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

### Essential Vocabulary

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

<table>
<thead>
<tr>
<th>Review:</th>
</tr>
</thead>
<tbody>
<tr>
<td>أنا</td>
</tr>
<tr>
<td>أنت</td>
</tr>
<tr>
<td>أنت</td>
</tr>
<tr>
<td>هو</td>
</tr>
<tr>
<td>هي</td>
</tr>
</tbody>
</table>

### Structures:
Absence of the verb “to be.”
Feminine and masculine forms of adjectives.

### A. Warm-up Activity:
Students should each have a card or name tag with their Arabic name written on it in Arabic script, visible to other students. Draw a student’s name out of the magic hat, and write that student’s name on the board in Arabic script. Students raise their hands to guess whose name it is. If a student guesses an incorrect name, write the “guessed” name on the board, while pronouncing it slowly, and point out similarities and differences by
indicating the letters and pronouncing the sounds (no explanation in English allowed!). When a student guesses correctly, the student whose name was drawn comes up front and chooses an Arabic song for the class to sing (see Unit 1: Review of Grade 1).

<table>
<thead>
<tr>
<th>B. You are a Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell the class, &quot;أنا أستاذة، طالب/طالبة&quot; (You are a student m/f.) Repeat with several students, each time saying &quot;I am a teacher,&quot; pointing to self, and &quot;you are a student,&quot; pointing to the student.</td>
</tr>
<tr>
<td>Ask a student, &quot;أنا أستاذة وانت؟&quot; (I am a teacher, and you?) Student answers &quot;I am a student&quot; (with help from teacher if needed). Ask several other students, having the class repeat the answer, &quot;I am a student.&quot; If a student makes a mistake with masculine/feminine forms of &quot;student,&quot; let them each have their turn without correcting them at this point. Then reinforce as follows: Invite at least two boys and at least two girls to the front. Point to each one and say &quot;he/she is a student,&quot; using &quot;هو طالب&quot; for the boys, and &quot;هي طالبة&quot; for the girls. Then point to each student, and have the class call out &quot;هو طالب&quot; or &quot;هي طالبة&quot; as appropriate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. School Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show the class the first school objects: Pencil/pen, paper, book, telling them the Arabic word and having them repeat it several times. Show them the written words too.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>E. Circle Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students sit in a circle. Model the sentence &quot;أنا أستاذ و عندي قلم. &quot; (I am a teacher and I have a pencil.) Pass the pencil to the student beside you. Help the student, as needed, to say, &quot;أنا طالب و عندي قلم.&quot; (I am a student and I have a pencil.) Students pass the object around the circle with each student saying the sentence. After several students have a turn and when students are comfortable, hand a piece of paper to the first student in the circle. Students pass that object as well, saying, &quot;أنا طالب بطانية و عندي ورقة.&quot; (I am a boy/girl student and I have a paper.) Give a book to the first student in the circle. Now all three objects are being passed around the circle, with the students saying the appropriate sentence for each object as they pass it.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students to line up. As each student leaves, hold up one of the objects. Student must identify the object on the way out the door.</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
Language Objectives:
1. SWBAT talk about school objects which they and their classmates have.
2. SWBAT use pronoun suffixes to express the concept of “I have” and “you (feminine/masculine) have.”

Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>هل عندي؟ عندي؟ do you (girl/boy) have?</td>
</tr>
<tr>
<td>والنت؟ أنت؟ and you (girl/boy)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review:</th>
</tr>
</thead>
<tbody>
<tr>
<td>قلم pen/pencil/marker</td>
</tr>
<tr>
<td>ورقة paper</td>
</tr>
<tr>
<td>كتاب book</td>
</tr>
<tr>
<td>عندي I have</td>
</tr>
<tr>
<td>colors</td>
</tr>
<tr>
<td>clothing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>to have - first and second person</td>
</tr>
<tr>
<td>singular</td>
</tr>
</tbody>
</table>

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

B. Color review/ I have

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

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

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

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

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

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

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

### E. Dismissal
Ask students to line up by calling an item of clothing of a certain color. "لا أبسين قميص，“ (Whoever is wearing a red shirt, line up.) Continue naming items of clothing until all students are lined up.

