

خطواتي MY STEPS

Part One

K – 2 GRADES

منهج مفصل لتدريس اللغة العربية لغير

الناطقين بها

الروضة إلى الصف الثاني

Wael Fawzy

Reviewer

Dr. Wafa Hassan

Introduction

We believe that all children can learn a second language to the best of their abilities. The curriculum is written in a unit format for students who receive 90-120 minutes of Arabic language instruction per week. Each unit was designed following Wiggins and McTighe's Understanding by Design® principles and aligned to the ACTFL World-Readiness Standards for Learning Languages. Therefore, we highly recommend teaching these units in order. Each unit represents a full theme with recycling of previously taught content and provides instructions and multiple daily activities related to vocabulary, grammatical and linguistic structures and culture points. Note that the sequenced units are not designed for heritage speakers. However, we do included some modifications for heritage speakers as well as modifications for students with learning disabilities. We have attempted to provide a detailed curriculum for elementary Arabic teachers and designed units with novice teachers in mind.

Each unit gives teachers a step-by-step sequence of activities. We have included multiple age-appropriate individual and group activities and projects to meet many learning styles in the classroom. We have also included multiple recourses to support learning such as flash cards and PowerPoint presentations. These resources are printable and can be projected onto a screen in the classroom. The curriculum requires the implementation of learning centers to enhance and support language instruction.

Every unit was reviewed by a team of language teachers and a professor. It was important to implement and consider feedback during the development of this curriculum. Activities were altered, deleted or added using teacher feedback and suggestions.

The assessments are in alignment with the objectives of each unit and allow students to demonstrate what they can do with the Arabic language. It also allows teachers to perform on-going formative and informative assessments to check for understanding. All scoring rubrics are stated after each type of assessment to help teachers with grading and measuring the achievement of the unit objectives. We recommend that teachers show students how to self-assess where they fall within the ACTFL ranges with the use of the Linguafolio® "Can do" checklists. According to the 2012 ACTFL Performance Guidelines and Standards and if implemented properly, students at the second grade level should be nearing the Novice Mid language range.

We strongly recommend teachers request a session with the author for the purposes of training and to learn about the philosophy behind the curriculum to best implement the curriculum effectively.

Goals

Kindergarten

- ◆ Speak and listen within the novice low-range
- ◆ Read within the novice low-range through the recognition of the shapes and sounds of Arabic words and letters after tracing
- ◆ Describe cultural aspects of different Arabic-speaking cultures related to the unit themes.

First Grade

- ◆ Speak and listen within the novice low-range within the range of the topics taught thus far
- ◆ Read within the novice low-range through the recognition of the shapes and sounds of Arabic words and letters after tracing.
- ◆ Students will further reading skills by beginning to recognize short phrases and copy words
- ◆ Describe cultural aspects of different Arabic-speaking cultures related to the unit themes.

Second Grade

- ◆ Speak and listen within the novice-low range to novice-mid range within the range of the topics taught thus far
- ◆ Read within the novice-low range to novice-mid range through the recognition of the shapes and sounds of Arabic words and letters.
- ◆ Students will continue to further reading skills by beginning to recognize sentences as well as write simple words after practice
- ◆ Write within the novice-low range by writing simple words with support.
- ◆ Describe cultural aspects of different Arabic-speaking cultures related to the unit themes.

Acknowledgement

On behalf of the LaSalle II Magnet School World Language Arabic department, I would like to thank Qatar Foundation International and the QFI team for their cooperation and providing us with this generous grant to develop the Kindergarten through second grade Arabic curriculum.

We would like to recognize and thank everyone who helped in the development of this curriculum. We are grateful to all who helped with developing the amazing digital materials: Nicole Aquino, Nancy Antoun, Alice Zhao, and Melad Ishak. We also would like to thank our professional reviewers: Dr. Wafa Hassan, Alice Saba, Cara Bucciarelli, and Susie Maloyan.

We would also like to thank EMC Publishing for allowing us to refer to the Arabian Sinbad Learning Treasure Kit and Kagan Publishing and Professional Development for its role in helping the authors integrate cooperative learning into the language learning environment through its professional development workshops. Finally, we would like to thank Ohio World Language Department for allowing us to use some of their curriculum materials.

