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

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>سعيد/سعيدa</td>
</tr>
<tr>
<td>حزين/حزينة</td>
</tr>
<tr>
<td>برد/بردانة</td>
</tr>
<tr>
<td>حران/حرانية</td>
</tr>
<tr>
<td>مريض/مرضية</td>
</tr>
<tr>
<td>نعسان/نصنعة</td>
</tr>
<tr>
<td>جوعان/جوانة</td>
</tr>
<tr>
<td>عطشان/عطشانة</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>كيف الحال؟</td>
</tr>
</tbody>
</table>

Structures:
Addition of “a” sound for feminine adjectives

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

B. New Vocabulary
Introduce the new vocabulary words by showing an action for each word. In this activity, you will use only the masculine forms, so that students can learn the basic words through repetition. Begin with those that are opposites:

- سعيد: Give a huge smile
- حزين: Make a sad face, and use one finger to trace an imaginary tear down your cheek

Have the students repeat the words and the actions with you. Switch back and forth between the two words several times. Then say a word, and wait for the students to do the action without your help. Praise them if they do it. Move on to the next words:

- بردان: Hug yourself and shiver
- حران: Fan yourself with both hands

Alternate between these two as with the first two. Then practice all four words in random order.
Introduce all of the vocabulary in this way:

- مريض: Put one hand on your forehead, and one hand on your stomach
- نعسان: Make a yawning motion with your hand
- جوعان: Pretend to reach for a bowl of food and start eating frantically
- عطشان: Pretend to reach for water bottle and begin drinking

Practice all of the words and actions with the students several times.

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

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

E. I Am Happy
Have all of the students who put their sticker under "سعيد" come to the front. Point to the first student, and ask, "بنت أو ولد؟" (girl or boy?). When the students answer, line the boys up on one side, and the girls on the other. Have the boys say, "أنا سعيد." Now have the girls say, "أنا سعيدة.""

Invite the students who chose a different emotion to come up, boys on one side, girls on the other. Help them say how they are feeling, using the correct form for masculine or feminine. Repeat with the other categories.

F. Dismissal
Have students put away name tags and line up. As they exit, tell students each an emotion, and have them act it out.

Materials Needed:
Images - Emotions
Post-it notes (or students can make a tally mark with a white board marker)

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

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret... spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics. Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
First Grade Arabic
Unit 3: Descriptions and Emotions
Lesson 2: My Mom is Happy

Language Objectives:
1. SWBAT describe how a family member is feeling.
2. SWBAT understand when others describe how their family members are feeling.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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<tbody>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>سعيد/سعادة</td>
</tr>
<tr>
<td>حزين/حزينة</td>
</tr>
<tr>
<td>بردا/بردائة</td>
</tr>
<tr>
<td>حران/حرانة</td>
</tr>
<tr>
<td>مريض/مرضى</td>
</tr>
<tr>
<td>نعسان/نسبة</td>
</tr>
<tr>
<td>جوعان/جوعانة</td>
</tr>
<tr>
<td>عطشان/عطشانة</td>
</tr>
</tbody>
</table>

Family vocabulary

Structures:
Addition of “a” sound for feminine adjectives
Absence of the verb “to be”

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

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

C. Action Review
Say one of the emotions without doing the action. Students should immediately repeat the
emotion, and do the action. After you have reviewed several actions, choose a student
who reacted very fast to be the “teacher” and say the next action. Then let that student
choose someone who reacted very fast to be the next “teacher,” and so on.

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

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

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

**G. Dismissal**
Have students put away name tags and line up. As they exit, tell students each an emotion, and have them act it out.

---

**Materials Needed:**
Image cards - emotions
Family member pictures
Magic Hat

**Interpretive Assessment - Activity C**
Students react to the emotion word by showing the action associated with that emotion.