---

**Materials Needed:**
- Magic Hat prepared with name slips
- Paper squares of different colors
- Markers of different colors
- Books of different colors
Interpersonal Assessment - Activity C
Students should be able to say what object they have, and ask another student, “and you?” using the correct masculine or feminine form.

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

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

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

Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
Language Objectives:
1. SWBAT ask and answer questions about objects they have.
2. SWBAT describe the clothing a classmate is wearing.
3. SWBAT talk about more classroom objects.

Essential Vocabulary

<table>
<thead>
<tr>
<th>Words and Phrases:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>الحساب</td>
<td>math</td>
</tr>
<tr>
<td>أين؟</td>
<td>where?</td>
</tr>
<tr>
<td>شباك</td>
<td>window</td>
</tr>
<tr>
<td>باب</td>
<td>door</td>
</tr>
<tr>
<td>طاولة</td>
<td>table/desk</td>
</tr>
<tr>
<td>كرسي</td>
<td>chair</td>
</tr>
</tbody>
</table>

Review:

هل عندك/عنديك كتاب (m/f) have? book

Structures:

Question word "هل"

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

B. Detective game

Introduce a new secret object, "كتاب الحساب" (math book). Students repeat. Class plays the detective game from lesson two. This time, someone has the math book, but the other students do not have an object. When the detective asks a student if they have "كتاب الحساب" the student answers "لا" and then gives a clue about the person who has the book. For instance: "هو يلبس بنطلون أزرق." (He is wearing blue pants.) Class repeats the clue. If the students do not remember the clothing words, conduct a short review by going around the room and telling students what some students are wearing, and having them repeat. "هو يلبس بنطلون أبيض وتيشيرت أزرق." (He is wearing brown pants and a white t-shirt. She is wearing a yellow shirt and blue shorts.) Repeat the detective game several times. Even with a big class, use only one detective so that everyone can hear and repeat the clues.
C. New vocabulary
Introduce new words: window, door, table/desk, chair by indicating the objects and having students repeat. After several repetitions, point to each object without saying it, and motion for students to say the word. The ask, "أين الشباك؟" Students say, and point to the window. Repeat with other new words.

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

E. Dismissal
Teacher asks students to line up by calling an item of clothing of a certain color.
(If you are wearing a red shirt, line up.) Continue naming items of clothing until all students are lined up.

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

Interpersonal Assessment - Activity B
Students accurately describe clothing of other students. Detective understands the clues.

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

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

ACTFL Standards:
Standard 1.1 Students engage in conversations; provide and obtain information.

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

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

Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
Language Objectives:
1. SWBAT put school objects in a certain place when told.
2. SWBAT describe the location of school objects.

### Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>على</td>
</tr>
<tr>
<td>تحت</td>
</tr>
<tr>
<td>بجانب</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Review:</th>
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</thead>
<tbody>
<tr>
<td>الحساب</td>
</tr>
<tr>
<td>اين?</td>
</tr>
<tr>
<td>نافذة</td>
</tr>
<tr>
<td>باب</td>
</tr>
<tr>
<td>طاولة</td>
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<tr>
<td>كرسي</td>
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<table>
<thead>
<tr>
<th>other school vocabulary</th>
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<table>
<thead>
<tr>
<th>Structures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of prepositions - on, under, beside</td>
</tr>
<tr>
<td>Definite article</td>
</tr>
</tbody>
</table>

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

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

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

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

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

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

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

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

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

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

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

**Language Comparisons:**
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
Language Objectives:
1. SWBAT describe where something is in relation to other things.
2. SWBAT recognize a picture based on a verbal description of item placement.
3. SWBAT recognize and write “I have.”