Recommended Products

We would like stress that we do not receive any compensation for recommending any products or textbooks. We have, in fact, been using the following materials even before the formal design of this curriculum.

Following is a list of products, professional development, and textbooks recommended for purchase to be used with the units:

- ◆ Arabian Sinbad Learning Treasure Kit
- ◆ Kagan Cooperative Learning Professional Development workshops
- ◆ Eurotalk Arabic Language software
- ◆ Almofakroun Alseghaar Language software
- ◆ Arabic Without Tears textbook series by Dr. Imran Hamza Alawiye
- ◆ Shapes and Forms of Arabic Letters by Assad Nimer Busool
- ◆ First 100 Arabic Words by Jane Wightwick and Mahmoud Gaafar
- ◆ I love Arabic by Dr. Habib Elafaas

The author is grateful to all who worked on this project for their diligence and dedication to make this Arabic curriculum a useful, practical resource for Arabic as a second language learners.

Table of Content

Kindergarten

- ◆ Unit 1: Greetings
- ◆ Unit 2: Using Arabic at School
- ◆ Unit 3: Fun with 1-20
- ◆ Unit 4: Colors and Fruits
- ◆ Unit 5: My Family
- ◆ Arabic Letters World PowerPoint
- ◆ Arabic Letters, to be sent home PowerPoint

First Grade

- ◆ Unit 1: Things in my Backpack and Classroom. Includes flash cards.
- ◆ Unit 2: Calendar. Includes flash cards, days and months coloring cards and presentation.
- ◆ Unit 3: Pets and Animals. Includes flash cards.
- ◆ Unit 4: Describing Family and Friends. Includes flash cards.
- ◆ Unit 5: Weather and Seasons. Includes flash cards.
- ◆ Unit 6: Our Bodies. Includes flash cards.
- ◆ Alphabet and Related Words PowerPoint.

Second Grade

- ◆ Unit 1: School Rooms. Includes flash cards and reading presentation.
- ◆ Unit 2: My Favorite Foods and Drinks. Includes flash cards and reading presentation.
- ◆ Unit 3: I Like my Family Members. Includes flash cards and reading presentation.
- ◆ Unit 4: Shapes and Sizes. Includes flash cards and reading presentation
- ◆ Unit 5: Sports and Pastimes. Includes flash cards and reading presentation.
- ◆ Unit 6: Movements and Directions. Includes flash cards and reading presentation.

Helpful Terms: (K) Kindergarten, (G1) First Grade, (G2) Second Grade.

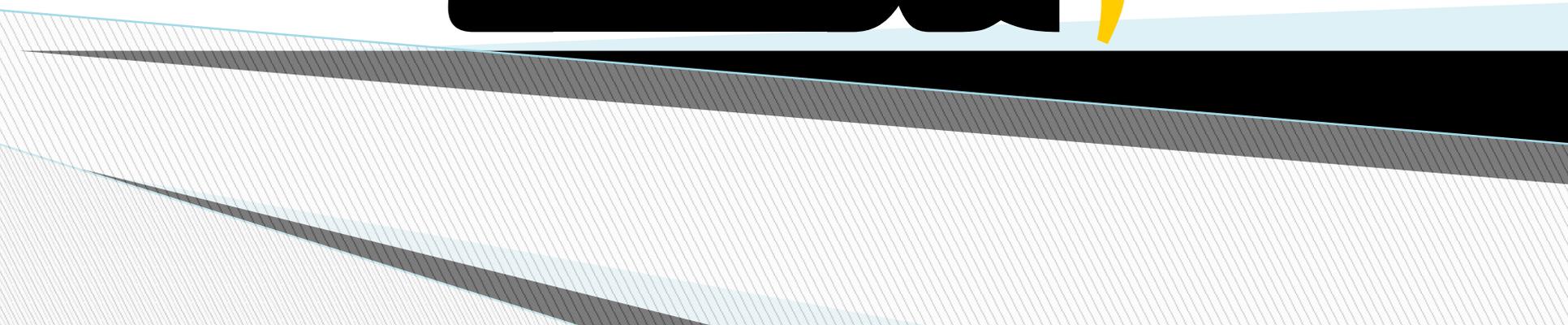
The reading presentation PowerPoint for Second Grade is abbreviated to the first letters of the unit title words (Example: G 2, Presentation, Unit 1, S R is the abbreviation for Second Grade, Reading Presentation, Unit One, School Rooms)

