - one fewer than the number of students in the class. One student is “it,” and starts out in the center. The other students sit in the chairs. Assign each student a word from the following: يوم، أسبوع، شهر، سنة. Do this by walking around the circle, pointing to each student, and saying one of the words. Have the students repeat their word to be sure they remember it. Also assign a word to the student in the center. The student in the center says a sentence, including something they do, and the frequency which they do it, for example: أنا أذهب إلى الكنيسة كل أسبوع. When the student says the
frequency, in this case "اسبوع", any students who are assigned that word must switch chairs, and sit in the chair of someone else who had to get up from his or her chair. Whichever student is left without a chair becomes “it,” and says the next sentence, ending with "أسبوع، سباع سنوات، or شهر.” Or, the student can end with "دائماً", meaning that everyone must switch chairs. For more detailed instructions, see Lesson 5. Always be available to assist the student who is “it.”

**D. Cleanup**
Allow plenty of time for student to help put the chairs back where they belong, and straighten up the classroom.

**E. Dismissal**
Call out any Arabic letter. Invite students whose name contains that letter to line up. Repeat with 2-3 more letters. Then invite the rest of the class to line up. Sing the Alphabet Song, the Days of the Week song, the Goodbye song or another song of your choice with students as they exit.

**Materials Needed:**
- Two or three balls
- Individual white board and markers for one third of the students in the class
- Chairs - one fewer than the number of students in the class
- Image cards - Unit 4

**Assessments:**
**Presentational Assessment - Activity B**
Students write the word spoken by the teacher.

**Presentational Assessment - Activity C**
Students state what they do, and how often.

**Interpretive Assessment - Activity C**
Students get out of their chairs when they hear their word.

**ACTFL Standards:**
**Standard 1.1** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
**Standard 1.2** Students understand and interpret 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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

New York Social Studies Standards - Grade 3:
Standard 2.1c, 2.4 b School, work, and leisure time
Language Objectives:
1. SWBAT talk about things they do, and how often they do them.

<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: Days of the Week Circle Game
Have the students stand in two or three circles, depending on the size of the class. Give one student in each circle a ball. Sing the Days of the Week song while passing the ball around the circle. When the students sing the last word (السبت), the student with the ball must go and sit in the middle of the circle. Sing the song again. The student with the ball at the end of the song this time must go to replace the student in the middle of the circle, who re-joins the game. Repeat three or four times.

B. Presentation Planning
Post the “English OK” sign. Explain to the students that they will be creating a picture about things they do every day, week, month and year. Explain the grading rubric to the students, s0p they know what is expected of them.

Give each student a Presentation Planner paper. Students should draw a picture representing something they do each day, each week, each month, and each year. Be sure students understand that it can be anything - it does not have to be things they actually do. Provide art supplies. Give students ample time to finish their drawings.

E. Presentation Practice
When students have finished their drawings, have each student find a partner. Take down the “English OK” sign. Students should practice saying one sentence about each picture with their partner. After both partners have had a turn to share, have students find a new partner. Students now share their presentation with the new partner. Repeat as time allows. Collect the pictures for use during the next class period. Have student collect and put away all of the art supplies.
E. Dismissal
Call out any Arabic letter. Invite students whose name contains that letter to line up. Repeat
with 2-3 more letters. Then invite the rest of the class to line up. Sing the Alphabet Song, the
Days of the Week song, the Goodbye song or another song of your choice with students as
they exit.

Materials Needed:
- Two or three balls
- Printouts of the Presentation Planner for each student
- Crayons, markers or colored pencils

Assessments:
Presentational Assessment - Activity E
Students talk about things they do, and how often they do them

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons
of the language studied and their own.
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the
foreign language.

New York Social Studies Standards - Grade 3:
Standard 2.1c, 2.4 b School, work, and leisure time
Language Objectives:
1. SWBAT talk about things they do, and how often they do them.
2. SWBAT spell several words.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Alphabet Book words</td>
</tr>
<tr>
<td>Sight words, Year 2</td>
</tr>
<tr>
<td>Structures:</td>
</tr>
<tr>
<td>Spelling of a variety of words</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Days of the Week Circle Game
Have the students stand in two or three circles, depending on the size of the class. Give one student in each circle a ball. Sing the Days of the Week song while passing the ball around the circle. When the students sing the last word (السَبْت), the student with the ball must go and sit in the middle of the circle. Sing the song again. The student with the ball at the end of the song this time must go to replace the student in the middle of the circle, who re-joins the game. Repeat three or four times.

B. Presentations
Distribute the pictures from the previous class period. Give each student a chance to present. Fill out an Assessment Rubric for each student.

C. Word on the Street - Reading and Writing Games #11
Project the Word on the Street game board (included with this unit) on the white board. Place a magnet on each of the middle squares containing letters. Post the Unit 5 image cards, as well as the image cards for all of the Alphabet Book words, on the board to give the students ideas. Divide the class into two teams. If the class is large, divide each team in half, and have each group take a turn to suggest a word for their team. Each time a team chooses a word, spell the word out loud while you move the magnets.
D. Clean Up
Choose one or two helpers to collect the game boards and markers, and put them away.

E. Dismissal
Call out any Arabic letter. Invite students whose name contains that letter to line up. Repeat with 2-3 more letters. Then invite the rest of the class to line up. Sing the Alphabet Song, the Days of the Week song, the Goodbye song or another song of your choice with students as they exit.

Materials Needed:
- Two or three balls
- Computer and projector
- Word on the Street document
- 28 small magnets

ACTFL Standards:
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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

New York Social Studies Standards - Grade 3:
Standard 2.1c, 2.4 b School, work, and leisure time
### 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 can read, write, and say the names of all letters studied so far.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can name the days of the week and certain lengths of time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can talk about the places they like to go.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can explain some things they like to do, and when they do them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I Can Statements:**
- I can read, write, and say the names of all of the letters I have learned.
- I can name the days of the week.
- I can talk about the things I like to do, and when I like to do them.
GLP Arabic Curriculum
Year 3, Unit 6: Nature and Life Cycles

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

Unit 6: Nature and Life Cycles
Essential Question: How do plants and animals grow and what do they give us?

Lessons:
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3. From Seed to Fruit, “Meem” 8
4. Growing, “Haa” 11
5. Fruit Trees 14
6. Flowers 17
7. Perfume 20
8. Preparing a Skit 23
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10. Life Cycle Skit 29

Unit Assessment 31
Language Objectives:
1. SWBAT recognize and write the letter “ك.”
2. SWBAT talk about things they might see at a park.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>I see</td>
</tr>
<tr>
<td>grass</td>
</tr>
<tr>
<td>tree</td>
</tr>
<tr>
<td>flower</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>the park</td>
</tr>
<tr>
<td>the sun</td>
</tr>
<tr>
<td><strong>Structures:</strong></td>
</tr>
<tr>
<td>First person singular of “see”</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Word Search
Write the sight words from Year 2, as well as the alphabet book words for letters learned so far, on the board. Write some words more than once, if necessary, so that there are at least as many words on the board as there are students in the class. Demonstrate the activity by telling the students a word. Have students point to the word on the board when they see it. Take a marker, and trace over the word.
Have students form 4-6 lines (depending on the size of the class and the number of whiteboard markers you have). Give the first student in each line a white board marker. Tell each student who has a marker a different word to find. The 4-6 students with the markers then go to the board and each find the word you gave them. Assist as necessary. When they find their word, students use the marker to trace over the word. When they have finished, students hand off their maker to the next student in their line, and sit down. Teacher gives a word to each student when it is their turn with a marker.
### B. Alphabet Workbooks
Introduce the letter "ک" according to the alphabet workbook instructions for introducing a new letter (included with Year 3).
The workbook word for this letter is "كلب" (dog). When you introduce the word, show students the picture, or a stuffed dog, so they will remember the meaning.

### C. New Vocabulary - What is in the Park?
Show students a picture of a park (a slide projected at the front of the room, if possible). Ask students to raise their hands and name something they see in the picture. After students have named the items they already know, introduce the new items. Point to each item, saying the word and having students repeat. Practice the words with the students by showing them the individual image cards, and having them identify the items.

### D. I see... 
Tell the students something you see in the picture of a park, for example, "في الحديقة أرى شجرة" Point to the item. Say, "أرى," and cup your hands in front of your eyes to demonstrate “I see.” Have students repeat the word and the action. Tell the students another thing you see in the picture, and point to the item,. Have students repeat the sentence.

### E. Partner Activity
Instruct students to stand, and quickly find a partner. Have students tell their partner one thing they see in the picture. After both students in each pair have had a chance to talk, ring the bell. When you ring the bell, students must find a new partner, and repeat the activity. Repeat as time allows.

### F. Dismissal
Call out any Arabic letter. Invite students whose name contains that letter to line up. Repeat with 2-3 more letters. Then invite the rest of the class to line up. Have each student tell you one thing they see in the picture as they exit.

**Materials Needed:**
- 2-6 white board markers
- picture of a park, containing the new vocabulary items, and as many former vocabulary items as possible
- computer and projector
- Image cards, Unit 6
- Bell

**Assessments:**
Interpretive Assessment - Activity A
Students find the correct word, as assigned by the teacher.

Interpersonal Assessment - Activity E
Students exchange information about what they see in the picture.

Presentational Assessment - Activity F
Students tell the teacher something they see in the picture.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Language Objectives:
1. SWBAT recognize and write the letter “لاام”
2. SWBAT talk about things they might see on a nature walk.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>we walk</td>
</tr>
<tr>
<td>night</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>I see</td>
</tr>
<tr>
<td>grass</td>
</tr>
<tr>
<td>tree</td>
</tr>
<tr>
<td>flower</td>
</tr>
<tr>
<td>the park</td>
</tr>
<tr>
<td>the sun</td>
</tr>
<tr>
<td><strong>Structures:</strong></td>
</tr>
<tr>
<td>First person plural verb form</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Word Search
Write the sight words from Year 2, as well as the alphabet book words for letters learned so far, on the board. Write some words more than once, if necessary, so that there are at least as many words on the board as there are students in the class. Demonstrate the activity by telling the students a word. Have students point to the word on the board when they see it. Take a marker, and trace over the word.
Have students form 4-6 lines (lines will be short). Give the first student in each line a white board marker. Tell each student who has a marker a different word to find. The six students with the markers then go to the board and each find the word you gave them. Assist as necessary. When they find their word, students use the marker to trace over the word. When they have finished, students hand off their maker to the next student in their line, and sit
down. Teacher gives a word to each student when it is their turn with a marker.

