



Second Grade Arabic
Unit 1: Review of Year One
Lesson 1 : Names and Numbers

Language Objectives:

SWBAT greet someone.

SWBAT respond appropriately to a greeting.

SWBAT introduce themselves.

SWBAT hold a simple conversation exchanging personal information.

SWBAT count from one to ten.

Essential Vocabulary
Review: Introductions - Unit 1 Year 1 Numbers - Unit 1 - Year 1

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

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

B. Name Game

Sing the Ismee Song (Year 1 U1). Choose three students to say their names, and have others echo. Repeat the song several times, giving additional students a chance to say their names in the song. If you have new students, be sure to give them a turn. This will give them a chance to participate in a simple way, and will also give the class a chance to learn their names.

C. Circle Game

Sit in a big circle on the floor with all of the students. Pass a ball to the student beside you while saying a sentence. Students say a similar sentence about themselves as they pass the ball to the next person in the circle.

Examples of suggested sentences:



اسمي _____

أنا أستاذ/طالب أنا أستاذة/طالبة

أنا من نو يورك

D. Speed Introductions

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

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

E. Number Song

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

F. Song Performance

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

G. Dismissal

Sing the Goodbye song (Unit 1, Year 1) with students for review, as they sit at their desks. Then have students put away name tags and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:

- Name cards
- Magic hat
- Ball
- Bell
- Numbers Song: http://www.youtube.com/watch?v=fJ50Po9_yYo

Presentational Assessment - Activity C

Students say sentences about themselves, following the example given by the teacher.

Interpersonal Assessment - Activity D

Students hold a simple conversation, greeting each other, and exchanging names and other personal information.



Presentational Assessment - Activity E

Students sing the Numbers Song, saying all of the numbers from one to ten.

ACTFL Standards :

Interpersonal Communication:

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

Interpretive Communication:

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

Presentational Communication:

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)



Second Grade Arabic
Unit 1: Review of Year One
Lesson 2 : My Family

Language Objectives:

SWBAT talk about family members.

SWBAT express love for family members.

SWBAT understand when others talk about their family members.

SWBAT count their family members.

Essential Vocabulary
Review: Family - Unit 1 Year 1

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

B. Family

Review the family words by showing an image of each family member, saying the word, and having students repeat. Review "أحب" (I love) by showing the students a picture of a heart. Play the Family Song. Point out the "yaa" ending you hear at the end of the family member words in the song. Review the meaning by demonstrating with a pencil: "قلم", "قلمك", "قلمي". Hold up your pencil close to your chest and say, "قلمي". Hold the picture of "mother" close to your heart, and say "أمي". Use pictures and gestures to review the entire sentence, as follows: "أنا" (point to self) "أحب" (point to heart) "أمي" (point to picture of mother). Have students repeat the sentence.

C. Family Song

Give each family member picture to a student. Have the students with the pictures line up at the front of the room. Sing the Family Song with the students. Have each student hold up the picture when that family member is mentioned. Choose new students to hold the pictures, and repeat.

D. Family Drawing

Draw a simple picture of your family on the board (it does not have to reflect your actual



family). Name each person in the picture, by saying, “أنا، أمي، ابي، أختي” etc. Express love for a family member, “أنا أحب ابي”. Then count out loud the people in the family.

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

E. My Family

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

F. Dismissal

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

Materials Needed:

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

Interpretive Assessment - Activity C

Students hold up the picture of the family member when they hear the word.

Presentational Assessment - Activity E

Students name their family members, express love using "أنا أحب", and count their family members.

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Interpretive Communication:

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

Presentational Communication:

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Second Grade Arabic
Unit 1: Review of Year One
Lesson 3 : Shapes and Colors

Language Objectives:

SWBAT describe an object by shape.

SWBAT describe an object by color.

SWBAT select the correct image when told the shape, color and size.

Essential Vocabulary

Review:

Shape, color and size - Unit 2 Year 1

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

B. Color and Shape Review

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

Now review shapes and colors by showing the images from Unit 2 Year 1. Show an image, and see if students can recall both the shape and color. If students have trouble, go through the shapes, (at least one of each shape, various colors) saying the word and having students repeat. Then have student say the words when you hold up an image.

C. Swat the Shape

Fill the pocket chart with shape image cards, or post 8-10 images on the board. Divide the class into two teams. Give the first students on each team a fly swatter. Describe one of the images, for example, "مربع احمر" "كبير", the first student to swat the correct image gets a point. Repeat until each student has had at least one turn.

D. I Have a Big Blue Triangle

Place two sets of shape and color image cards, from Unit 2 Year 1, face down in a pile on a table or desk. Have a student come up front to help you model the game. Take a card,

and have the student take a card. Tell the student one piece of information about what you have, such as, "عندي ازرق. وانت؟" (I have blue. And you?). The student should answer either, "نعم, عندي ازرق" or "لا, عندي 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 a student starts showing the cards or using English to find the match, kindly invite them to put down their cards for a ten second time out (count to ten in Arabic). Then let them choose another card and rejoin the game.