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

**Presentational Assessment - Activity F**
Students give the correct family member and emotion, using the proper form for masculine or feminine.
ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
Standard 1.2 Students understand and interpret spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
First Grade Arabic
Unit 3: Descriptions and Emotions
Lesson 3 : He is Happy, You Are Sad

Language Objectives:
1. SWBAT describe the emotions of others using pronouns.
2. SWBAT ask and answer questions about emotions.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>هل (question word)</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>سعيد/سعادة  happy</td>
</tr>
<tr>
<td>حزين/حزينة  sad</td>
</tr>
<tr>
<td>بردا/بردانية  cold</td>
</tr>
<tr>
<td>حران/حرانية  hot</td>
</tr>
<tr>
<td>مريض/مرضية  sick</td>
</tr>
<tr>
<td>ناسان/نائسة  tired</td>
</tr>
<tr>
<td>جوعان/جوعانة  hungry</td>
</tr>
<tr>
<td>عطشان/عطاشية  thirsty</td>
</tr>
<tr>
<td>هو  he</td>
</tr>
<tr>
<td>هي  she</td>
</tr>
<tr>
<td>أنت/انت  you</td>
</tr>
</tbody>
</table>

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

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

B. Card Game
Demonstrate what the students will have to do as follows:
Have a stack of emotions image cards and a stack of family member image cards, face
down. Choose one card from each stack. Say the sentence that goes with the cards (My
brother is sleepy, etc.)
Divide the class into groups of four or five students. Give each group a set of emotions
cards and a set of family member cards. Each group sits in a circle, and students take turns
drawing a card form each stack, and saying the appropriate sentence. Instruct students that
if they get stuck, others in their group can help them. If they are still stuck, they can raise
their hand and the teacher will help them.

<table>
<thead>
<tr>
<th>C. Pronoun Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review pronouns by using gestures, as follows (students should repeat each word and gesture):</td>
</tr>
<tr>
<td><strong>انا</strong> - point to self.</td>
</tr>
<tr>
<td><strong>انت / انت</strong> - point directly to a boy for “anta,” and directly to a girl for “anti.”</td>
</tr>
<tr>
<td><strong>هو</strong> - point directly to a boy while looking at the other students, not at him.</td>
</tr>
<tr>
<td><strong>هي</strong> - point directly at a girl while looking at the other students, not at her.</td>
</tr>
<tr>
<td>Repeat the words and actions several times. Then say a word without doing the action, and wait to see if the students will respond with the word and the action.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. He’s Hungry, She’s Hungry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post four to five pictures of famous people or characters on the board - the funnier the better (see suggestions under materials). Choose an emotion card. Show the card to the class. Ask the class which of the characters should have that emotion (هل هو جوعان؟ &quot;هو جوعان. موس أو سبونج بوب؟&quot;). After they choose, say, &quot;هل هو جوعان?” Now let a student come up and choose an emotion card. Have the student choose who will have that emotion, and say “He/she is ________.” Have the class repeat the sentence. Give several more students a chance to choose. Emphasize the “a” sound at the end of the adjective for feminine characters.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Is She Hungry?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leave an emotion picture by each character on the board. Ask questions similar to the following:</td>
</tr>
<tr>
<td>هل هي جوعانة؟</td>
</tr>
<tr>
<td>نعم. هي جوعانة</td>
</tr>
<tr>
<td>هل هو بردان؟</td>
</tr>
<tr>
<td>لا. هو نعسان</td>
</tr>
<tr>
<td>After you have given examples, ask a question, and let the students answer all together. Pay attention to the ending, and emphasize the difference between masculine and feminine endings. Give the characters new emotions, and repeat the activity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Are You Hungry?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask for a student volunteer. Give the student an emotion card, and take one yourself. Ask the student if he/she has the emotion you have, for example: هل انت / انت نعسان؟ (are you sleepy?). Have the student answer according to his card, for example: لا. أنا غشانة.</td>
</tr>
<tr>
<td>Demonstrate again with another student.</td>
</tr>
<tr>
<td>Place the emotions image cards (4-6 sets) face down in a pile. Instruct students to take a card, and ask other students as in the example. Students must ask and answer, and not show the cards to each other. When they find a student with the same emotion, they are “winners.” They can put those cards back in the pile, and choose new cards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Finding Ta Marbuta</th>
</tr>
</thead>
</table>
| Separate the character pictures on the board so that all of the masculine ones are on one side, and the feminine ones are on the other side. Write “سعد” on the masculine side. Say "هو سعيد." Point to a picture on the feminine side, and say, "هو سعيد." Pause and give the
students a chance to say, "سعيدة." Underline the taa marbuta.
Repeat this process with another emotion, again writing the feminine form on the side
with the female characters, and underlining the taa marbuta. Repeat with several more
emotions. Be sure that you demonstrate both forms of taa marbuta (connected and not
connected).

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

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

Materials Needed:
Image cards - emotions (4-6 sets)
Image cards - family members (4-6 sets)
Worksheets - taa marbuta

Presentational Assessment - Activity B
Students are able to say the appropriate sentence suggested by the cards.