B. Alphabet Workbooks
Introduce the letter "ل" according to the alphabet workbook instructions for introducing a new letter (included with Year 3). The workbook word for this letter is ليل (night). When you introduce the word, show students the picture so they will understand the meaning.

C. Nature Word Review
Show the picture of a park. Point to different items, and have students call out the name of each item. If students seem hesitant, say the word, and have students repeat.

D. Nature Walk
If possible, take students on a nature walk outside. If this is not possible, see materials section for instructions for an alternate activity. Assign each student a partner. Instruct students to tell their partners the name of everything they see that they know how to say in Arabic.

E. Group Sharing
After the walk, divide the class into four groups. Instruct students to the names of the things they saw on the walk with their group. Remind students to use only Arabic.

F. Dismissal
Call out any Arabic letter. Invite students whose name contains that letter to line up. Repeat with 2-3 more letters. Then invite the rest of the class to line up. Ask students to tell you one thing they saw on the walk as they exit.

Materials Needed:
- 4-6 white board markers
- picture of a park
- computer and projector
- Alternatives to nature walk: Create your own imitation nature walk!
  - Option 1
    Place image cards and other pictures representing nature items the students have learned in this and previous units around the classroom, on the walls in the hallways of the school, and on play equipment in the playground. Then assign partners and take a walk as in Activity D.
  - Option 2
    Show the students a slideshow or video of a nature walk. Assign partners, as in activity D, and have them talk to each other as if on a walk.
Assessments:
Interpretive Assessment - Activity A
Students find the correct word, as assigned by the teacher.

Interpersonal Assessment - Activity D, E
Students discuss the things they saw on the nature walk.

Presentational Assessment - Activity F
Student tell the teacher something they saw on the nature walk.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
Language Objectives:
1. SWBAT recognize and write the letter "م".
2. SWBAT Talk about the stages of a fruit tree.

Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>seed</td>
<td>بذرة</td>
</tr>
<tr>
<td>leaf</td>
<td>ورق</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>banana</td>
<td>موز</td>
</tr>
<tr>
<td>tree</td>
<td>شجرة</td>
</tr>
<tr>
<td>flower</td>
<td>زهرة</td>
</tr>
<tr>
<td>fruit</td>
<td>فواكه</td>
</tr>
</tbody>
</table>

Structures:
Ordinal numbers

A. Warm-up Activity: Word Search
Write the sight words from Year 2, as well as the alphabet book words for letters learned so far, on the board. Write some words more than once, if necessary, so that there are at least as many words on the board as there are students in the class. Demonstrate the activity by telling the students a word. Have students point to the word on the board when they see it. Take a marker, and trace over the word.
Have students form 4-6 lines (lines will be short). Give the first student in each line a white board marker. Tell each student who has a marker a different word to find. The six students with the markers then go to the board and each find the word you gave them. Assist as necessary. When they find their word, students use the marker to trace over the word. When they have finished, students hand off their maker to the next student in their line, and sit down. Teacher gives a word to each student when it is their turn with a marker.

B. Alphabet Workbooks
Introduce the letter "م" according to the alphabet workbook instructions for introducing a
new letter (included with Year 3). The workbook word for this letter is "موز" (banana). When you introduce the word, show students the picture so they will remember the meaning.

<table>
<thead>
<tr>
<th>C. Life Cycle Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show students the picture of the life cycle of a fruit tree.</td>
</tr>
<tr>
<td>Show students the image card for each new vocabulary word. Show the card, say the word, and have students repeat. Then point to the picture in the life cycle that corresponds with the word. Review each word several times.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. First the Seed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the life cycle of a tree, as shown in the picture, using the ordinal numbers (first, the seed, second, the tree, third, the flower, etc.).</td>
</tr>
<tr>
<td>Have students repeat each step of the life cycle aloud.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Circle Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students stand in a circle. For a large class, make two circles. Have students pass the ball or fruit (see materials) around the circle. As each student passes the object, that students says one phase of the life cycle (in order). Repeat as time allows. If desired, use a timer to see how fast the students can pass the object around while saying the words.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call out any Arabic letter. Invite students whose name contains that letter to line up. Repeat with 2-3 more letters. Then invite the rest of the class to line up. Give the ball or fruit to the first person in the line. That student says the first phase of the life cycle, passes the object to the next student in line, and exits. Continue with each student in the line, saying the phases in order.</td>
</tr>
</tbody>
</table>

**Materials Needed:**
- 4-6 white board markers
- picture of the life cycle of a fruit tree
- ball (or plastic fruit, such as an apple, that grows on a tree)
- timer (optional)

**Assessments:**
Interpretive Assessment - Activity A
Students find the correct word, as assigned by the teacher.

Presentational Assessment - Activity E, F
Students name the phases of the life cycle of a fruit tree, in order.
ACTFL Standards:
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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

New York Social Studies Standards:
Standard 4.1a Plants and animals have life cycles.
Standard 4.1d Life cycles of some plants include changes from seed to mature plant.
Language Objectives:
1. SWBAT recognize and write the letter "ه".
2. SWBAT talk about what plants need in order to grow.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>dirt/soil</td>
</tr>
<tr>
<td>it needs(f)</td>
</tr>
<tr>
<td>it grows(f)</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>tree</td>
</tr>
<tr>
<td>flower</td>
</tr>
<tr>
<td>seed</td>
</tr>
<tr>
<td>leaf</td>
</tr>
<tr>
<td>Structures:</td>
</tr>
<tr>
<td>Second person singular(f) verb form</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Word Search
Write the sight words from Year 2, as well as the alphabet book words for letters learned so far, on the board. Write some words more than once, if necessary, so that there are at least as many words on the board as there are students in the class. Demonstrate the activity by telling the students a word. Have students point to the word on the board when they see it. Take a marker, and trace over the word.
Have students form 4-6 lines (lines will be short). Give the first student in each line a white board marker. Tell each student who has a marker a different word to find. The six students with the markers then go to the board and each find the word you gave them. Assist as necessary. When they find their word, students use the marker to trace over the word. When they have finished, students hand off their maker to the next student in their line, and sit down. Teacher gives a word to each student when it is their turn with a marker.
### B. Alphabet Workbooks
Introduce the letter "s" according to the alphabet workbook instructions for introducing a new letter (included with Year 3). The workbook words for this letter are "هو" (he) and "هي" (she). When you introduce the words, have several students come forward. Demonstrate the words by pointing to a student (without looking directly at the student) and saying the appropriate pronoun. Repeat with the other students.

### C. What Does a Seed Need?
Show the students the image card of a seed, and review the word. Show the image card for “it grows,” and tell the students the word. Have students repeat. Draw a simple picture of a sprouting plant on the board. Make the plant taller by drawing with the marker. Tell the students "نمو". Ask students what the seed needs to grow, then show them what it needs. They have not yet been taught “it needs,” so this presentation will teach them the meaning. Show the image card for dirt (or actual dirt, if desired). Say the word, and have students repeat. Say the sentence "تحتاج تربة." Have students repeat. Post the image card by the sprouting plant you have drawn on the board. Show the image card for water (or a watering can, if desired). Tell the students, "تحتاج ماء" and have students repeat. Post a picture of water by the drawing on the board. Show the picture of the sun (or draw a sun on the board). Tell the students, "تحتاج شمس" and have students repeat. Review the things the plant needs to grow by pointing to one of the items on the board. Say "تحتاج ....." and wait for students to name the item. Repeat with each item.

### D. Worksheet Activity
Show students a copy of the worksheet. Ask two students to come up front to help demonstrate the activity. Give each student a picture of something a seed needs to grow. Ask the first student about a specific item, for example, "عندك ماء؟" If the student has the item, mark the box next to the item on the worksheet. Show students what you are doing as you mark the box. If the student does not have the item, ask about another item until you ask about the item that student has. Repeat with the second student.
Give each student in the class a picture of one of the things a seed needs to grow, as well as a worksheet and pencil. Have students ask each other about the items they have, until they have been able to mark off every item. If some students finish quickly while others are still working, have them trade items, and continue to participate in the activity by letting other students ask them about the item they have.

### E. Dismissal
Call out any Arabic letter. Invite students whose name contains that letter to line up. Repeat
with 2-3 more letters. Then invite the rest of the class to line up. Sing the Alphabet Song, the Days of the Week song, the Goodbye song or another song of your choice with students as they exit.

Materials Needed:
- Image cards for Unit 6
- dirt (optional)
- watering can (optional)
- Image card or other picture of the sun
- Multiple copies of the image cards for dirt/soil, water, and sun (enough for each student in the class to have one picture)

Assessments:
Interpretive Assessment - Activity A
Students find the correct word, as assigned by the teacher.

Interpersonal Assessment - Activity D
Students ask each other about the item they have, and mark the worksheet appropriately.

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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

New York Social Studies Standards:
Standard 1.1b Plants require air, water, nutrients, and light in order to live and thrive
Standard 4.1a Plants and animals have life cycles.
Standard 4.1d Life cycles of some plants include changes from seed to mature plant.
Standard 4.2a Growth is the process by which plants and animals increase in size.
Language Objectives:
1. SWBAT recognize the letters of the Arabic alphabet.
2. SWBAT write several letters of the Arabic alphabet.
3. SWBAT talk about the life cycle of a fruit tree.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
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<td>Review:</td>
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<td>it needs(f)</td>
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<td>tree</td>
</tr>
<tr>
<td>flower</td>
</tr>
<tr>
<td>seed</td>
</tr>
<tr>
<td>leaf</td>
</tr>
</tbody>
</table>

Structures:
First person singular verb form

A. Warm-up Activity: Alphabet Fly Swatter Game
Fill the pocket chart with Arabic alphabet image cards. Include the letters most recently learned, plus enough to fill the chart. Divide the class into two teams. Give the first student on each team a fly swatter. Say a letter of the Arabic alphabet, and the alphabet book word for that letter, for example, "م موز." The first student to swat the correct letter with the fly swatter earns a point for his or her team. Continue until each student has had at least one turn.

B. Writing Practice
Select a game to play from Reading and Writing Games #1-6.

C. Life Cycle Drawing
Project the image of the life cycle of a fruit tree. Ask the students what kind of fruit grows on trees. As the students suggest fruits, if the fruit really does grow on a tree, draw a simple picture of that fruit next to the fruit in the projected image of the life cycle. If that fruit does not grow on a tree, tell the children that it does not (taking care not to make the student feel
bad). Draw a simple sketch of the fruit on the other side of the board. If a student wants to suggest a fruit, and does not know or can’t remember the Arabic, use this opportunity to review or introduce students to the word.
Provide paper and drawing supplies. Ask students to draw their own life cycle of the fruit tree of their choice. As students draw, assist as necessary. Help students write the appropriate Arabic word next to each phase of the life cycle.