E. Find Me In The Room

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

F. Dismissal

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

Materials Needed:

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

Interpretive Assessment - Activity C

Students swat the correct shape described by the teacher.

Interpersonal Assessment - Activity D

Students find a match by asking and answering questions about shape, color and size.

Interpretive Assessment - Activity E

Students find the shape and color mentioned.

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Presentational Communication:

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Second Grade Arabic
Unit 1: Review of Year One
Lesson 4 : Body Parts

Language Objectives:

SWBAT name parts of the body.

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

Essential Vocabulary
Review: Body parts - Unit 3 Year 1

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

B. Song

Review the words and song, Head, Shoulders, Knees, and Toes by saying the words and completing actions as follows. Students should repeat each word and action.

- رأس Touch your head with both hands
- كتف Touch your shoulders
- رأس Touch your head
- كتف Touch your shoulders
- رأس Wait to see if students touch their head - give praise
- كتف Wait to see if students touch their shoulders - praise
- ركبة Touch your knees
- قدم Touch your feet

Repeat as above.

Review "عين, أذن, فم وائف" in the same manner.

Sing the song with the students, while doing the actions.

Sing it fast "بسرعة" Then sing it super slowly "ببطء".

Ask for volunteers who want to come up front and perform the song for the class.

C. 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 the game until every student has had at least one turn.

D. Class Monster

Draw a monster on the board, based on the choices of the students. Ask "رأس كبير أو رأس صغير؟" Demonstrate big and small as you say the words. Take a vote by having students raise their hands for the choice they want. Draw a big or small head on the board. Next, ask how many eyes. Have students give you suggestions, then vote on the number of eyes. Only accept suggestions in Arabic. Have them choose the number of ears, and if they are big or small, the number of mouths, and if they are happy or sad, and the number of noses, big or small. Review the words for other body parts, such as hair and hand. Continue voting on body parts until you have drawn all of the body parts the students know. When the class monster is finished, describe it to the class, using the words they know. Have them repeat phrases like "نم حزين" "نف كبير" etc. Do not worry about singular, dual, and plural forms of the body parts, as the students are just learning.

E. Group Monsters

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.

F. Dismissal

Have students put away their name cards and line up. Students can keep the monster pictures. Encourage students to tell their families about the picture, and the things they learned. Sing the Goodbye Song or a song of your choice with students as they exit.

Materials Needed:

- Name cards
- Magic hat
- Paper
- Crayons, markers, or colored pencils

Presentational Assessment - Activity B

Student sing "Head, Shoulders, Knees and Toes" in Arabic while pointing to the appropriate body parts.

Presentational Assessment - Activity C

Students say the body part indicated by the teacher.

Interpersonal Assessment - Activity D, E



Students make suggestions and discuss the body parts for the monster.

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Interpretive Communication:

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Presentational Communication:

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Second Grade Arabic
Unit 1: Review of Year One
Lesson 5 : Emotions

Language Objectives:

SWBAT describe the feelings of themselves and others.

SWBAT understand when others talk about emotions.

Essential Vocabulary
Review: Emotions - Unit 3 Year 1

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

B. Ahalan Wa Sahalan

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

C. Emotion Review

Review all of the emotions, and the actions associated with each. Students should immediately repeat the emotion, and do the action. After you have reviewed all of the actions, choose a student to be the "teacher" and say the next action. Then let that student choose someone who reacted very fast to be the next "teacher," and so on.

D. How is My Family?

Post pictures of the family members on the board. Have the class help you identify which are feminine and which are masculine ("بنت أو ولد؟"), and put the feminine family members on one side of the board, and the masculine family members on the other. Choose one of the emotion cards, and show it to the class. Use that emotion with each of the family members, and have students repeat, for example: أمي سعيدة. 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



F. Dismissal

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

Materials Needed:

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

Presentational Assessment - Activity B

Students sing the song, talking about several emotions and performing the associated actions.

Interpretive Assessment - Activity C

Students perform the action associated with the emotion.

Interpersonal Assessment - Activity D

Students ask and answer questions about the feelings of family members.

ACTFL Standards :

Interpersonal Communication:

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Interpretive Communication:

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

Presentational Communication:

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Language Comparisons:

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



Second Grade Arabic
Unit 1: Review of Year One
Lesson 6 : Clothing

Language Objectives:

SWBAT describe what someone is wearing.

SWBAT understand descriptions of clothing.

SWBAT follow simple commands.

