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

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

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>خيامية</td>
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<tr>
<td>خيمة</td>
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<tr>
<td>احمر</td>
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<tr>
<td>اصفر</td>
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<tr>
<td>ازرق</td>
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<tr>
<td>اخضر</td>
</tr>
</tbody>
</table>

Review:
Numbers 1-10

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

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

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

### D. Khayameya Colors
Say a color. Ask for a student volunteer to come and point to that color on one of the Khayameya patterns on display. Repeat, using each color at least two times.

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

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

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

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

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

---

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

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

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

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

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

Essential Vocabulary

<table>
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<tr>
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<tbody>
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<td>صفقة</td>
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<tr>
<td>دور</td>
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<td>اقفز</td>
</tr>
<tr>
<td>مرة</td>
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<tr>
<td>مرات</td>
</tr>
</tbody>
</table>

Review:
| احمر | red          |
| اصفر | yellow       |
| ازرق | blue         |
| اخضر | green        |

Numbers 1-10

Structures:
Commands

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

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

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

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

D. Commands
Have students stand up. Demonstrate the command words by saying the word, and doing the action. Have students repeat the word, and copy the action. After you have practiced each action several times, say an action, and wait for students to respond. Repeat with the other actions.

Now add a number of times. Say, “ mano-three times”. Hold up three fingers as you say it. Count out loud, and have the students count with you as they complete the action. Repeat with each of the actions two or three times. Use different numbers from 1-10.

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

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

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

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

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

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

Interpretive Assessment - Activity D
Students respond correctly to commands

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

ACTFL Standards:
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 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
First Grade Arabic
Unit 2: Khyameya
Lesson 3 : Shapes

Language Objectives:
1. SWBAT identify items by shape and color.
2. SWBAT name several shapes.

Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
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<tbody>
<tr>
<td>دائره</td>
<td>circle</td>
</tr>
<tr>
<td>متغث</td>
<td>triangle</td>
</tr>
<tr>
<td>مربع</td>
<td>square</td>
</tr>
<tr>
<td>مستطيل</td>
<td>rectangle</td>
</tr>
</tbody>
</table>

Review:

| احمر                | red      |
| اصفر               | yellow   |
| أزرق                | blue     |
| اخضر               | green    |

Numbers 1-10

Structures
adjective/noun order

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

B. Color Review
Review the colors by holding up a colored paper and asking students to say the color. Review all of the colors in this way, mixing them up and showing each color several times.

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

- احمر (red)
- دائرة (circle)
- اصفر (yellow)
- مربع (square)
- مثلث (triangle)
- ازرق (blue)
- مستطيل (rectangle)

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

Point to the color red on different objects in the room, saying "احمر." Point to the red circle, and say "داره." Trace the outside of the circle, and say "داره." Then say "احمر داره" and have students repeat. Say, "احمر؟ داره" and shake your head. Repeat it correctly with the class. Note that the color vocabulary at this level is simplified, using only masculine forms.

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

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

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

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

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

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

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

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

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

**ACTFL Standards:**
- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2 Students understand and interpret … spoken language on a variety of topics.
- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
Language Objectives:
1. SWBAT understand when someone tells the size of something.
2. SWBAT describe the size of things.

Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
</tr>
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<tbody>
<tr>
<td>كبير / كبيرة</td>
</tr>
<tr>
<td>صغير / صغيرة</td>
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<tr>
<td>عندي</td>
</tr>
<tr>
<td>I have</td>
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Review:

<table>
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<tr>
<th>دائرَة</th>
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</thead>
<tbody>
<tr>
<td>مثلث</td>
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<td>صفق</td>
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<td>دور</td>
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<td>اقفز</td>
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<tr>
<td>مرة</td>
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<tr>
<td>مرات</td>
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<tr>
<td>circle</td>
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<td>triangle</td>
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<td>square</td>
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<td>rectangle</td>
</tr>
<tr>
<td>red</td>
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<td>yellow</td>
</tr>
<tr>
<td>blue</td>
</tr>
<tr>
<td>green</td>
</tr>
<tr>
<td>clap</td>
</tr>
<tr>
<td>turn</td>
</tr>
<tr>
<td>jump</td>
</tr>
<tr>
<td>time (repetition)</td>
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<tr>
<td>times (repetitions)</td>
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</tbody>
</table>

Numbers 1-10

Structures:
Commands, adjective/noun order

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

B. Big and Small
Draw a giant circle on the board. Say, "دائرَة كبيرة" Have students repeat. Draw a tiny circle on the board. Say, "دائرَة صغيرة" and have students repeat. Point to one, and then the other, calling them "big" and "small," and having students repeat. Show the meaning of "كبٍ" and "صغير" with your arms, and have students repeat the word and do the action with you,
with their hand close together for “small” and their arms stretched out to the sides for “big.”