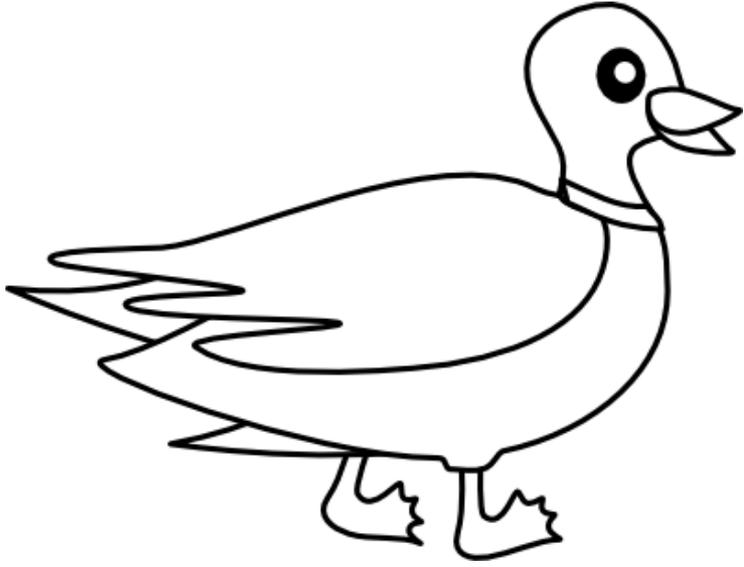
عالم الحروف العربية

Arabic Letters World

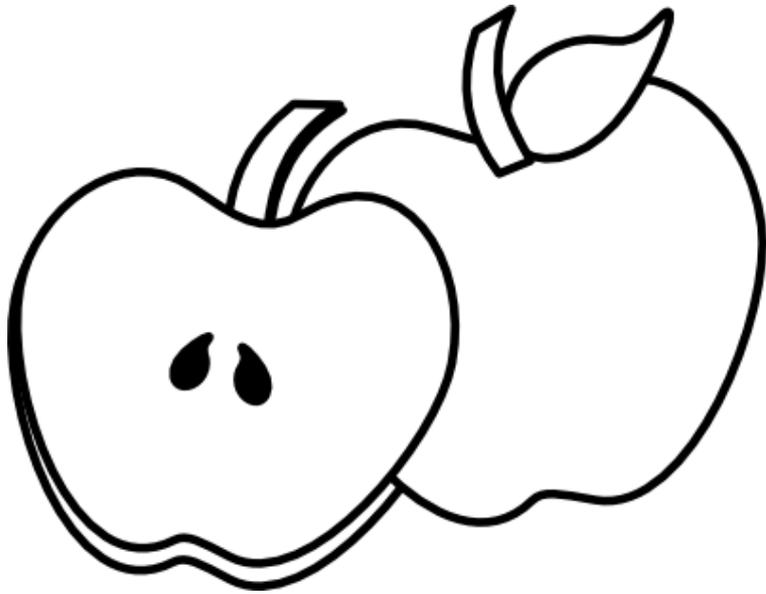


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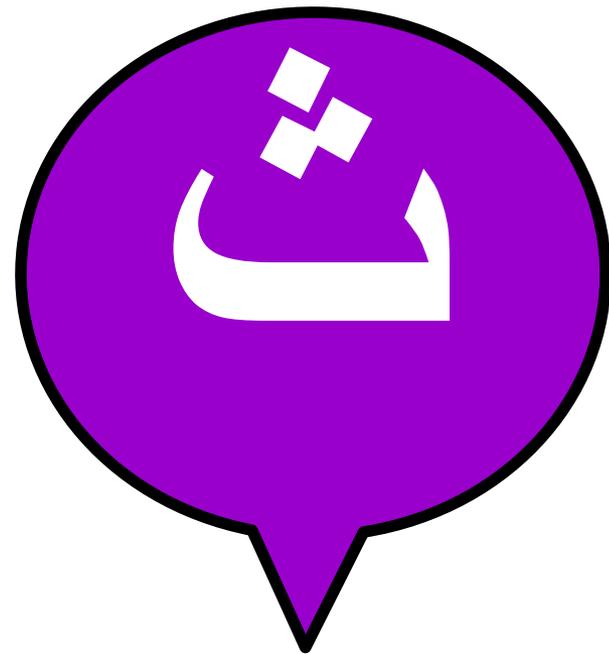
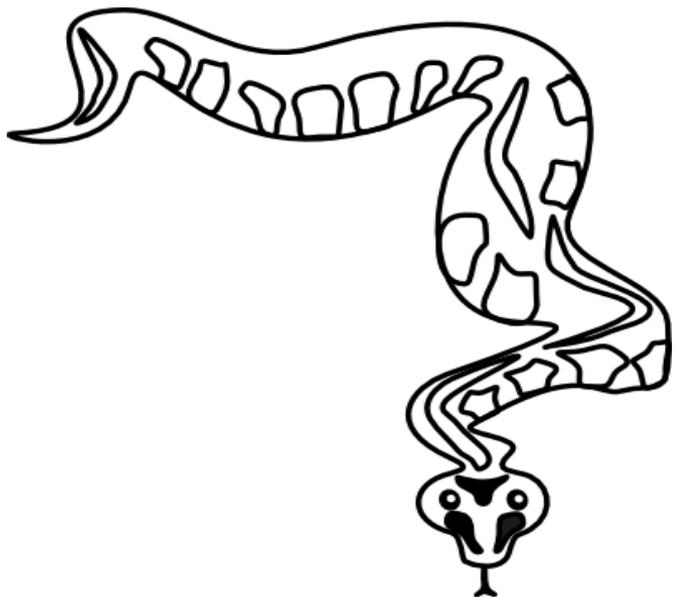