Interpretive Assessment - Activity C
Students repeat the pronoun while performing the correct action to show its meaning.

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

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

ACTFL Standards:
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions,
and exchange opinions.
Standard 1.2 Students understand and interpret . . . spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the
language studied and their own.
اسم

سعادة
عزيزة
نعسانة
جوعانة
جدة
طلبات
بردانية
مرة
حبيبة
عطشانة
عطشانة
حزينة
Language Objectives:
1. SWBAT ask and answer questions about the emotions of their family members.
2. SWBAT ask and answer questions about the emotions of the family members of others.

**Essential Vocabulary**

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>أمك/أبك</td>
</tr>
<tr>
<td>أبوك/أمك</td>
</tr>
</tbody>
</table>

**Review:**

| أمي | my mother |
| أبي | my father |
| هل | (question word) |

**Emotions from previous lessons**

**Structures:**
Possessive using لك and يا

---

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

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

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

---

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

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

<table>
<thead>
<tr>
<th>D. Is Your Father Thirsty?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give the student who is holding the picture of the father the image card for “thirsty.”</td>
</tr>
<tr>
<td>Ask, “هل أبك عطشان؟” Student should answer, “نعم، أبي عطشان”. Assist as necessary. Have the other student hold the picture of mother. Give the students an image card, and ask a similar question. Have the class repeat questions and answers after you several times, as you gesture to the appropriate cards:</td>
</tr>
<tr>
<td>هل أبك عطشان؟ نعم، أبي عطشان.</td>
</tr>
<tr>
<td>هل أمك نعسان؟ نعم، أمي نعسان.</td>
</tr>
<tr>
<td>هل أبك نعسان؟ لا، أبي عطشان.</td>
</tr>
<tr>
<td>هل أمك سعيد؟ لا، أمي عطشان.</td>
</tr>
<tr>
<td>Invite the student helpers to sit down.</td>
</tr>
<tr>
<td>Post the pictures of mother and father on the board again. Have students form two lines from the front of the room to the back, one line in front of the picture of mother, and one in front of the picture of father. Place the emotions image cards face down in a stack at the front of the room. Have the students at the front of the line choose a card and show it to you. Ask each of them a question. Ask the one in the “mother” line about mother, and the one in the “father” line about father. You may ask using the emotion on their card, or a different one, for example:</td>
</tr>
<tr>
<td>هل أبك عطشان؟ If the student has the picture for “thirsty,” he or she should answer, “نعم، أبي عطشان”.</td>
</tr>
<tr>
<td>To keep the class involved at they wait for their turn, have them repeat the answer.</td>
</tr>
<tr>
<td>Ask a student from the “father” line, and then a student from the “mother” line, and keep alternating. After students answer, they put the image card back, mixing it in the pile, and return to their desks. The next students chooses a card and prepares to answer. All students in the room continue to repeat the answers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Family Picture</th>
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<tbody>
<tr>
<td>Demonstrate drawing a family picture by drawing your own on the board. Draw a family member, telling the students who it is, and how that person is feeling. Try to include something in the picture that show the emotion (sad face, happy face, bottle of water, etc.) Keep the picture simple - stick figures are fine. Continue by drawing a few more family members and telling their emotions.</td>
</tr>
<tr>
<td>Give each student a blank sheet of paper and something to color with (colored pencils, crayons, or markers). Students will draw members of their family with a particular emotion. If a student finishes early, have him present his picture to you, giving complete sentences, such as &quot;أمي سعيدة&quot;. Give reminders for m/f agreement, as necessary. When</td>
</tr>
</tbody>
</table>
several students are finished, they can present to each other.

F. Group Activity
Divide the class into groups of 3-5 students. Have the students take turns presenting their picture to each other. If time allows, form the class into new groups, and have them present again.

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

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

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

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

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 name parts of the body.
2. SWBAT identify a body part when they hear the word.