D. Group Activity
When three or more students have finished, have them bring their pictures with them and sit together. Have students tell each other about their picture. As more students finish, have them form another group of 3-5 students, until eventually all the students have been placed in groups. Give time for all of the students to explain their pictures to their groups. If the first groups finish telling each other about their pictures when the later groups have not had a chance, form the groups who have finished into new groups, and have them explain their pictures again. If you want to use the pictures to decorate the classroom or hallway, ensure that students write their names on their pictures, and collect the pictures. If you do not plan to use the pictures, students may take them home.

E. Dismissal
Call out any Arabic letter. Invite students whose name contains that letter to line up. Repeat with 2-3 more letters. Then invite the rest of the class to line up. Sing the Alphabet Song, the Days of the Week song, the Goodbye song or another song of your choice with students as they exit.

Materials Needed:
- pocket chart
- letter image cards
- fly swatters (2)
- computer and projector
- image of the life cycle of a fruit tree
- paper
- crayons, markers or colored pencils

Assessments:
Interpretive Assessment - Activity A
Students swat the correct letter.

Presentational Assessment - Activity B
Students write letters or words as part of the selected game.
Presentational Assessment - Activity D
Students explain their life cycle drawings to the 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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

New York Social Studies Standards:
Standard 4.1a Plants and animals have life cycles.
Standard 4.1d Life cycles of some plants include changes from seed to mature plant.
Standard 4.2a Growth is the process by which plants and animals increase in size.
Arabic Year 3
Unit 6: Nature & Life Cycles
Lesson 6: Flowers

Language Objectives:
1. SWBAT recognize the letters of the Arabic alphabet.
2. SWBAT write several letters of the Arabic alphabet.
3. SWBAT describe flowers using the feminine forms of color words.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>perfume  عطر</td>
</tr>
<tr>
<td>red (f)  حمراء</td>
</tr>
<tr>
<td>yellow (f)  صفراء</td>
</tr>
<tr>
<td>blue (f)  زرقاء</td>
</tr>
<tr>
<td>purple (f)  بنفسجية</td>
</tr>
<tr>
<td>pink (f)  وردية</td>
</tr>
<tr>
<td>white (f)  بضاء</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>flower  زهرة</td>
</tr>
</tbody>
</table>

Structures:
Feminine forms of color words

A. Warm-up Activity: Alphabet Fly Swatter Game
Fill the pocket chart with Arabic alphabet image cards. Include some of the letters most recently reviewed, plus some letters that have not been reviewed. You may want to practice the letters that have not recently been reviewed by pointing to a letter, asking the class to identify it, and having students repeat the name of the letter. Divide the class into two teams. Give the first student on each team a fly swatter. Say a letter of the Arabic alphabet, and the alphabet book word for that letter, for example, "م موز." The first student to swat the correct letter with the fly swatter earns a point for his or her team. Continue until each student has had at least one turn.

B. Writing Practice
Select a game to play from Reading and Writing Games #1-6.
### C. Flowers and Perfume
Show students the flower, and say, "زهرة" Smell the flower. Hold the flower near each student, and give them a chance to smell it, if they wish. Show students the perfume. Say, "عطر" and have students repeat. Hold the perfume (or a cotton swab dipped in perfume) near each student, and allow them to smell it if they wish. Be cautious of allowing a strong smell to fill the classroom, since some students may have sensitivity to scents. Explain to students that perfume comes from flowers.

### D. Color Words
Post the English OK sign. Write the word "زهرة" on the board. Show the students the “taa marbuta” at the end of the word. Explain that the word is feminine. Explain to students that when we describe feminine words, we use a matching word. Tell the students that they will be learning the feminine forms of some color words, so that they can describe flowers of different colors. If students have many questions or seem confused, assure them that the only things they need to remember right now are the new color words that they can use to describe flowers. Turn the “English Only” sign back over the the Arabic side. Use the colored paper to introduce the feminine forms of colors. Hold up a piece of paper. Ask students to raise their hands if they know the color. Call on a student to answer. After a student answers correctly, tell the students the feminine form of the color. Have student repeat. Then have students repeat both forms together, for example, "زهرة حمراء." Repeat with all of the colors.

### E. Colorful Flowers
Show students a picture of a flower (or actual flower). Describe the flower for the students, for example, "زهرة حمراء." Show students a flower of a different color. Say, "زهرة..." and wait for students to say the color. Assist as necessary. Divide the class into six groups. Give each group a picture of a flower. Have students pass the flower around, saying the flower and color as they pass it. Trade flowers between the groups every few minutes. Collect the flower picture from each group.

### E. Dismissal
Call out any Arabic letter. Invite students whose name contains that letter to line up. Repeat with 2-3 more letters. Then invite the rest of the class to line up. Post the “English OK” sign. Tell the students they can bring a flower for the next class. Let them know you will use the flower during class, so they will not be able to take it back home. Give each student a copy of the note. Sing the Alphabet Song, the Days of the Week song, the Goodbye song or another song of your choice with students as they exit.
Materials Needed:
- pocket chart
- Arabic alphabet image cards
- white board markers
- individual white boards or other materials as needed for the selected writing game
- a fragrant flower
- a bottle of perfume
- “English OK” sign
- Colored paper in the following colors: red, yellow, blue, purple, pink, white
- Pictures of flowers in the colors listed above (or actual flowers, if available)
- notes for students, inviting them to bring a flower to school to use during the next class if they wish

Assessments:
Interpretive Assessment - Activity A
Students swat the correct letter.

Presentational Assessment - Activity B
Students write letters or words as part of the selected game.

Presentational Assessment - Activity D
Students describe the color of each flower, using the feminine form of the color word.

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret 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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Language Objectives:
1. SWBAT recognize the letters of the Arabic alphabet.
2. SWBAT write several letters of the Arabic alphabet.
3. SWBAT identify the part of the flower that is used to make perfume.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
</table>
| **New Words and Phrases:**
| petals  | بِتَلَات |
| **Review:**
| perfume  | عَطَر |
| red (f) | حُمْرَاء |
| yellow (f) | صُفْرَأ |
| blue (f) | زَرْقَأ |
| purple (f) | بِنْفُسِجِيْه |
| pink (f) | وِرْدَيْه |
| white (f) | بَيْضَاء |
| flower | زَهْرَة |
| **Structures:**
| Feminine forms of color words |

A. Flowers
Collect the flowers from the children as they enter the room. Show the students each of the flowers that were brought in. Ask students to describe them by color. Assist as necessary, so that students name each flower’s color correctly. Pull a few petals off of a flower, and say, "بِتَلَات." Have students repeat.

B. Making Perfume
Divide the class into four groups. Have each group of students gather around a desk or table. Spread a paper towel on each desk or table. Give each group a flower or two, or part of a flower, depending on how many flowers you have. Give each group a small bowl. Instruct students, in Arabic, to pull the petals off of their flowers and place them in the bowl. Demonstrate this as you explain. Once the students have placed all of the petals in the bowls,
give each group a cup of water (enough to cover the petals, but not enough to spill out of the bowl). Have students pour the water in the bowl. Collect the bowls full of water and petals, and place them in a safe place to sit during the rest of class.

C. Alphabet Fly Swatter Game
Fill the pocket chart with Arabic alphabet image cards. Include some of the letters most recently reviewed, plus some letters that have not been reviewed. You may want to practice the letters that have not recently been reviewed by pointing to a letter, asking the class to identify it, and having students repeat the name of the letter. Divide the class into two teams. Give the first student on each team a fly swatter. Say a letter of the Arabic alphabet, and the alphabet book word for that letter, for example, "م موز" The first student to swat the correct letter with the fly swatter earns a point for his or her team. Continue until each student has had at least one turn.

D. Writing Practice
Select a game to play from Reading and Writing Games #1-6.

E. Perfume Time!
If space allows, have students gather around a table or desk at the front of the room to watch and assist as you finish making the perfume. Narrate what you are doing in Arabic. Students will not understand all of the words, but it is very good for them to hear natural language in context. Place the medium sized bowl on the table. Using the sieve, pour the water from each of the small bowls into the medium bowl, straining out the petals. Show the students the sieve full of petals and say, "بَلَت" Have students repeat. Show students the bowl of water and say, "عَطْر." Have students repeat. Allow students to take a turn to dip one finger in the perfumed water and spread the water on their wrist or neck. Be sure that students spread it only on themselves. This scent will be very weak, and will wear off quickly. The remaining perfumed water can be placed in a spray bottle, if desired, and used to spread a light scent wherever desired.

F. Dismissal
Call out any Arabic letter. Invite students whose name contains that letter to line up. Repeat with 2-3 more letters. Then invite the rest of the class to line up. Sing the Alphabet Song, the Days of the Week song, the Goodbye song or another song of your choice with students as they exit.

Materials Needed:
- pocket chart
- Arabic alphabet image cards
- white board markers
• individual white boards or other materials as needed for the selected writing game
• flowers (bring one or two fragrant flowers, such as roses or lilacs, to add to anything the students bring)
• paper towels
• four small bowls, one medium sized bowl
• water
• sieve or strainer

Assessments:
Interpretive Assessment - Activity C
Students swat the correct letter.

Presentational Assessment - Activity D
Students write letters or words as part of the selected game.

ACTFL Standards:
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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
Arabic Year 3
Unit 6: Nature & Life Cycles
Lesson 8: Preparing a Skit

Language Objectives:
1. SWBAT recognize the letters of the Arabic alphabet.
2. SWBAT write several letters of the Arabic alphabet.
3. SWBAT help tell about the life cycle of a fruit tree.

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

A. Warm-up Activity: Alphabet Fly Swatter Game
Fill the pocket chart with Arabic alphabet image cards. Include some of the letters most recently reviewed, plus some letters that have not been reviewed. You may want to practice the letters that have not recently been reviewed before beginning the game by pointing to a letter, asking the class to identify it, and having students repeat the name of the letter. Divide the class into two teams. Give the first student on each team a fly swatter. Say a letter of the Arabic alphabet, and the alphabet book word for that letter, for example, "موز" The first student to swat the correct letter with the fly swatter earns a point for his or her team. Continue until each student has had at least one turn.