Show the students cards with the different shapes on them. Identify them by color, shape, and size, and have students repeat, “مثلث أزرق صغير” for example.

### C. Mystery Card Game

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

### D. Jump Three Times

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

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

### E. I Have a Big Blue Triangle

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

### F. Dismissal

When you stop the game, students should have a card in their hand. Call a shape, color, or size, and have all of the students with that card put their cards and name tags away and line up. Repeat with other colors, shapes, or sizes, until everyone is lined up. Sing the Goodbye Song with students as they exit.
Materials Needed:
Image cards, each with a shape on them, as follows:
- circle, triangle, square, or rectangle
- red, yellow, blue, or green
- large or small
There should be at least as many cards as there are students in the class, and two of each card. You may have to make additional cards for this game ahead of time.

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

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

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

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret spoken language on a variety of topics.

Content Standards:
Science 3.1 Observe and describe physical properties of objects (size, color, shape).
Language Objectives:
1. SWBAT recognize the letter “alif.”
2. SWBAT write the letter “alif.”
3. SWBAT recognize the sound of “alif” at the beginning of color words.
4. SWBAT understand additional color words.

Essential Vocabulary

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

B. New Colors:
Hold up a card for a color the students know, and have students call out the color. Repeat with the other colors they know. Show them one of the new colors. Say it, and have the class repeat. Teach all four new colors this way. Hold up colors for the students to identify, alternating between new colors and those learned previously.

C. Color Race:
Demonstrate the game by calling out a color, and then rushing to touch something that is that color. Demonstrate what happens if a student does not find the right color in time, by saying a color, then saying "ثلاثة،إثنين، واحد" and not quite making it to the correct color. Act sad, and sit down. For a large class with limited space, have only part of the class play at a time. Have the students stand up. Call out a color, then count down. Students who are
not touching the right color must sit down. Continue in this manner. When there are only one or two students left, declare them the winners, and have everyone else get back in the game. Play again.

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

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

### F. Worksheet
Hand out worksheets and pencils. Show students on the board how to write “alif” (with “hamza.”). Students will trace the letters on the worksheet, which include “alif,” and the other letter learned so far. Students who finish early can turn the paper over, and try copying their name form their name tag, or practicing the letters some more.

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

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

**Interpretive Assessment - Activity C**
Students touch the right color.

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

**Presentational Assessment - Activity F**
Students trace the letters correctly.

**ACTFL Standards:**
Standard 1.2 Students understand and interpret written and spoken language 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.
ورقة تدريب على الحروف الف. 

اسم _______________________

نشاطات أطفال المدينة
اللقاء رقم 4 علم الشطرانج

أطفال المدينة الحروف الأبجدية جميع الحقوق محفوظة
First Grade Arabic
Unit 2: Khyameya
Lesson 6: Creating a Flag

Language Objectives:
1. SWBAT understand descriptions using color, shape, and number.
2. SWBAT describe objects using color, shape, and number.

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

Essential Vocabulary

<table>
<thead>
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</tr>
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<tbody>
<tr>
<td>علم</td>
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<tr>
<td>أحمر</td>
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<td>أبيض</td>
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</table>

Structures
Noun/adjective order

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

B. Color Video
Give each student a set of colored cards, or a set of crayons or markers which contain the colors they have learned. Show one of the color videos listed below. When students hear the name of a color they know, they raise the corresponding card (or crayon/marker).

Now play the song and repeat the activity without showing the video, so the students will know the color only by listening, without visual clues.