Essential Vocabulary
Review: Clothing, colors - Unit 4 Year 1 Commands - Unit 2 Year 1

A. Warm-up Activity: Name Game (see lesson 1).
B. I Am Wearing. . . Begin by describing what you are wearing (plan ahead, and wear simple items that the students have learned to say). "أنا البس قميص ازرق وبنطلون اسود" for example. Say "أنا البس" and have students repeat. Say each item you are wearing, while pointing to the item. Have students repeat. Ask for a volunteer. Tell the student what you are wearing, and then say, "وانت؟ / وانتي؟" (and you?). Say, "أنا البس" and have the student repeat. Help the student say what he or she is wearing. Have the class repeat the name and color of each clothing item. Toss a ball to a student as you say what you are wearing, and ask "وانت؟" (as above) The student should toss the ball back and say what s/he is wearing. Continue with five to eight additional students.
C. Pair Conversations Have the students form two lines, with one line facing the other. Explain which line will move, and which line will stay still. Stand in one line yourself, across from a student. Demonstrate the conversation with the student across from you. 1. Start with a greeting (student should respond). 2. Say your name (student should respond with his name). 3. Say what you are wearing, and say, "وانت؟". The student should then tell you what s/he is wearing. 4. Say "مع السلامة." Have each pair of students standing across from each other complete this conversation by exchanging information about what they are wearing. Then say "قف" and have the students in the line assigned to move step to the left, so that they are in front of a new partner. The student at the end of the line will go down to the opposite end. Repeat six or



eight times. Listen for those who need help, and model the sentence for them, having them repeat.

D. Red Shirt Stand Up

Call out a clothing item, and ask those who are wearing that item to stand up. Go around the room, pointing to those with the item, and repeating the item and color, until everyone who is wearing that item is standing. Ask students to sit down. Name another clothing item and color, and again have students stand if they are wearing that item.

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

E. My Family's Clothing

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

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

F. Dismissal

Call out a clothing item. Have students who are wearing that item put away their name cards and line up. Continue calling out items until everyone is lined up. Sing the Goodbye Song with students as they exit.

Materials Needed:

- Name cards
- Magic hat
- Ball
- Pictures of family members

Presentational Assessment - Activity B

Students describe the clothing they are wearing.

Interpersonal Assessment - Activity C

Students hold a short conversation, including a greeting and what they are wearing.

Interpretive Assessment - Activity D

Students perform an action as commanded when the teacher names an item they are wearing.



Presentational Assessment - Activity E

Students describe the clothing of a family member, using the proper gender form of the verb.

ACTFL Standards :

Interpersonal Communication:

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

Interpretive Communication:

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

Presentational Communication:

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)



Second Grade Arabic
Unit 1: Review of Year One
Lesson 7 : Descriptions

Language Objectives:

SWBAT describe someone using physical characteristics.

SWBAT understand descriptions of others.

Essential Vocabulary	
Review: Descriptions - Unit 4 Year 1	
tall	طويل
short	قصير
thin	نحيف
beautiful	جميلة
handsome	وسيم
strong	قوي
smart	شاطر شاطرة
brave	شجاع - شجاعة

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

D. Descriptions

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

Suggested actions:

- | | |
|------|---|
| طويل | Stand on your toes, with one hand high up. |
| قصير | Crouch low and use your hand to indicate "short." |
| نحيف | Arms straight down in front of you, parallel, palms facing each other. |
| قوي | Arms up to the side, fists clenched, showing muscles. |
| شاطر | Point to head/brain. |
| شجاع | Make a fist, and place it over your heart (you may need to review the meaning of this one). |

Now say one of the descriptive adjectives, without doing the action. Students should repeat the word and do the action. Choose one of the students who knew the action immediately, and have that student be the leader and say a word for the students to act out. Continue, each time choosing a student who responded quickly to have the next turn as the leader.

C. Circle Activity

Sit in a large circle with the students. Pass a ball to a student, while using an adjective to describe yourself, for example, "أنا طويلة". The student must then use an adjective to describe herself, and pass the ball to the next student. Keep going around the circle until every student has had at least one turn. If students use the wrong form (m/f), ask them a question, such as, "طويل أو طويلة؟" so they will have a chance to correct their mistake.

D. Who Is It?

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

هي بنت

شعر اسود

هي قصيرة

هي تلبس قميص ابيض

هي تلبس بنطلون ازرق

Continue until there is only one student standing.

Have all of the students stand back up and repeat the game. You may want to have a student give the clues this time.

E. Where is the Elephant?

Place a chair at the front of the room, facing the board (facing away from the rest of the class). Place an elephant (or other stuffed animal) under the chair. Walk the students through the game slowly for the first round, as they get the idea. Choose a student to be "it" and sit in the chair. Emphasize to the class that they must be very quiet. Point to a student, and indicate silently to the student that she is to take the elephant from under the chair, and take it back to her place. Have all of the students put their hands behind their backs, as if they have the elephant.