B. Writing Practice
Select a game to play from Reading and Writing Games #1-6.

C. Skit Planning
Post the “English OK” sign. Tell the students that you are going to plan a skit as a class. Assign each student a number that will determine his or her line in the skit. Read through the entire skit out loud, showing the image cards for the vocabulary words. Have the student who is assigned to each line repeat the line after the teacher.
When you come to the flower, ask the class what color they would like the flower to be. Take three or four suggestion of colors in Arabic. Write the suggestions on the board. Have the students vote on which color they would like the flower to be.
When you come to the fruit, ask the class which fruit they would like to have in their skit. Remind the students that it must be a fruit that grows on a tree. Give several suggestions in Arabic, and have the students vote on which fruit they would like to use.
When you get to student number 15, note that the student will say the same line as student number one, and the life cycle of the tree will start over again. Continue through the skit a
second time, ending when each student has had a chance to repeat his or her part. Give each student his or her word sheet, as well as the image card representing the appropriate vocabulary word. Remind the students who have “flower” which color the class chose. Remind the students who have “fruit” which fruit the class chose.

D. Pictures
Provide students with paper and crayons, markers or colored pencils. Instruct students to draw the picture that corresponds with their line in the skit. Students can use the image cards as a guide. Students with the flower or the fruit should keep in mind the color and fruit chosen by the class.

E. Dismissal
In the same order as the skit, have each student repeat his or her line, hand you the picture and image card, and line up. Dismiss as usual.

Materials Needed:
- pocket chart
- Arabic alphabet image cards
- white board markers
- individual white boards or other materials as needed for the selected writing game
- printed copy of the skit for teacher reference
- Two printed copies of the skit, cut into strips for each student-students 1 and 15 will each have a copy of the same strip, 2 and 16, and so on
- image cards for the items in the script
  - seed
  - dirt
  - water
  - sun
  - it grows
  - tree
  - leaf
  - flower
  - fruit
- paper
- crayons, markers or colored pencils

Assessments:
Interpretive Assessment - Activity A
Students swat the correct letter.
Presentational Assessment - Activity B
Students write letters or words as part of the selected game.

Presentational Assessment - Activity E
Students help tell about the life cycle of a fruit tree by saying their part.

**ACTFL Standards:**
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.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

**New York Social Studies Standards:**
Standard 1.1b Plants require air, water, nutrients, and light in order to live and thrive
Standard 1.2a Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die.
Standard 3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction.
Standard 4.1a Plants and animals have life cycles.
Standard 4.1d Life cycles of some plants include changes from seed to mature plant.
Standard 4.2a Growth is the process by which plants and animals increase in size.
Arabic Year 3  
Unit 6: Nature & Life Cycles  
Lesson 9: Skit Practice

Language Objectives:
1. SWBAT recognize the letters of the Arabic alphabet.
2. SWBAT write several letters of the Arabic alphabet
3. SWBAT help tell about the life cycle of a fruit tree.

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

A. Warm-up Activity: Alphabet Fly Swatter Game
Fill the pocket chart with Arabic alphabet image cards. Include some of the letters most recently reviewed, plus some letters that have not been reviewed. You may want to practice the letters that have not recently been reviewed by pointing to a letter, asking the class to identify it, and having students repeat the name of the letter. Divide the class into two teams. Give the first student on each team a fly swatter. Say a letter of the Arabic alphabet, and the alphabet book word for that letter, for example, "م موز" The first student to swat the correct letter with the fly swatter earns a point for his or her team. Continue until each student has had at least one turn.

B. Writing Practice
Select a game to play from Reading and Writing Games #1-6.

C. Flower Colors
Use the flower pictures to review the feminine colors. As you hold up each picture, ask for someone to name the flower and color. Have the class repeat the correct answer, for example, "زهرة حمراء."

D. Skit Practice
Have students line up in the order that they speak in the skit. Distribute the pictures to the students. Divide the line of students into sections of two or three students each. Instruct the students to take turns practicing their part with the others in their group. Assist those that do not remember their parts.
After students have practice several times in groups, have them practice the entire skit as a class, including bowing at the end.
Remind students about any guests coming to watch the skit during the next class period.
E. Dismissal
In the same order as the skit, have each student repeat his or her line, hand you the picture, and line up. If you have instructed students to invite guests to watch the skit, give them the prepared notes (if applicable). Dismiss as usual.

Materials Needed:
- pocket chart
- Arabic alphabet image cards
- white board markers
- individual white boards or other materials as needed for the selected writing game
- pictures drawn by the students in the last class to illustrate their parts in the skit
- pictures of different colors of flowers
- guest invitations, if applicable

Having an audience for the skit is ideal. There are several ways to accomplish this
1. Invite another Arabic class in the school
2. Invite another class in the school in which students are studying the life cycle of plants
3. Invite any class in the school who you think might enjoy the presentation
4. Have students each invite a special guest or guests (family members, friends)

Assessments:
Interpretive Assessment - Activity A
Students swat the correct letter.

Presentational Assessment - Activity B
Students write letters or words as part of the selected game.

Presentational Assessment - Activity C, E
Students help tell about the life cycle of a fruit tree by practicing their parts for the skit.

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)

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

New York Social Studies Standards:
Standard 1.1b Plants require air, water, nutrients, and light in order to live and thrive
Standard 1.2a Living things grow, take in nutrients, breathe, reproduce, eliminate waste, and die.
Standard 3.1b Each plant has different structures that serve different functions in growth, survival, and reproduction.
Standard 4.1a Plants and animals have life cycles.
Standard 4.1d Life cycles of some plants include changes from seed to mature plant.
Standard 4.2a Growth is the process by which plants and animals increase in size.
Language Objectives:
1. SWBAT help explain the life cycle of a fruit tree through a group skit.
2. SWBAT recognize the letters of the Arabic alphabet.
3. SWBAT recognize the sounds of the letters of the Arabic alphabet.

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

A. Welcome
Welcome the students and any invited guests. Encourage students to greet the guests with a simple Arabic greeting, such as "اهلا وسهلا" or "مرحبا". Gather the students in the area where they will stand to perform the skit, and help guests find a place to sit.

B. Skit Performance
Line the students up in order. Give a short introduction to guests in English. Have students perform the skit. Stay close by to assist as necessary. When students hesitate, give them time to look at their picture and think about their line. If they still can’t remember, give them the first part of the line as a hint. If a student's can’t remember, tell them the line, and have them repeat. If a student is too shy or nervous to say the line, stand by the student, and say the line while they show the audience the picture., In this way, every student can participate.

C. Song(s) and Goodbyes
Choose one or two songs for the students to sing for their guests, with actions, if any. Excuse the guests. Have the students sing the Goodbye Song to the guests as they exit.

D. Self-Assessment
Distribute the self-assessment slips and pencils. Explain the assessment to the students. Have students put their name on the slip, and circle their choice to reflect their performance. Collect the slips and pencils.

E. BINGO
Play BINGO according to the instructions in Reading and Writing Games for the remainder
of class time.

E. Dismissal
Call out any Arabic letter. Invite students whose name contains that letter to line up. Repeat with 2-3 more letters. Then invite the rest of the class to line up. Sing the Alphabet Song, the Days of the Week song, the Goodbye song or another song of your choice with students as they exit.

<table>
<thead>
<tr>
<th>Materials Needed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• pictures the students drew for the skit</td>
</tr>
<tr>
<td>• chairs for guests</td>
</tr>
<tr>
<td>• sound recordings and equipment if needed for the chosen song</td>
</tr>
<tr>
<td>• BINGO boards and BINGO markers</td>
</tr>
</tbody>
</table>

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

**New York Social Studies Standards:**
Standard 1.1b Plants require air, water, nutrients, and light in order to live and thrive
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Standard 4.1a Plants and animals have life cycles.
Standard 4.1d Life cycles of some plants include changes from seed to mature plant.
Standard 4.2a Growth is the process by which plants and animals increase in size.
Unit 6: Assessment Rubric

<table>
<thead>
<tr>
<th>Student Name: ____________________________</th>
<th>Needs Help</th>
<th>Completes Independently</th>
<th>Sets a Strong Example</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student can explain the life cycle of plants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can identify different types of plants.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can identify flowers by color.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can read, write, and say the names of all letters studied so far.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I Can Statements:
- I can read, write, and say the names of all letters I have studied.
- I can talk about the different kinds of plants.
- I can talk about how to take care of a plant.
- I know colors, and can tell the colors of different plants.
GLP Arabic Curriculum

Year 3, Unit 7: Morocco

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 Assessment 42
Arabic Year 3
Unit 7: Morocco
Lesson 1: Where is Morocco?

Language Objectives:
1. SWBAT name the countries of Morocco, Egypt, and Qatar
2. SWBAT name some interesting things in pictures from Morocco.

Content Objectives:
1. SWBAT locate the Arab World on a map.
2. SWBAT locate Morocco, Egypt, and Qatar on a map.
3. SWBAT identify cultural similarities and differences between Morocco and the US.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>Morocco المغرب</td>
</tr>
<tr>
<td><strong>Review:</strong></td>
</tr>
<tr>
<td>The Arab World العالم العربي</td>
</tr>
<tr>
<td>Qatar قطر</td>
</tr>
<tr>
<td>Egypt مصر</td>
</tr>
<tr>
<td>Also a variety of words they will use to describe the pictures</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Alphabet Fly Swatter Game
Fill the pocket chart with Arabic alphabet image cards. You may want to practice the letters that have not recently been reviewed by pointing to a letter, asking the class to identify it, and having students repeat the name of the letter. Divide the class into two teams. Give the first student on each team a fly swatter. Say a letter of the Arabic alphabet which is on the chart, and the alphabet book word for that letter, for example, "م - موز". The first student to swat the correct letter with the fly swatter earns a point for his or her team.

B. World Map Review
Show the students a map of the world. Point out to students the general area of your state, and say the name of the 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, reminding students 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. Now point to Morocco, and say, "المغرب" Have students repeat several times. Also point out "اسبانيا", and show the students how close Morocco is to Spain. Point to one of the places you have just reviewed, and encourage the students to call out the name of that place. Repeat with all of the places, as many times as is needed to ensure that the students know them well.

### 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.

### D. Writing Activity

Write "المغرب" on the board. Say the word as you write it. Do the same for "مصر" and " قطر". Give each student a worksheet. Provide crayons, markers or colored pencils. Show students the location of each country on the large map again. Then show them the location of each country on the worksheet by holding one up as an example. Show students the location of Qatar, and point out the line where they will write the name of the country. Students write the name of each country, then color the map. Students should put away all supplies before moving on to the next activity. Maps can be used to decorate the classroom or hallways, or sent home with the students.

### E. Let’s Go To Morocco!

Tell the students the class will now travel to Morocco. 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. Show the Morocco Slideshow included with the resources for this unit. Ask students to raise their hands and describe what they see in Arabic. Help them by pointing out things they know how to say, such as colors, fruits, animals, family members, items of clothing, etc.