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

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

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

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

**C. Find the Sight Words**
Invoke a student volunteer to come up and circle "فيدي" on the board (have the student only circle it once, even though it is written several times). Have another student come up and circle another instance of the word. Repeat until each "فيدي" is circled.

**D. Team Writing**
Erase the words on the board. Write "فيدي" at the top of the board as an example. Divide the class into three teams. Have teams line up in three lines, from the front of the room to the back. Give the first student on each team a white board marker. Students at the front of the line will go to the board, write "فيدي", and then give the marker to the next student in line. Avoid making it a contest to see who finishes the fastest, or the students will not take time with their writing.
E. Where is the Pencil?
Set up a display of school objects at the front of the room. Review the school objects and prepositions by asking the class, "أين القلم؟" Give an appropriate answer and have students repeat the answer. Practice this question and answer sequence with several objects, having the student say the answer together.

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

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

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

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

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

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

ACTFL Standards:
Interpersonal Communication:
Learners interact and negotiate meaning in spoken, signed, or written conversations to share information,
reactions, feelings, and opinions. (1.1)
Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Language Comparisons:
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of
the language studied and their own. (4.1)
Language Objectives:
1. SWBAT name several school subjects.
2. SWBAT tell which school subjects he or she likes.
3. SWBAT ask and answer questions about school subjects.

<table>
<thead>
<tr>
<th>Essential Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Words and Phrases:</strong></td>
</tr>
<tr>
<td>الموسيقى</td>
</tr>
<tr>
<td>العلوم</td>
</tr>
<tr>
<td>الرياضة</td>
</tr>
<tr>
<td>الإنجليزى</td>
</tr>
<tr>
<td>العربية</td>
</tr>
<tr>
<td>الفن</td>
</tr>
<tr>
<td>القراءة</td>
</tr>
<tr>
<td>الكتابة</td>
</tr>
<tr>
<td>Review:</td>
</tr>
<tr>
<td>أنا أحب</td>
</tr>
</tbody>
</table>

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

B. **New Vocabulary**
Introduce new vocabulary with pictures, books or other objects to represent the school subjects. Students repeat the words. Divide students into two teams. Students may be divided according to which side of the room they are on, or boys against girls. Choose two students to come to the front. Say a school subject. Students try to be the first one to touch the correct picture or object. Keep track of points on the board. As students become more comfortable with the words, a student may act as the teacher, and call out the words.

C. Point to a picture or object and say, "أنا أحب العلوم." (I like science, or other subject.) Invite a student to come to the front and tell the class which school subject he or she likes. Class repeats the sentence. Repeat with other students. If there is time, allow each student to come to the front. Prompt those that need help. Class repeats each sentence.

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

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

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

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

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

Interpersonal Assessment - Activity D
Students exchange information by telling which school subject they like, and asking others.

Interpretive Assessment - Dismissal
Students line up when the color they are wearing is called.

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

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

Making Connections:
Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (3.1)
Language Objectives:
1. SWBAT tell which school subjects he or she likes.
2. SWBAT tell which school subjects he or she does not like.
3. SWBAT tell which school subjects his or her classmates like.

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

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

B. Review Game
Review vocabulary by playing the fly swatter game with image cards representing the school subjects. Post image cards on the board, place them in the pocket chart, or project a PowerPoint slide. Divide students into two teams. Invite one student from each team to come to the board. Say the name of a school subject. The first student to swat the correct picture earns a point for that team. You may choose a student to be the “استاذة” and call out the words.

C. Likes and Dislikes
Draw a large heart on the board. Draw a second heart on the board, and put a big “X” through it. Take a picture representing a school subject, place it in the heart, and say, "أنا أحب [المادة] (I like subject, or other subject.) Class repeats the sentence. Take another picture, place it on the crossed out heart, and say, "أنا لا أحب [المادة]" (I don’t like P.E., or other subject.) Invite a student to come up and say one subject he or she likes, and one subject he or she doesn’t like, while putting the pictures in the appropriate hearts. Repeat with other students. If there is time, allow each student to come to the front. Prompt those
that need help. Have class repeat each sentence.