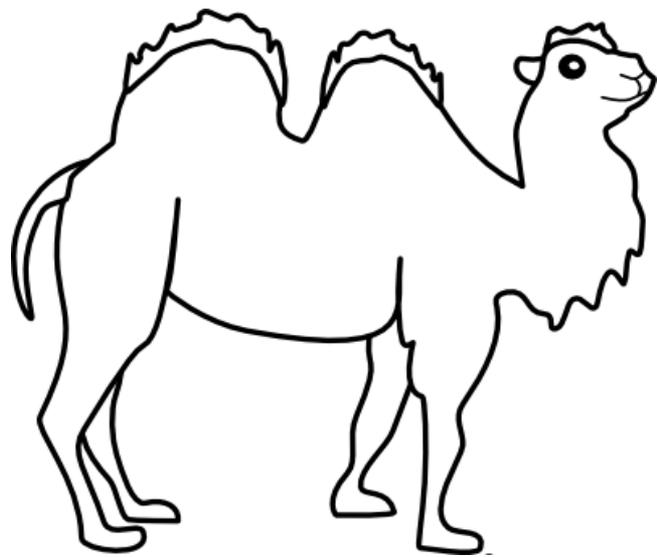
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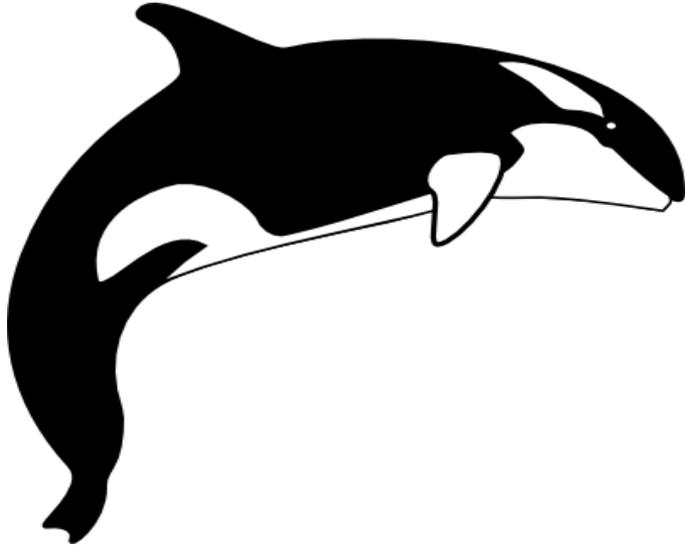
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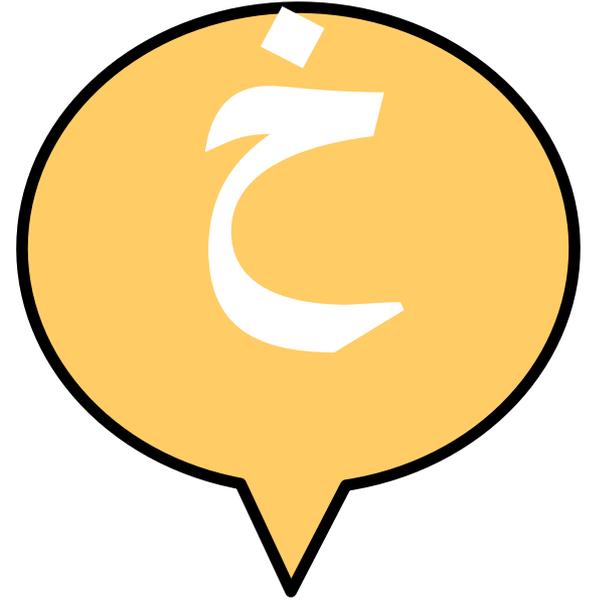
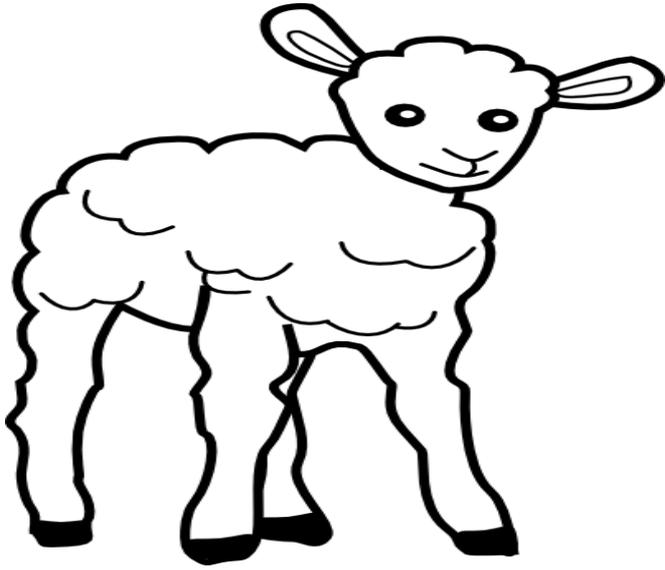