### F. Same and Different

Post the “English ‘OK’ sign. Divide the class into groups of three to six students. Show the
Morocco Slideshow again, and give students a chance to discuss which things in each picture seem the same as in America, and which things are different. When you finish with all of the slides, have each group tell one similarity and one difference. Validate the answers of the students, emphasizing that even in America we have differences, and something that might seem unusual to one student might seem common to another.

**G. Dismissal**
Call out any Arabic letter. Invite students whose names contain that letter to line up. Repeat with 2-3 more letters. Then invite the rest of the class to line up. Sing the Alphabet Song, the Days of the Week song, the Goodbye song or another song of your choice with students as they exit.

**Materials Needed:**
- Pocket chart
- Arabic alphabet image cards
- Fly swatters
- World map
- Map worksheets
- Crayons, markers, or colored pencils

**Assessments:**
- Interpretive Assessment - Activity A
  Students swat the correct letter.

- Interpretive Assessment - Activity C
  Students swat the correct place when they hear the name.

- Presentational Assessment - Activity D
  Students name things they see in the pictures.

- Presentational Assessment - Activity E
  Students write the names of the countries correctly.

**ACTFL Standards:**
- Interpretive Communication:
  Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
  (1.2)
- Presentational Communication:
  Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a
variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)
Relating Cultural Practices to Perspectives:
Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. (2.1)
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)
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)
Acquiring Information and Diverse Perspectives:
Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. (3.2)
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)

NY Social Studies Standards, Grade 3:
Social Studies Practices
A. Gathering, Using, and Interpreting Evidence
1. Develop questions about a world community.
2. Recognize and use different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
D. Geographic Reasoning
1. Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other and describe connections among places.
F. Civic Participation
1. Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint.
Geography, Humans, and the Environment
3.1b Globes, maps, photographs, and satellite images contain geographic information.
Development, Movement, and Interaction of Cultures
3.5 Communities share cultural similarities and differences across the world. □
Language Objectives:
1. SWBAT name some types of political leaders.
2. SWBAT name different areas where people live in Morocco.

Content Objectives:
1. SWBAT describe the governments of several countries.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>king</td>
</tr>
<tr>
<td>King of Morocco</td>
</tr>
<tr>
<td>president</td>
</tr>
<tr>
<td>the countryside</td>
</tr>
<tr>
<td>old</td>
</tr>
<tr>
<td>new</td>
</tr>
<tr>
<td>the old city</td>
</tr>
<tr>
<td>the new city</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>the desert</td>
</tr>
<tr>
<td>the mountains</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: Alphabet Fly Swatter Game
Fill the pocket chart with Arabic alphabet image cards. Divide the class into two teams. Give the first student on each team a fly swatter. Say a letter of the Arabic alphabet, and the alphabet book word for that letter, for example, "م - موز" The first student to swat the correct letter with the fly swatter earns a point for his or her team.

B. Kings and Presidents
Show students the image card for king, and say, "ملك." Have students repeat the word several times. Show the image card for presidents and say, "رئيس." Have students repeat. Show the image cards, alternating between king and president, and having students say the appropriate word. Go around the room, showing each student one of the cards, and having the student say
the word. Assist as necessary.
Show students the map. Show the image card for president and ask? "Ibn al-rasid?" Hold the card in front of different countries. If students do not answer, give them choices, such as, "Ibn al-rasid America?"
Place the image card on or near North America on the map.
Tell the students, "Ibn al-rasid America name of current president"
Show the image card for the king of Morocco. Tell the students, "ملك المغرب." Have them repeat. Ask, "Ibn al-maghrib?" and call on a student to show you where it is. Place the image card on or near Morocco on the map.
Tell the students, "ملك المغرب اسمه محمد السادس" Have students repeat.
Point to Qatar, and ask, "في قطر هناك رئيس او ملك؟" Allow students to guess. Then say, "في قطر هناك ملك." Show a picture of the king of Qatar.
Point to Egypt and ask, "في مصر هناك رئيس او ملك؟" Allow students to guess. Then say, "في مصر رئيس." Show a picture of the president of Egypt.
Review by saying, "الرئيس." Students should answer, "الرئيس." Students should answer, "ملك." Students should answer, "ملك." Students should answer, "ملك." Students should answer, "ملك.
C. King For a Day
Tell the students that one of them will be the king, queen, or president for the day. Choose a name from the Magic Hat. Give the students hints about the person whose name you have chosen, for example, "هي بنت." "هي طويلة." Give one hint at a time. After each hint, call on a student or two to guess who it is. When the person has been guessed correctly, invite that student to come forward. Congratulate him/her, and give him/her a sticker, name tag, to signify the special status. Ask the student if s/he would like to be a queen/king, or a president. Tell the class the student’s new name, for example, "ملكة سوسن." During the class period, allow this student to help with activities, and make choices.

D. Writing Activity
Provide paper and crayons, markers or colored pencils for the students. Write the words "ملك" and "رئيس" on the board. Read each word aloud, and have students repeat. Demonstrate for students to fold their papers in half, and then reopen them, creating a line between the two sides of the paper. Point to one side, and say, "رئيس" and point to the word on the board. Point to the other half and say, "ملك" and point to that word on the board. Demonstrate drawing a simple picture of a president above the word, "رئيس" and a simple picture of a king above the word, "ملك." As students draw their pictures, walk around the room, asking them questions about which is one is a president and which is a kind, and which countries have presidents and kings, respectively.
Students should put away all supplies before moving on to the next activity. Pictures can be used to decorate the classroom or hallways, or sent home with the students.

### E. Old and New
Teach the words for “new” and “old” by showing students the image cards and telling them the words. Use these words to describe things in the classroom, if possible, such as new and old books or pencils. Use the words with any items you have brought.

### F. Places where People Live
Point out New York City on the map. Say, "مدينة نيويورك" and have students repeat. Repeat the word "مدينة" and have students repeat. Show the image cards for "المدينة الجديدة" and "المدينة القديمة" and have students repeat those phrases. Use the image cards to teach “the countryside - الريف and "the mountains - الجبال" Post the image cards for the places in different areas on the board. Draw a stick figure girl under the card for “mountains.” Say, "هذه سارة." Draw a simple house shape around the stick figure. Say, "سارة تسكن في الجبال." Have students repeat the sentence. Draw a stick figure boy under the card for “the old city.” Say, "هذا نبيل." Draw a simple house shape around the stick figure. Say, "نبيل يسكن في المدينة القديمة." Have students repeat the sentence. Repeat with the other three places, inventing names for a stick figure in each place, and having students repeat each sentence.

### G. Where do You Live?
Invite a student helper to come to the front to demonstrate the next activity. Say, "أنا السكن في الجبال" and point to the mountains. Ask the student, "أين/ اين؟" Help the student understand that s/he can choose any of the places. Have all of the students stand. Tell students to quickly find a partner. Each should tell the other where they live, and then quickly choose another partner. Walk around the room, having this conversation with as many students as you can, while helping them also find new partners and complete the conversation several times.

### H. Dismissal
Invite today’s king, queen, or president to line up. Allow that student to choose a row or group of students and invite them to line up. Continue until all of the students are lined up. Let her/him also choose a song for students to sing as they exit.

**Materials Needed:**
- Magic Hat prepared with names of students on slips of paper inside
- Special sticker, name tag, or hat for the king, queen or president of the day
- Pocket chart
- Arabic alphabet image cards
- Fly swatters
- Vocabulary image cards
- World map
- Paper
- Crayons, markers or colored pencils
- Items or pictures to represent old and new, such as clothing items, toys, dollar bills, etc. (optional)

Assessments:
Interpretive Assessment - Activity A
Students swat the correct letter.

Presentational Assessment - Activity C
Students write the words and draw appropriate pictures.

Interpersonal Assessment - Activity F
Students exchange information about places.

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, Grade 3:
Social Studies Practices
D. Economics and Economic Systems
5. Explore the types of governments in world communities and services they provide to citizens.
F. Civic Participation
3. Identify different types of political systems found in world communities.
7. Identify leaders of world communities and the president of the United States.
Civic Ideals and Practices □
3.7a Students will examine what type of government is found in each selected world community and compare and contrast it with United States government as well as other selected world communities. □
Geography, Humans and the Environment
3.3 Geographic factors often influence where people settle and form communities.
Language Objectives:
1. SWBAT identify the rooms of a typical house.

### Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>the door</td>
<td>الباب</td>
</tr>
<tr>
<td>the window</td>
<td>الشباك</td>
</tr>
<tr>
<td>the living room</td>
<td>غرفة الجلوس</td>
</tr>
<tr>
<td>the bedroom</td>
<td>غرفة النوم</td>
</tr>
<tr>
<td>the kitchen</td>
<td>المطبخ</td>
</tr>
<tr>
<td>the bathroom</td>
<td>الحمام</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Review:</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>the house</td>
<td>ال البيت</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structures:</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;اليدافة&quot; grammatical construction</td>
<td>&quot;اليدافة&quot; grammatical construction</td>
</tr>
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</table>

### A. Warm-up Activity: King For a Day
Tell the students that one of them will be the king, queen, or president for the day. Choose a name from the Magic Hat. Give the students hints about the person whose name you have chosen, for example, "هي بنت" "هي طويلة". Give one hint at a time. After each hint, call on a student or two to guess who it is. When the person has been guessed correctly, invite that student to come forward. Congratulate him/her, and give him/her a sticker, name tag, to signify the special status. Ask the student if s/he would like to be a queen/king, or a president. Tell the class the student’s new name, for example, "ملكة سوسن". During the class period, allow this student to help with activities, and make choices.

### B. Alphabet Fly Swatter Game
Fill the pocket chart with Arabic alphabet image cards. Divide the class into two teams. Give the first student on each team a fly swatter. Say the alphabet book word for a letter on the
chart, for example, "موز". The first student to swat the correct letter with the fly swatter earns a point for his or her team.