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

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

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

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

Conversational Assessment - Activity D
Students exchange information by telling which school subject they like, and asking others.

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

Interpretive Communication:
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. (1.2)
Language Objectives:
1. SWBAT tell which classes they have at school.
2. SWBAT talk about items they have for each class.
3. SWBAT tell which class they are ready for.

Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
</tr>
</thead>
<tbody>
<tr>
<td>صف</td>
</tr>
<tr>
<td>درس</td>
</tr>
<tr>
<td>كرة</td>
</tr>
<tr>
<td>جاهز/ة</td>
</tr>
</tbody>
</table>

Review:

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

Structures:
Preposition “ل” as “for”
M/F endings for adjectives

A. Warm-up Activity: Name Game/song (see lesson 1) Before starting the song, teacher asks the class, “جاهزين؟” (ready?).

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

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

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

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

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

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

Interpersonal Assessment - Activity C
Students answer questions correctly.
Students correctly name an object and say what subject it is for.

Presentational Assessment - Activity D, Activity E
Students correctly use “I have” and name the object, and what subject they are ready for.

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

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

**Language Comparisons:**
Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. (4.1)
Language Objectives:
1. SWBAT describe clothing worn by school students in the Arab world.
2. SWBAT talk about school subjects studied by students in the Arab world.
3. SWBAT identify school items in a video.
4. SWBAT talk about their status as a student and the location of their school.

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

Essential Vocabulary

<table>
<thead>
<tr>
<th>New Words and Phrases:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>مدرسة</td>
<td>school</td>
</tr>
<tr>
<td>العالم العربي</td>
<td>the Arab world</td>
</tr>
<tr>
<td>أمريكا</td>
<td>America</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Review:</th>
</tr>
</thead>
<tbody>
<tr>
<td>أستاذ/ة</td>
</tr>
<tr>
<td>طالب/ة</td>
</tr>
<tr>
<td>أين</td>
</tr>
<tr>
<td>ولد/أولاد</td>
</tr>
<tr>
<td>بنت/بنات</td>
</tr>
</tbody>
</table>

school items
school subjects
clothing words

Structures:
School names (word order)
“في” preposition use (“in” = “at” a school)

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

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

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

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

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

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

Materials Needed:
- Magic Hat with names
- “English OK” sign
- Computer and projector
Suggested Videos:
http://www.youtube.com/watch?v=PXvIm2ZW58k (This is an Arabic alphabet lesson where the young students are wearing western-type dress and the teachers are wearing traditional dress.)
http://www.youtube.com/watch?v=wSzCszGjnyc (This is an upper elementary school students where the tudents are wearing western-type dress, and the teachers are wearing traditional dress.)
http://www.youtube.com/watch?v=jA9bXfYuyc (This is a first grade lesson where the students and teachers are both wearing traditional dress.)

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

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

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

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)
Second Grade Arabic
Unit 2: My School Life
Lesson 10: Showing What I Know

Language Objectives:
1. SWBAT say which school subjects they like.
2. SWBAT talk about the location of school items.
2. SWBAT talk about which school items they have.
3. SWBAT say which subject they are ready for.

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

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

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

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

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

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

**D. Presentations**
Pairs perform their skits for the class.

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

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

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

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**Unit 2: My School Life Assessment Rubric**

<table>
<thead>
<tr>
<th>Student Name: ___________________________</th>
<th>Confident</th>
<th>Hesitant</th>
<th>Needed help</th>
<th>Unable to complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student gives a proper greeting or response to greeting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Student says which school subject he/she likes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Student asks where the item is located.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Student describes where the item is located.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Student says he/she is ready for the school subject.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I can statements:
I can give a proper greeting.
I can say which school subject I like.