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<th>Essential Vocabulary</th>
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</tr>
<tr>
<td>رأس</td>
</tr>
<tr>
<td>كتف</td>
</tr>
<tr>
<td>ركبة</td>
</tr>
<tr>
<td>قدم</td>
</tr>
<tr>
<td>عين</td>
</tr>
<tr>
<td>أنف</td>
</tr>
<tr>
<td>فم</td>
</tr>
<tr>
<td>أنف</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Numbers 1-10</td>
</tr>
<tr>
<td>كبير</td>
</tr>
<tr>
<td>صغير</td>
</tr>
</tbody>
</table>

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

**B. Song**
Teach the words and song, Head, Shoulders, Knees, and Toes by saying the words and completing actions as follows: (students should repeat each word and action)
- رأس | touch your head with both hands
- كتف | touch your shoulders
- رأس | touch your head
- كتف | touch your shoulders
- رأس | wait to see if students touch their head - give praise
- كتف | wait to see if students touch their shoulders - praise
- ركبة | touch your knees
- قدم | touch your feet
- repeat as above

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

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

<table>
<thead>
<tr>
<th>C. Super Singers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide the class into two or three groups. Have one group come up front and “perform” the song. Remind the other students to be a good, quiet audience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Speedy TPR</th>
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</thead>
<tbody>
<tr>
<td>Have the class stand. Say a body part, but do not touch that body part. Students should repeat the word, and touch the body part. Say each of the body parts several times, in random order. Give a “high 5” to students who are very fast.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Class Monster</th>
</tr>
</thead>
</table>
| You will be drawing a monster on the board, based on the choices of the students.  
Start with the head. Ask "رأس كبير أو رأس صغير؟" Demonstrate big and small as you say the words. Take a vote, by having students raise their hands for the choice they want. Draw a big or small head on the board. Next, ask how many eyes. Have students give you suggestions, then vote on two choices for the number of eyes. Only accept suggestions in Arabic. Have them choose the number of ears, and if they are big or small, the number of mouths, and if they are happy or sad, and the number of noses, big or small. When the class monster is finished, describe it to the class, using the words they know. Have them repeat phrases like "فم حزين" "أنف كبير" etc. Do not worry about singular, dual, and plural forms of the body parts, as the students are just learning. |

<table>
<thead>
<tr>
<th>F. Group Monsters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide the class into groups of two to four students. Give each group a piece of paper and something to draw with. Have each group create their own monster. Encourage them to talk about it in Arabic. After all of the groups have created their monsters, have some groups (as many as time allows) present the monster to the class, describing each of the body parts.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G. Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students put away name tags and line up. Students may keep the monster pictures. Sing the Goodbye Song with students as they exit.</td>
</tr>
</tbody>
</table>
Materials Needed:
Recording of song and computer or CD player (optional)
Paper
Pencils, crayons, or markers

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

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

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

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

ACTFL Standards:
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.
First Grade Arabic  
Unit 3: Descriptions and Emotions  
Lesson 6: Describing People

Language Objectives:  
1. SWBAT describe someone using parts of the body and face, and colors.  
2. SWBAT understand when someone describes a person.

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

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

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

**C. Body Parts Review**
Sing “Ra’as, Katif, Eukba, Qadam” with actions. Sing regular speed first, then very slow, then very fast.

**D. Hair Color**
Teach the word "شعر". Touch your hair, and have students touch their hair and repeat the word. Use the hair of students in the class as examples of hair colors ("شعر أسود" etc.).  
Start with the colors they have learned (أسود, أحمر, إيبص). Then teach "بني" (brown). Use a picture from a magazine, poster, or the internet for any hair colors you can’t show by using a student (gray, for example). After you have practiced all of the hair colors several times, go around the room, and have each student say their hair color. ("شعر بني" شعر بني)
Do not worry about complete sentences or possessive - just the hair color. This way it will be easy for them to describe the hair color of others in the class and in pictures.

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

شعر بني
عيون أخضر
عيون أزرق
شعر أحمر
شعر أسود

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

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

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

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

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

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

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

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

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

ACTFL Standards:
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 respond to commands involving body parts and colors.

Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>في (fei)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colors</td>
</tr>
<tr>
<td>Body parts previously learned</td>
</tr>
</tbody>
</table>

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

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

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

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

D. Hand
Teach the new body part, “يد” (hand). Hold your hand up and say, "يد", and have students repeat. Point to one hand, and say, "يد". Have students repeat, pointing to their own hand.

Practice all of the body parts - call out a body part, and have students touch that body part. Use all of the body parts in the song, plus “يد" and "شعر". Say the body part, then be sure to pause to let the students touch the correct body part before you touch that body part.

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

Examples:
يد على أحمر
نفخ على أزرق
قدم على بنفسجي
ركبة على برتقالي
شعر على أصفر
أذن على أخضر

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

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

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

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

Presentational Assessment - Activity B
Students say the emotion of a family member, using the right gender agreement.