<table>
<thead>
<tr>
<th>C. Rooms of the House</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project the image of the house, showing all of the rooms, on the board. Point to each room, say its name, and have students repeat each word. Include also door and window. Point to a room. Have students raise their hands if they can name the room. Call on a student to name the room. When a student names the room correctly, let that student point to a room, and call on a student to name the room. Continue until all of the rooms have been named several times.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Writing Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post the “English OK” sign. Hand out the students’ alphabet workbooks. Write &quot;ب + ي + ت&quot; on the board. Ask the students if they can figure out how to connect the letters to make a word. Guide students through the steps to figure it out. Have them turn to each letter in their alphabet workbooks, and look at the form of the letter for that position in the word - beginning, middle or end. Then invite several students to come to the board and write the word, connected. If you have enough markers so that it won’t take too long, let all of the students come up and write the word on the board. Choose another word from the lesson vocabulary, and repeat the process, writing the individual letters on the board, and having students look them up and figure out how to write the word, connected. Take down the “English OK” sign.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Worksheet</th>
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</thead>
<tbody>
<tr>
<td>Hand out the Rooms Worksheets and pencils. Use a worksheet as an example, to show students that they are to trace each word, and then draw a line from the word to the picture that represents the word. Post the image cards for the rooms on the board, so that students can use them for reference. As you monitor the students, ask them to read one of the words for you. At this stage, it is unlikely that they will be able to actually read the word, but by looking at the picture, remembering how to say the word, and associating it with the written word, they will improve their reading skills.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Room Charades</th>
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<tbody>
<tr>
<td>Ask the students, &quot;أين أنا؟&quot; Then act out something to demonstrate a place in the house. Call on a student to answer. When a student answers correctly, say a complete sentence confirming where you are, for example, &quot;نعم! أنا في المطبخ.&quot; Invite a student to come to the front and act out a room of the house. Call on a student to identify the room. When a student answers correctly, help the student who is acting say a complete sentence about the room s/he is in. Continue with as many students as time allows.</td>
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</table>
G. Dismissal
Invite today’s king, queen, or president to line up. Allow that student to choose a row or group of students and invite them to line up. Continue until all of the students are lined up. Let her/him also choose a song for students to sing as they exit.

Materials Needed:
- Magic Hat prepared with names of students on slips of paper inside
- Special sticker, name tag, or hat for the king, queen or president of the day
- Pocket chart
- Arabic alphabet image cards
- Fly swatters
- Image cards for rooms of the house
- Computer and projector
- Picture of house showing rooms
- “English OK” sign
- Alphabet workbooks
- Rooms worksheets
- Pencils

Assessments:
Interpretive Assessment - Activity A
Students swat the correct letter.

Presentational Assessment - Activity B, E
Students name the rooms of the house.

Interpretive Assessment - Activity D
Students draw a line from each word to the correct picture.

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)

Relating Cultural Products to Perspectives:
Learners use the language to investigate, explain, and reflect on the relationship between the
products and perspectives of the cultures studied. (2.2)
Language 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 talk about things they do at home.

Content Objectives:
1. SWBAT use evidence from photographs to identify cultural similarities and differences in houses.

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**Essential Vocabulary**

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<td>sleep</td>
<td>نوم</td>
</tr>
<tr>
<td>go</td>
<td>ذهب</td>
</tr>
<tr>
<td>look</td>
<td>نظر</td>
</tr>
</tbody>
</table>

Review:
- the door: الباب
- the window: الشباك
- the living room: غرفة الجلوس
- the bedroom: غرفة النوم
- the kitchen: المطبخ
- the bathroom: الحمام

Structures:
First person singular verb form

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**A. Warm-up Activity: King For a Day**
Tell the students that one of them will be the king, queen, or president for the day. Choose a name from the Magic Hat. Give the students hints about the person whose name you have chosen, for example, "هي بنت" "هي طويلة". Give one hint at a time. After each hint, call on a student or two to guess who it is. When the person has been guessed correctly, invite that student to come forward. Congratulate him/her, and give him/her a sticker, name tag, to signify the special status. Ask the student if s/he would like to be a queen/king, or a president.
Tell the class the student’s new name, for example, "ملكة سوسن." During the class period, allow this student to help with activities, and make choices.

### B. Reading Fly Swatter Game
Write the words for the rooms of the house on the board, low enough that students can reach them with a fly swatter (include window and door). Post the image cards for rooms of the house on the board as well. Students do not need to be able to reach the image cards, but they should be able to see them. 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 letter with the fly swatter earns a point for his or her team. If students have trouble identifying the word, invite them to use the image cards as a hint. If they still have trouble, pause and review the words with the class, then continue the game.

### B. House Verbs
Instruct students to stand up. Teach the verbs by performing an action as you tell what you are doing.

Suggestions for actions:
- افتح - Pretend you are opening a door
- اجلس - Pretend to sit down
- أتام - Rest your head on your hands as if you are sleeping
- الطبخ - Pretend to stir something in a pot
- اذهب - Walk towards the door
- نظر - Put your hand above your forehead, shielding your eyes, as if looking for something.

Have students repeat each word and each action. Say each word several times. After you have gone over the words a few times, say a word without doing the action. Students should repeat the word and do the action. After you see students doing the action, confirm that they are correct by doing the action yourself. Ask for a student helper. Let the helper say a word for the students to act out. Assist as necessary.

### C. What I Do and Where
Show the PowerPoint presentation “House Rooms and Verbs.” Begin by reviewing the rooms of the house with the first few slides. When you get to the full sentences, have students repeat each sentence several time before moving on to the next slide. After you have presented the slides once, go back to the beginning. This time, for each slide, have students raise their hands if they know what to say. Have the class repeat each sentence.

### D. Comparisons
Post the “English OK” sign. Inform students that they may each share one thing in the slides...
that was similar to their own house, or different from their own house, or to share what they liked best about the pictures. Go around the room in order and allow each student to say something.
The “English OK” sign will remain up for the writing activity.

E. Writing Activity
Post the image cards for the verbs on the board. Under each image card, write "... أنا..." and the appropriate verb, in the correct form. Write it large enough that it it easy for the students to see and copy.
Instruct students to choose an action, and write the sentence for that action on their paper. Then they may draw a picture of themselves doing that action. Provide paper and crayons, markers, or colored pencils. As students color, ask each of them to tell you what they are doing in the picture. Students should answer with a complete sentence, such as "أنا أقام" Assist as necessary.
Students should put away all supplies before moving on to the next activity. Collect the pictures to display in the classroom or hallway.

F. Finish My Sentence
Invite a student helper to come to the front of the class to help demonstrate the next activity. Spread out the copies of the image cards, face down, on a table or desk at the front of the room. Take one of the cards. Look at your card, and show it to the class. Say you are doing the action of the verb associated with the card, for example, "... أجلسه..." The student then completes the sentence by saying the place where that action would take place, in this example, "في غرفة المطبخ" Whisper in the student’s ear so s/he will know what to say. Now give the student a card. The student should say, "أنا أذهبه..." (verb on card) For example, "أنا أذهب..." Now it is your turn to complete the sentence by naming the place where that action would happen. In this case, the response would be "إلى الحمام." After completing the sentence, trade cards with the student, and invite two new student helpers to the front. One will be your partner, and one will be the partner of the first student helper. Give the new students each a card. Assist them in demonstrating the activity for the class, one pair at a time. If the students still seem unsure, repeat with as many pairs of students as needed, until the students can do the activity without a lot of assistance. Now give every student in the class a card, and have them all complete the activity at the same time, trade cards, and repeat with a new partner. Continue as time allows.

G. Dismissal
Invite today’s king, queen, or president to line up. Allow that student to choose a row or group of students and invite them to line up. Continue until all of the students are lined up. Let her/him also choose a song for students to sing as they exit.
Materials Needed:
- Magic Hat prepared with names of students on slips of paper inside
- Special sticker, name tag, or hat for the king, queen or president of the day
- Fly swatters
- Image cards for new vocabulary
- Computer and projector
- PowerPoint presentation “House Rooms and Verbs”
- Paper
- Crayons, markers, or colored pencils
- “English OK” sign
- Copies of image cards for the new vocabulary - enough copies so that each student can have a card at the same time (these can be simple black and white photocopies)

Assessments:
Interpretive Assessment - Activity A
Students swat the correct word.

Presentational Assessment - Activity D
Students write a sentence and draw an appropriate picture.

Interpersonal Assessment - Activity E
Students work together to form sentences.

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)

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)
NY Social Studies Standards, Grade 3
Social Studies Practices
A. Gathering, Using, and Interpreting Evidence
1. Develop questions about a world community.
2. Recognize and use different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
Language Objectives:
1. SWBAT hear the similarity between words with the same root.
2. SWBAT identify the roots in a few vocabulary words.

### Essential Vocabulary

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<td>ذهب</td>
</tr>
<tr>
<td>look</td>
<td>نظر</td>
</tr>
<tr>
<td>the door</td>
<td>الباب</td>
</tr>
<tr>
<td>the window</td>
<td>الشباك</td>
</tr>
<tr>
<td>the living room</td>
<td>غرفة الجلوس</td>
</tr>
<tr>
<td>the bedroom</td>
<td>غرفة النوم</td>
</tr>
<tr>
<td>the kitchen</td>
<td>المطبخ</td>
</tr>
<tr>
<td>the bathroom</td>
<td>الحمام</td>
</tr>
</tbody>
</table>

### Structures:
Arabic three-letter roots

### A. Warm-up Activity: King For a Day
Tell the students that one of them will be the king, queen, or president for the day. Choose a name from the Magic Hat. Give the students hints about the person whose name you have chosen, for example, "هي بنت" "هي طويلة" . Give one hint at a time. After each hint, call on a student or two to guess who it is. When the person has been guessed correctly, invite that student to come forward. Congratulate him/her, and give him/her a sticker, name tag, to signify the special status. Ask the student if s/he would like to be a queen/king, or a president. Tell the class the student’s new name, for example, "ملكة سوسن" During the class period, allow this student to help with activities, and make choices.

### B. Reading Fly Swatter Game
Write the words for the rooms of the house on the board, low enough that students can reach
them with a fly swatter (include window and door). Post the image cards for rooms of the house on the board as well. Students do not need to be able to reach the image cards, but they should be able to see them. 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 letter with the fly swatter earns a point for his or her team. If students have trouble identifying the word, invite them to use the image cards as a hint.

C. Sentence Review
Review the sentences from the previous lesson with the students, by saying each sentence and having the students repeat. Use the “House Rooms and Verbs” PowerPoint if desired.

Sentences:
أنا أطالج في غرفة المطبخ
أنا أجلس في غرفة المطبخ
أنا أطبخ في المطبخ
أنا أفتح الباب
أنا أنظر من الشباك
أنا أذهب إلى الحمام

D. Arabic Roots
Post the “English OK” sign. Give a very simple explanation of the root system. Keep it very, very simple. Here is an example:

I’m thinking of two words in English that sound kind of the same, and that go together. The words are “sing” and “song.” Say it with me: “sing,” “song.” See what I mean? They have some of the same sounds, and they go together, because you sing a song. In Arabic, lots of words that go together sound kind of the same. We have been learning some of those words, like أنا أطبخ في المطبخ. Can you hear some of the same sounds? When we write these words, we use some of the same letters. Write the sentence أنا أطبخ في المطبخ on the board. Underline أطبخ في المطبخ.