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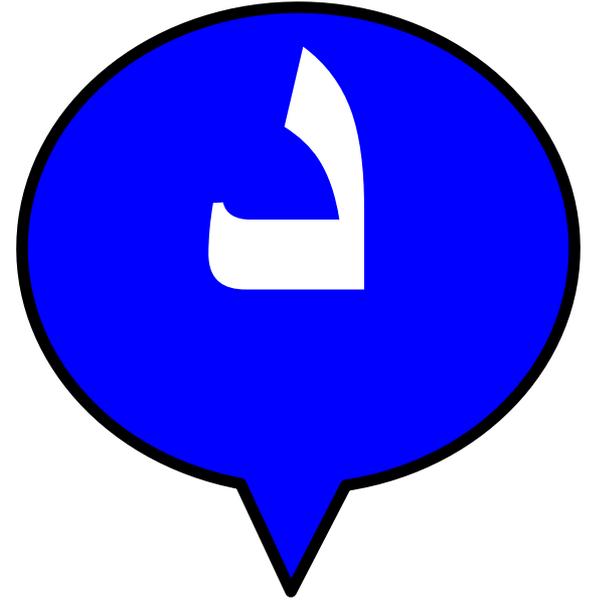
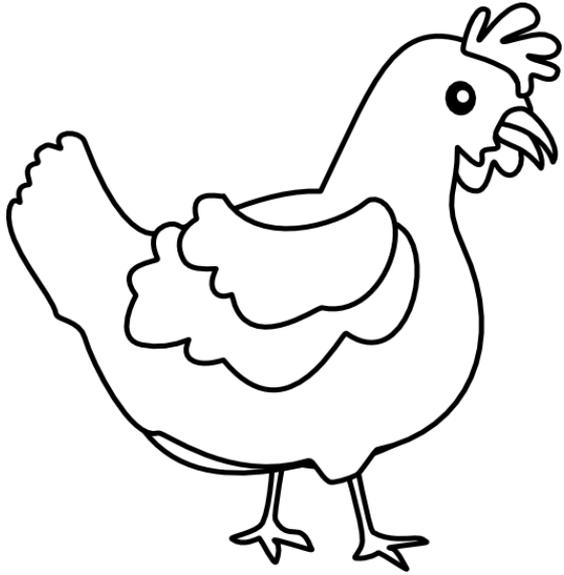
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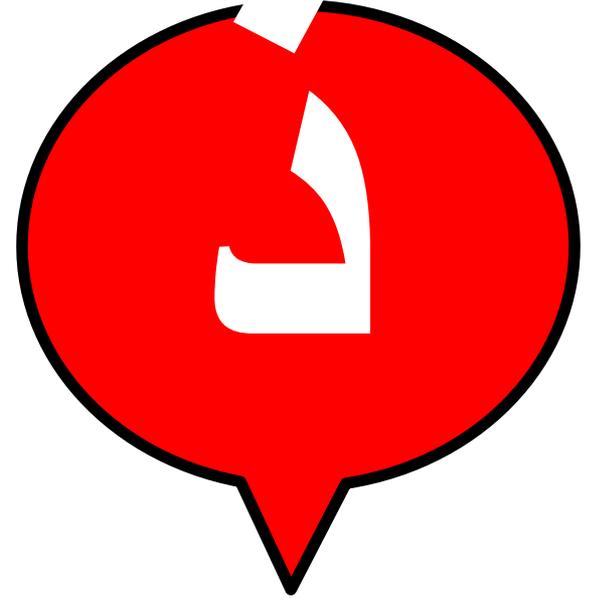