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

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

ACTFL Standards: 
Standard 1.2 Students understand and interpret spoken language on a variety of topics.
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
First Grade Arabic
Unit 3: Descriptions and Emotions
Lesson 8: Feelings and Faces

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

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Words and Phrases:</td>
</tr>
<tr>
<td>من هو الشخص؟</td>
</tr>
<tr>
<td>ملابس</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>Emotions</td>
</tr>
<tr>
<td>Body parts/face</td>
</tr>
<tr>
<td>colors</td>
</tr>
<tr>
<td>كبير</td>
</tr>
<tr>
<td>صغير</td>
</tr>
<tr>
<td>Structures:</td>
</tr>
<tr>
<td>Who is... absence of the verb “to be”</td>
</tr>
</tbody>
</table>

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

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

C. Feelings Survey
Ask a student how he or she is feeling. Write the student’s name on the board underneath the appropriate picture. Ask another student. Write his or her name under the appropriate picture.

Hand out the Feelings Survey worksheets, and pencils. Take a worksheet yourself, and model for students as follows. Approach a student, and ask, "كيف الحال؟" When the student answers, show the class that you are writing that student’s name under the picture on the worksheet that corresponds with the emotion. Then have the student ask you the same question. Answer the student, and help him or her put your name on the chart. Indicate to
students that they are to ask each other "كيف الحال؟" and record the results on the worksheet. Give the students several minutes to walk around and ask as many people as possible.

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

**D. Draw a Face**
Have the students turn their survey papers over. Ask them to draw a face just as you describe it.
- رأس كبير
- ثلاث عيون صغير
- واحد أنف كبير
- أربع أذن
- فم حزين
Collect the papers for assessment.

**E. Who is the Person?**
Give a description of a student in the class, one piece of information at a time, for example:
- شعر بني
- عيون بني
- فم سعيد
- ملابس أحمر

(Indicate your own clothing when you say "ملابس،" (ملابس,"
- بنت
Ask students to raise their hands if they can guess who the person is. Keep going until they guess correctly.
Ask for a volunteer to leave the room. While the volunteer is out of the room, choose a student to be the mystery person. For the first mystery person, talk about possible descriptions of the person with the students as examples of what to say. Invite the student who went out of the room to come back in. This student is the detective. Have the detective ask a student, "من هو الشخص؟". Practice the phrase as a class. The student should answer by giving a clue about the mystery person. The detective then asks another student, and gets another clue. When the detective asks the mystery student, "أنا!" Choose a new detective to go out of the room, and choose a new mystery person. Continue as time allows.

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

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

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

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

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

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

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

(Welcome any guests, and help them get situated)

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

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

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

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

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

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

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

ACTFL Standards:
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.

Unit 3 Descriptions and Emotions Assessment Rubric

<table>
<thead>
<tr>
<th>Student Name: __________________________</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1= Not at all</td>
</tr>
<tr>
<td></td>
<td>5= Absolutely!</td>
</tr>
<tr>
<td>1. Student has made a creative poster.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>2. Student has placed the Arabic words properly..</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>3. Student names at least 5 body parts.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>4. Student uses color words.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>5. Student uses numbers.</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>6. Student tells how he or she is feeling (in the poster).</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>
First Grade Arabic
Unit 3: Descriptions and Emotions
Lesson 9: Body Poster

Language Objectives:
1. SWBAT describe their drawing to a classmate.
2. SWBAT match printed Arabic words with body parts.

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

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

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

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

**C. Body Posters**
Post the “English OK” sign. Explain to the students that they will be creating a body poster of themselves. Tell them it can look just like them, or it can be crazy. Explain that they will present their poster to the class, and that they need to describe at least five body parts. They also need to use color and number words in their description, and tell how they are feeling. Tell them that, first, you would like them to help you finish your body poster. Turn the “English OK” sign back to “English Prohibited.” Call on students to give you ideas for hair color, number of eyes, size of nose, etc. on your picture. Draw these things on the picture as they say them.

Give each student a large piece of paper. Have students pair up. Students will take turns lying on their paper, while their partner traces around their body. Then students will draw in all of the body features. Give each student a sheet of body part words. Students will cut out the words, and glue or tape them by the appropriate body part, following the example
on the board.

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

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

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

Presentational Assessment - Activity B
Students will say the correct body part when they turn over a picture card.

Interpretive Assessment - Activity C
Students will place the words in the correct places to identify the body parts.

ACTFL Standards:
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.