This part [circle المطبخ on the board] is the same for all of the places [show image cards to students, and have them look closely at the المطبخ at the beginning of the words] so it doesn’t count. Can you see other letters that are the same in these words? [Indicate المطبخ and المطبخ on the board. Invite a student volunteer to come up and underline a letter that is the same. continue with other volunteers until the similar letters are all underlined]. Look at that! The only difference is the beginning! It’s even easier to see if we break the letters apart. Under المطبخ write المطبخ + + + + + + + . Under المطبخ write المطبخ + + . Remember, this part [indicate المطبخ] doesn’t count.

E. Worksheet
Show students a copy of the worksheet. Explain that their job is to circle the letters that are the same in the two underlined words, and then write the word in its connected form.
Take down the “English OK” sign. Pass out the worksheets. Walk around the room, assisting as necessary, and asking students to read a word or two. Some students may need to refer to image cards, and remember how to say the word rather than actually reading it. This is a step along the way, and nothing to be concerned about. Before moving on to the next activity, collect worksheets to check for understanding, and have students put away pencils.

F. What Am I Doing, and Where?
Act out one of the sentences from Activity B, without saying the sentence. Indicate for students to raise their hands and tell the class what sentence you are acting out. Remember that students will respond with the first person sentence. Second person will be taught in the next lesson. After a student guesses correctly, have all of the students repeat the sentence. Choose a student to act out another sentence for the class. Have students raise their hands to answer with the sentence. Repeat with more students, as time allows. Suggest sentences by whispering to the student who will act it out, so that all of the sentences are used. If time allows, divide the class into groups of four to six students, and have them play the game within each group.

G. Dismissal
Invite today’s king, queen, or president to line up. Allow that student to choose a row or group of students and invite them to line up. Continue until all of the students are lined up. Let her/him also choose a song for students to sing as they exit.

Materials Needed:
- Magic Hat prepared with names of students on slips of paper inside
- Special sticker, name tag, or hat for the king, queen or president of the day
- Fly swatters
- Computer and projector (optional)
- “House Rooms and Verbs” PowerPoint (optional)
- “English OK” sign
- Worksheets
- Pencils
- Image cards for the review vocabulary

Assessments:
Interpretive Assessment - Activity A
Students swat the correct word.

Presentational Assessment - Activity D
Students identify roots and connect letters correctly.
Presentational Assessment - Activity E
Students give an appropriate sentence describing what the person is doing, and where.

**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)
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)
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)
Acquiring Information and Diverse Perspectives:
Learners access and evaluate information and diverse perspectives that are available through the language and its cultures. (3.2)
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 tell the location of family members.
2. SWBAT describe what family members are doing.

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</tr>
<tr>
<td>sit</td>
</tr>
<tr>
<td>sleep</td>
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<tr>
<td>go</td>
</tr>
<tr>
<td>look</td>
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<td>the window</td>
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<td>the kitchen</td>
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Structures:
Feminine and masculine second person singular forms of verbs

A. Warm-up Activity: King For a Day
Tell the students that one of them will be the king, queen, or president for the day. Choose a name from the Magic Hat. Give the students hints about the person whose name you have chosen, for example, "هي بنت " هي طويلة". Give one hint at a time. After each hint, call on a student or two to guess who it is. When the person has been guessed correctly, invite that student to come forward. Congratulate him/her, and give him/her a sticker, name tag, to signify the special status. Ask the student if s/he would like to be a queen/king, or a president. Tell the class the student’s new name, for example, "ملكة سوسن." During the class period, allow this student to help with activities, and make choices.
B. Reading Fly Swatter Game
Write the words for the verbs, in first person singular form on the board (افتح. اجلس, etc.), low enough that students can reach them with a fly swatter (include window and door). Post the image cards for the verbs on the board as well. Students do not need to be able to reach the image cards, but they should be able to see them. 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 letter with the fly swatter earns a point for his or her team. If students have trouble identifying the word, invite them to use the image cards as a hint, even though the form is different on the cards. If they still have trouble, pause and review the words with the class, then continue the game.

C. My Family
Project the first slide from the “What is My Family Doing?” PowerPoint. Review the family members by pointing to each person, and having students all call out the name. Ask the class, "ولد أو بنت؟" for each family member. This will get them thinking about gender so they will be prepared for the next activity.

D. What Are my Family Members Doing?
Show the rest of the PowerPoint. Read each sentence aloud, and have students repeat. Point to the beginning letter of each verb, as you read the sentence, to draw attention to the "ي" or "ت" used for masculine and feminine, respectively, or "أني" for first person.
Show the slideshow again, and have students raise their hands and say the sentence that goes with each slide. Assist as necessary. Have the class repeat each sentence.

E. Partner Writing Practice
Assign each student a partner, and give each pair a white board and marker. Write "أنا اجلس في" "غرفة النوم" on the board. Read the sentence to the students. Underline the word "جلس" and ask the students to write this word on their white boards. After students have written the word, have them give the whiteboard to their partner. Change the first word in your sentence on the board to "أني" and read the word out loud. Point to the word, "جلس" on the board. Erase the "ي" and say, "أني. . . ." Have all the students erase the "ي" on their boards. Write the "ت" at the beginning of the verb, and instruct students to do the same, and then pass the board to the partner. Now erase the "ت" and say, "أني. . ." Have the students erase the "ت" on their boards. Ask students to write the correct letter on their boards. Invite a student who has written the "ي" correctly at the beginning of the word to come and write it at the beginning of the word on the classroom board. Students should write in on their board correctly, and pass the board back to their partner. Repeat this activity with another verb, using different family members. First write the verb on the board using "أنا" and read the sentence. Then tell the students a family member, and have them change the verb appropriately. Partners can help each other know what to write. Students should always take turns with the board.
F. Speedy Writing
When the students seem to catch on to the idea, turn it into a challenge for the class. Every
time you say a family member, students change the word on their board, and hold it up when
they are done. Help those that need help, and see how soon the whole class can have the verb
written correctly. Repeat with different verbs. Each time you use a new verb, write the word
on the board, and give students plenty of time to copy it on their boards before giving them
the name of a different family member. Continue as time allows.

G. Dismissal
Invite today’s king, queen, or president to line up. Allow that student to choose a row or
group of students and invite them to line up. Continue until all of the students are lined up.
Let her/him also choose a song for students to sing as they exit.

Materials Needed:
● Magic Hat prepared with names of students on slips of paper inside
● Special sticker, name tag, or hat for the king, queen or president of the day
● Fly swatters
● Computer and Projector
● “What is My Family Doing?” PowerPoint
● Small white boards (or white card stock in a clear page protector) and markers - enough
  for every two students to share one set

Assessments:
Interpretive Assessment - Activity A
Students swat the correct word.

Presentational Assessment - Activity C
Students say a sentence describing what the person in the slide is doing.

Interpersonal Assessment - Activity D
Students work together to determine the correct letter to write.

Presentational Assessment - Activity E
Students write the verb in the correct form for the family member.

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 tell about where a house is located.
2. SWBAT describe rooms of a house.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>open فتح</td>
</tr>
<tr>
<td>sit جلس</td>
</tr>
<tr>
<td>sleep نوم</td>
</tr>
<tr>
<td>go ذهب</td>
</tr>
<tr>
<td>look نظر</td>
</tr>
<tr>
<td>the door الباب</td>
</tr>
<tr>
<td>the window الشباك</td>
</tr>
<tr>
<td>the living room غرفة الجلوس</td>
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<td>the bedroom غرفة النوم</td>
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<tr>
<td>the kitchen المطبخ</td>
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<tr>
<td>the bathroom الحمام</td>
</tr>
<tr>
<td>the countryside الريف</td>
</tr>
<tr>
<td>the old city المدينة القديمة</td>
</tr>
<tr>
<td>the new city المدينة الجديدة</td>
</tr>
<tr>
<td>the desert الصحراء</td>
</tr>
<tr>
<td>the mountains الجبال</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: King For a Day
Tell the students that one of them will be the king, queen, or president for the day. Choose a name from the Magic Hat. Give the students hints about the person whose name you have chosen, for example, "هي بنت" "هي طويلة". Give one hint at a time. After each hint, call on a student or two to guess who it is. When the person has been guessed correctly, invite that student to come forward. Congratulate him/her, and give him/her a sticker, name tag, to signify the special status. Ask the student if s/he would like to be a queen/king, or a president.
Tell the class the student’s new name, for example, "ملكة سوس." During the class period, allow this student to help with activities, and make choices.

<table>
<thead>
<tr>
<th>B. Places Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the image cards, review the different areas in Morocco where people live. Show the Morocco Slideshow used in Lesson 1. As you look at each slide, ask students to give their opinion of what area is pictured in the slide. Allow for differing opinions. If a slide has an obvious answer, however, use words the students know to help them understand why the place really should be identified a certain way, for example, &quot;هذا بقرة، وهذا بيت واحد في كل الصورة! هذا في الريف.&quot;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Make Your Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post the image card for the different areas (countryside, old city, new city, desert, mountains) in different areas in the room, or place them on certain tables. Invite the students to choose a place to “live.” Give them ten seconds to go to that area. Post the “English OK” sign. Instruct students to come up with as many Arabic words as they can to talk about what their area is like, and why they would like to live there. Give students five to seven minutes to come up with a few words. Take down the “English OK” sign. Have each group choose a spokesperson, and give each group a chance to give their answer.</td>
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</tbody>
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<thead>
<tr>
<th>D. Find the Match</th>
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<tbody>
<tr>
<td>Spread out the copied image cards face down on a desk or table. Let the king, queen or president of the day help demonstrate the activity. Choose a card from the stack. Have the student choose a card as well. Tell the student what is on your card, without showing it to him or her. Ask, &quot;نائب / انت؟&quot; Student should tell you what is on his/her card. If it is a match, both of you put back your cards, and choose new ones. If it is not a match, choose two more students, and create new pairs, one with you, and one with the student of the day. Repeat the activity to see if the cards match. If any of them match, the students with the matching cards return them to the stack, and choose new cards. Instruct the students to come choose a card, and not show it to anyone. When everyone has a card, say, &quot;أبدأ&quot; and students can begin trying to find the match for their card. Assist students if they forget the word for their card. Students should not show others their cards, or speak English during this activity.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>E. House Rooms</th>
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</thead>
<tbody>
<tr>
<td>Project the image from the house PowerPoint showing the house with all of the rooms. Divide the class into two teams. Give the first student on each team a fly swatter. Say one of the rooms. The first student to swat the correct picture with the fly swatter earns a point for his or her team. Continue as time allows.</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>F. Dismissal</th>
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</table>
| Invite today’s king, queen, or president to line up. Allow that student to choose a row or
Materials Needed:
- Magic Hat prepared with names of students on slips of paper inside
- Special sticker, name tag, or hat for the king, queen or president of the day
- Computer and projector
- Morocco Slideshow
- “English OK” sign
- Copies of image cards on heavy paper or cardstock- two of each card
- Fly Swatter

Assessments:
Interpretive Assessment - Activity A
Students guess the student of the day from the clues given.