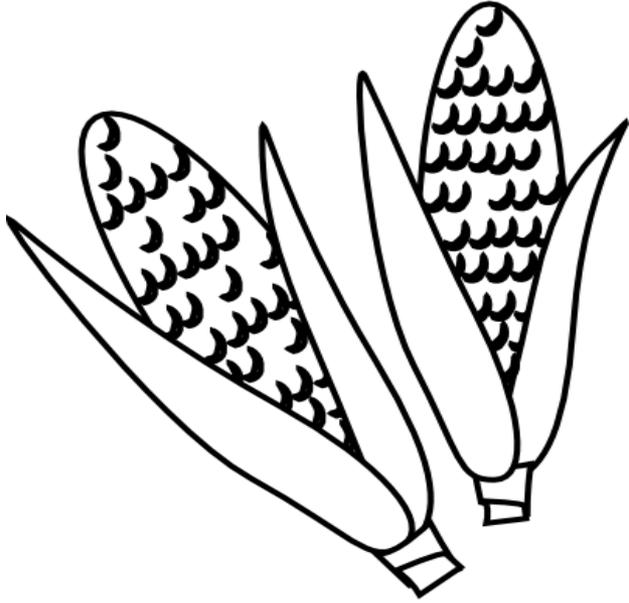
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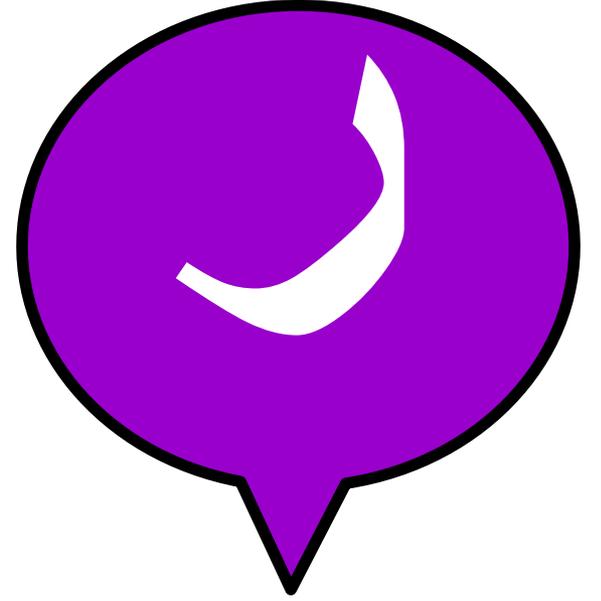
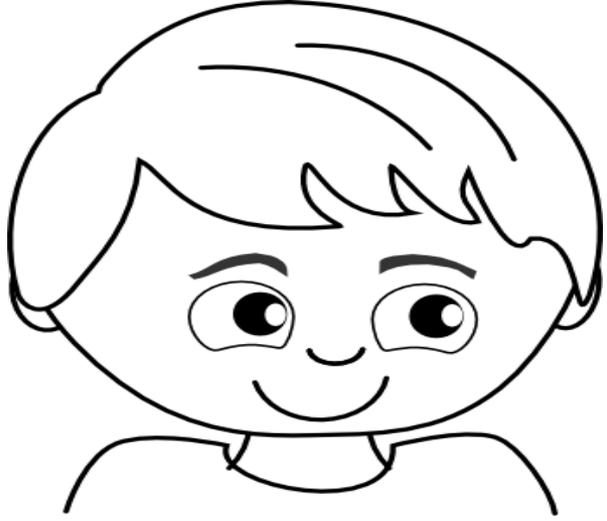
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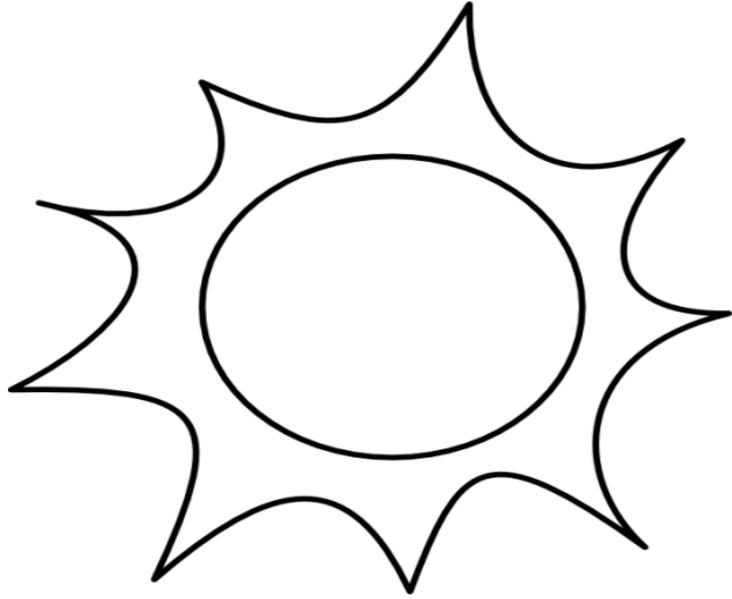