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

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

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

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

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

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**Materials Needed:**
Videos and projector
[http://www.youtube.com/watch?v=N2q5mhp6s4s](http://www.youtube.com/watch?v=N2q5mhp6s4s) From Arabian Sinbad Arabic learning series
[http://www.youtube.com/watch?v=fRB0VXnNoSg](http://www.youtube.com/watch?v=fRB0VXnNoSg) Does not include black and white
Fly Swatters
Picture of flags of the Middle East - 4-5 copies.
Blank paper
Colored pencils, crayons, or markers

**Interpretive Assessment - Activity B, C**
Students hold up/swat the correct color.

**Interpersonal Assessment - Activity D**
Students describe the flag, and other students choose the correct flag based on the description.

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

**ACTFL Standards :**
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
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 describe patterns in Arabesque Art.
2. SWBAT hear the relationship between words with the same root.

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

Essential Vocabulary

<table>
<thead>
<tr>
<th>Review:</th>
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<tbody>
<tr>
<td>All Unit 2 vocabulary</td>
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<table>
<thead>
<tr>
<th>Structures:</th>
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<tbody>
<tr>
<td>Noun/adjective order</td>
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<tr>
<td>Root system</td>
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A. Warm-up Activity: Whose Name Is It? (See previous lessons)

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

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

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

D. Shapes and Numbers
Show the students a square. With the students, count the sides of the square. Have the students repeat, "مربع - أربعة" (square - four) so that they hear the relation between the words. Do the same with the triangle, "مثلث - ثلاثة" (triangle - three).

Ask students to stand. Give them the command, "دورا" (turn). Point to a circle, and say, "دائرة" Have students repeat these words, so that they hear the similarity in the words.

### E. Pattern Art

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

### F. Dismissal

Collect the pattern worksheets.

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

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

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

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

### ACTFL Standards:
Standard 1.2 Students understand and interpret. . .spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
Islamic Geometric Pattern
Language Objectives:
1. SWBAT exchange information about how many of an object they have.
2. SWBAT work together to create a repeating pattern.

<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>ﻟﻢ</td>
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<tr>
<td><strong>Review:</strong></td>
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<td>ﺑﻨﺎﺕ</td>
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<tr>
<td>ﻋﻨﺪﻱ</td>
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<tr>
<td><strong>Color and shape vocabulary</strong></td>
</tr>
</tbody>
</table>

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

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

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

C. **Number Review**
Write the numbers 1-10 on the board in order (right to left). Count with the class, while pointing to each number. Leave the numbers written on the board for reference.

D. **Shape Cutouts**
Give each student a bag or envelope containing cut out paper shapes. Each bag should contain 1-10 each of rectangles, circles, and squares of the same color.

Give each student a shapes worksheet.

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

Now demonstrate asking a partner by asking one of the students, for example, "ﻙﺎﻡ دﺎﺋﺮﺓ؟" Help the student count that shape, and write the shape on your worksheet.

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

**E. Make a Pattern**
Have students remain with their partners. Demonstrate making a pattern with some of the cutout shapes. Have students line up some of their shapes on their desk to make a pattern. Invite each pair to tell another pair about the shapes, color and number of objects in their pattern.

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

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

**Materials Needed:**
A bag or envelope containing cut out paper shapes for each student. Each bag should contain 1-10 each of rectangles, circles, and squares of the same color.

Shapes worksheets
Colored pencils, crayons, or markers

Interpersonal Assessment - Activity E, F
Students exchange information to make a pattern, and to copy the pattern described by their partner.

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.

Content Standards:
Science 3.1 Observe, describe, and identify the properties of materials.
<table>
<thead>
<tr>
<th>Number You Have</th>
<th>Number Partner Has</th>
<th>Shape</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><img src="square.png" alt="Square" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="circle.png" alt="Circle" /></td>
</tr>
<tr>
<td></td>
<td></td>
<td><img src="triangle.png" alt="Triangle" /></td>
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</tbody>
</table>
First Grade Arabic
Unit 2: Khyameya
Lesson 9: My Plate Pattern

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

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

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

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

**C. Plate Patterns**
Display examples of arabesques designs on a number of plates. Describe some of the designs to the students.

Assign each student a partner. Give each student a picture of a plate with an arabesque design. Students describe the colors and shapes they see on their plate to their partner. Tell students to trade plates with someone, and then find a new partner. Have students describe their plate to the new partner.

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

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

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

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

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

Interpersonal Assessment - Activity C, D, E
Students describe shapes and colors, and understand when others describe them.

**ACTFL Standards :**
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret . . .spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
Standard 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

**Content Standards:**
Science 3.1 Observe, describe, and identify the properties of objects.