Students swat the correct letter.

Presentational Assessment - Activity B
Students describe the picture with an appropriate description of the place.

Interpersonal Assessment - Activity D
Students ask and answer questions to find 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)

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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)

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)

NY Social Studies Standards, Grade 3:
Geography, Humans and the Environment
3.3 Geographic factors often influence where people settle and form communities.
Language Objectives:
1. SWBAT label the rooms of a house.
2. SWBAT talk about the rooms of a house.
3. SWBAT describe the area where a house is located.

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Structures:
Verb conjugation in the present tense

A.Warm-up Activity: King For a Day
Tell the students that one of them will be the king, queen, or president for the day. Choose a name from the Magic Hat. Give the students hints about the person whose name you have chosen, for example, "هي بنت" "هي طويلة". Give one hint at a time. After each hint, call on a student or two to guess who it is. When the person has been guessed correctly, invite that student to come forward. Congratulate him/her, and give him/her a sticker, name tag, to signify the special status. Ask the student if s/he would like to be a queen/king, or a president. Tell the class the student’s new name, for example, "ملكة سوسن". During the class period, allow this student to help with activities, and make choices.
B. House Project
Post the “English OK” sign. Explain to the students that they will be preparing a special house project for their final presentation. Explain all of the things students will do for the project:
Students will draw an outline of their Moroccan house. Outside the house students will draw scenery to show what area the house is in. If it is in the countryside, for example, students could draw animals and fields. If it is in the new city, students could draw a store or large building next door. If it is in the mountains, students would draw mountains.
Next, students need to divide the house into rooms by making lines within the outline of the house. including all of the rooms studied. Students will write the name of each room on the picture. Students then draw four family members, each in a different room. They may draw themselves as one of the family members, if they wish.
On the last day of class, students will give a presentation, telling where the house is, and telling where each family member is, and what s/he is doing.
Students who have time are encouraged to write complete sentences for the things they will say in their presentations, with the assistance of the teacher. Remind students that this is not their real house, and does not have to be their real family. They can be as creative as they want.

C. Step By Step
Take down the “English OK” sign.
Write the steps the students need to follow on the board, in English:
1. Draw the house.
2. Draw the background.
3. Divide the house into at least four rooms
3. Write the word on each room.
4. Draw the family members.
5. Practice talking about what each person is doing.

Make a simple house drawing on the board as you explain each step in Arabic.

D. Drawing My House
Provide large paper or poster board and crayons, markers, or colored pencils for the students. Remind students to write their names on the pictures. Allow them to use the remainder of the class time to make their pictures. Post the image cards for rooms of the house on the board, so the students can refer to them as they work. Post your example house poster, as well. As students work as them to tell you about their house. Ask where it is located, or ask the name of a certain room.

E. Finished?
If any students finish their drawings, be sure they have written the words, and then have them talk about their picture to you, or to another student who has finished. Allow ample time for cleaning up supplies. Collect the pictures, assuring students that those who have not finished will be able to work on them again during the next class period.

F. Dismissal
Invite today’s king, queen, or president to line up. Allow that student to choose a row or group of students and invite them to line up. Continue until all of the students are lined up. Let her/him also choose a song for students to sing as they exit.

Materials Needed:
- Magic Hat prepared with names of students on slips of paper inside
- Special sticker, name tag, or hat for the king, queen or president of the day
- “English OK” sign
- Large paper or poster board for each student
- Crayons, markers, or colored pencils
- Prepared example house, showing what the final project should look like.
- Image cards for rooms of the house.

Assessments:
Presentational Assessment - Activity D
Students write the names of the rooms of the house.

Interpersonal Assessment - Activity D
Students answer questions about their projects.

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 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:
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**Language Objectives:**
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3. SWBAT describe the area where a house is located.

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<tr>
<td>Structures:</td>
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<td>Verb conjugation in the present tense</td>
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**A. Warm-up Activity: King For a Day**
Tell the students that one of them will be the king, queen, or president for the day. Choose a name from the Magic Hat. Give the students hints about the person whose name you have chosen, for example, "هي بنت" "هي طويلة". Give one hint at a time. After each hint, call on a student or two to guess who it is. When the person has been guessed correctly, invite that student to come forward. Congratulate him/her, and give him/her a sticker, name tag, to signify the special status. Ask the student if s/he would like to be a queen/king, or a president.
Tell the class the student’s new name, for example, "ملكة سوسن" During the class period, allow this student to help with activities, and make choices.

**B. House Projects**
Post the “English OK” sign. Explain to students that their friends and family members will be invited to see their presentations during the next class period. Let them know that you will give them a note to take home at the end of class. You may want to invite families to bring treats to share, depending on your school’s policies. If so, let the students know this, and put this information in the note. Tell students that you will show them what it should be like when they present to the class. Take down the “English OK” sign.

Using the example
Pass out the house project papers from the previous class. Pay special attention to the projects that are not very far along, and be sure to give those students extra assistance. Allow students to work up until the last 15 minutes of class, if needed. During this time, prepare the board for Activity D.
C. Partner Practice
As students finish, have them practice explaining their drawing to a partner, or in small
groups, depending on how many students have finished. If all of the students have not
finished when only 15 minutes remain in the class period, those students who have not
finished will need to stop drawing and start practicing. Offer assistance so that all of the
students can feel like their project is complete.

D. Sentences
Use the picture of a family or pictures individual family members, the image cards for the
verbs, and the image cards for the rooms to create a framework for sentences on the board.
Start by putting the picture of a family or pictures of individual family members on the right
side of the board. If you are using individual pictures, keep them grouped together so that
students will not think certain family members must be associated with certain verbs. Draw
an arrow pointing to the picture(s) from the right, reminding students that this is where to
start. Next, post the image cards for the verbs in a vertical row to the left of the family
members. To the left of each verb, place the image card for the room that completes the
sentence the students have learned for that verb, leaving space in between. Now write the
word (""فَي"" or ""إِلَي""), between the verb and its image card for the sentences that contain one of
these words. Students can use this as a guide when practicing, and those who have time can
use it as a guide for writing their sentences.

When students are ready to write a sentence, ask them to tell you a family member they have
drawn on their picture. Have them also tell you what that family member is doing, and point
to the appropriate image card. Write the letters ""تِلِ"" to the right of the verb card, in a
vertical row, using the form used at the beginning of a word. Ask the student which of these
letters makes the sound s/he needs for the sentence. Assist the student in choosing the correct
letter, then write the correct form on the board for the student, pointing out the initial letter.
Other students who are ready to write sentences can observe and learn as you help each
student. Complete one sentence per student. Students can try to write additional sentences on
their own. Always praise their efforts, particularly at this stage when they are just exploring
independent writing.

E. Sentences as a Class
When most of the students have finished their pictures, call their attention to the board.
Choose a student to tell you one of his or her sentences, and follow the procedure above to
explain the sentence to the class. Repeat with sentences from other students, as time allows.
Collect the pictures for use during the next class for presentations.

G. Dismissal
Invite today’s king, queen, or president to line up. Allow that student to choose a row or

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Give each student a note to share with their friends and family, inviting them to the performance during the next class period.

Materials Needed:
- Magic Hat prepared with names of students on slips of paper inside
- Special sticker, name tag, or hat for the king, queen or president of the day
- Student pictures from the previous lesson
- Crayons, markers or colored pencils
- Image cards for this unit
- Picture of a family, or individual pictures to represent family members
- Paper and pencils
- Prepared note with information for friends and family about the presentations  
  ○ Invite friends and family members to arrive ten minutes after the start of the class period to give time for preparation  
  ○ Be sure to invite school administrators, as well
- Prepared example house

Assessments:
Presentational Assessment - Activity B, D
Students label their pictures correctly and write sentences about their projects.

Interpersonal Assessment - Activity C
Students exchange information about their house pictures.

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

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

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

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)

NY Social Studies Standards, Grade 3:
Geography, Humans and the Environment
3.3 Geographic factors often influence where people settle and form communities.
Language Objectives:
1. SWBAT tell where their Moroccan house is located.
2. SWBAT tell about what family members are doing, and where.

<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>Verb conjugation in the present tense</td>
</tr>
</tbody>
</table>

A. Warm-up Activity: King For a Day
Have all of the students who have not been king, queen, or president for a day come to the front of the room. Give the each a sticker or name tag and have them tell you whether they want to be a king/queen or president.

B. Preparation
Post the “English OK” sign. Give the students their house pictures. Decide where students will sit, and where visitors will sit. Have the students sit down with their pictures. To keep it simple, student should present in the order in which they are sitting. Explain to them the order for the presentations, so they will know what to expect. Students can sing a few songs while visitors are coming in.

C. Presentations
Students present their projects, in order. Use the presentation rubric to record each student’s performance.
If time remains after all of the students have presented, use this time to sing more songs or to answer any questions parents have about the Arabic language or the program, and to eat treats, if applicable.

G. Dismissal
Allow students to greet visitors, and then line up. Students may take their pictures home. Students may also take their alphabet workbooks home. If you have been using student work to decorate the classroom or hallway, you may want to have these items ready to send home with students as well. Continue until all of the students are lined up. Let her/him also choose
a song for students to sing as they exit.

Materials Needed:
- Special stickers, name tags, or hats for the all of the students who have not had a turn to be king, queen or president of the day.
- Student workbooks, and any other student work you have for them to take home

Assessment:
Presentational Assessment - Activity
Students tell about they drew, as well as what family members are doing, and where.

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)
Relating Cultural Products to Perspectives:
Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. (2.2)
Language 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)
Lifelong Learning:
Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. (5.2)

NY Social Studies Standards, Grade 3:
Geography, Humans and the Environment
3.3 Geographic factors often influence where people settle and form communities.
## 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 describe their house.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can talk about what their family members are doing in the present tense.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can talk about where their family members are within their house.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student can describe the rooms in their home.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**I Can Statements:**
- I can tell others what area my Moroccan house is in.
- I can talk about what family members are doing.
- I can talk about which room family members are in.
- I can talk about the rooms in my house.