Sing the "Where is the Elephant?" song ("Feel Feel" - Unit 4 Year 1).

فيل, فيل, فيل, فيل, فيل

اين الفيل؟

When the student who is "it" hears the song, he gets up and faces the class. Help the student choose someone in the class to "accuse." The student walks up to the student they want to accuse, and says, "انت / انت؟"

If the accused student does not have the elephant, he or she gives a clue to help identify the thief, by giving a descriptive phrase, for instance, "هي بنت." The student who is "it" then chooses another student to accuse, based on the clue. Each person who is accused gives another clue to identify the thief. After four guesses, if the student who is "it" still has not identified the thief, the thief is revealed. Choose another student to be "it," and continue the game as time allows.

F. Dismissal

Call out a certain clothing item and color, such as whoever is wearing a red shirt. Have



those students put away name tags and line up. Continue naming clothing items until all the students are lined up. Sing the Goodbye Song or a song of your choice with students as they exit.

Materials Needed:

- Name cards
- Magic hat
- Ball

Interpretive Assessment - Activity B

Students perform the action that goes with the word.

Presentational Assessment - Activity C

Students use an adjective to describe themselves, using the correct form for masculine or feminine.

Interpersonal Assessment - Activity E

Students exchange information so that the student who it “it” can find the thief based on the descriptive clues.

ACTFL Standards :

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Interpretive Communication:

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Presentational Communication:

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Language Comparisons:

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Second Grade Arabic
Unit 1: Review of Year One
Lesson 8 : Weather and Seasons

Language Objectives:

SWBAT describe the weather.

SWBAT understand when others describe the weather.

SWBAT talk about activities they like to do in certain types of weather.

Essential Vocabulary

Review:

Weather and Seasons - Unit 5 Year 1

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

B. The Four Seasons

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

C. The Weather in the Winter

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

D. Activity Charades

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

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



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

F. Days of the Week

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

G. Dismissal

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

Materials Needed:

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

Interpersonal Assessment - Activity C

Students answer with a description of the weather in each of the four seasons.

Presentational Assessment - Activity D

Students say the correct word based on the action they see.

Interpersonal Assessment - Activity E

Students discuss the things associated with their season.

Presentational Assessment - Activity F

Students sing the days of the week, remembering the name of each day, in order.

ACTFL Standards :

Interpersonal Communication:

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

Interpretive Communication:

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

Presentational Communication:



Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)



Second Grade Arabic
Unit 1: Review of Year One
Lesson 10: Coffee Shop

Language Objectives:

SWBAT hold a simple conversation.

SWBAT order drinks and treats.

SWBAT take someone's order.

SWBAT ask and answer questions about cost.

SWBAT recognize and write "Qatar."

Essential Vocabulary

Sight word:

قطر Qatar

Review:

Requests, coffee shop items - Unit 7

Year 1

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

B. Sight Word Practice

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

C. Where is the Pencil?

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

D. Coffee Shop Vocabulary Review

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

vocabulary.

E. At the Coffee Shop

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

Ask the waiter, "كم ريال؟" The waiter should tell you the price, depending on how many sweets you ordered. Repeat the information (اثنين حلوة التمر - اثنين ريال). Count out the proper number of bills and hand them to the waiter. Have the class repeat, "كم ريال؟" The other customers should ask the waiter "كم ريال؟" The waiter should give them the number, based on the number of sweets they ordered. Each student gives the waiter the proper amount of money.

Tell the waiter, "شكرا, مع السلامة". Students all say, "مع السلامة" and return to their seats.

F. Group Impromptu Skits

Post the "English OK" sign. Explain to the students that they will have a few minutes to prepare a skit. They should include greetings, ordering and paying for food, and a discussion about the weather and things they like. Take down the "English OK" sign. Divide the class into groups of four to six students. Give the students five minutes to gather with their group and decide who will be the waiter. Then have each group come up and present an impromptu skit.

G. Dismissal

Have students put away all of the props used for the skits. Call on the students by group to put away their name cards and line up. Give each student a worksheet to complete at home. Sing the Goodbye Song or a song of your choice with students as they exit.

Materials Needed:

- Name cards
- Magic hat
- Map of the world
- Coffee shop vocabulary image cards from Unit 7 Year 1
- Qatari Riyals - Photocopies of 1 Riyal bills (from Lesson 8 Unit 7 Year 1)
- Menu and Waiter Order Slip (worksheet included)



- Props, such as paper plates, cups, apron, note pad (optional)
- Sight word practice (worksheet included)

Assessment:

Group Presentation*

**See rubric on following page*

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Presentational Communication:

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers. (1.3)

Cultural Comparisons:

Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. (4.2)

NY Social Studies Standards, Grade 2:

Economic Systems

2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.