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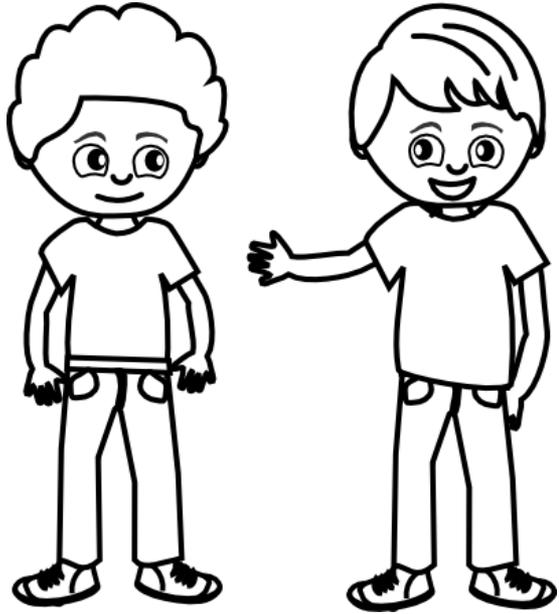
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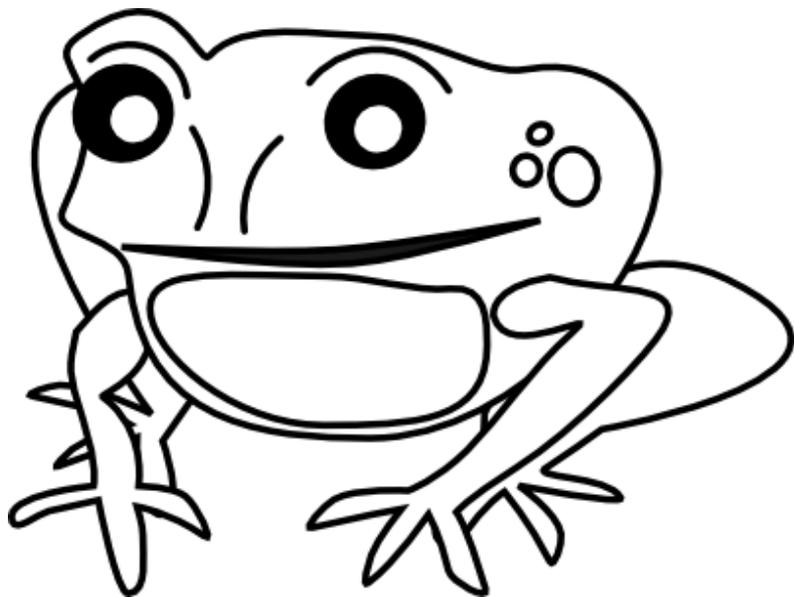
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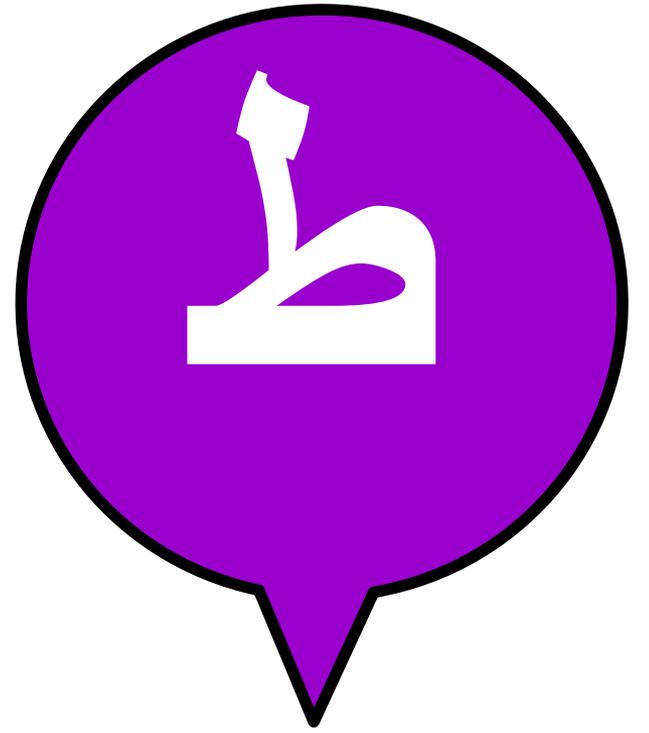
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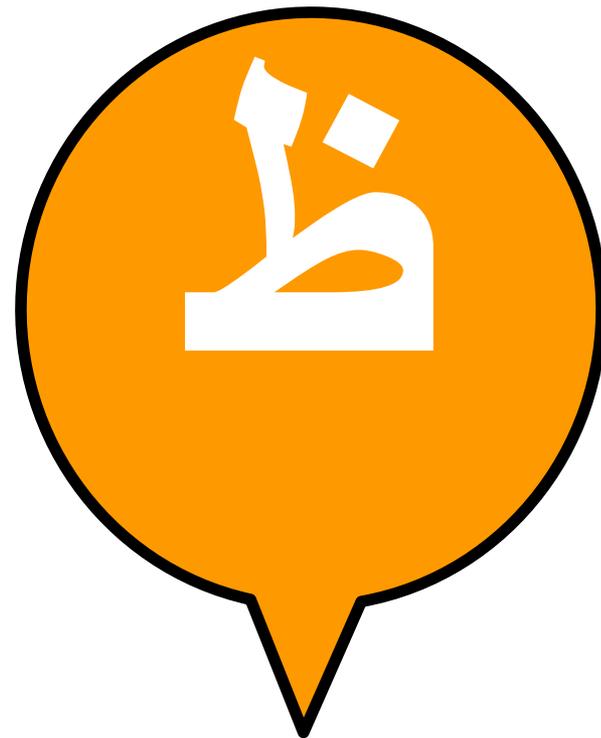
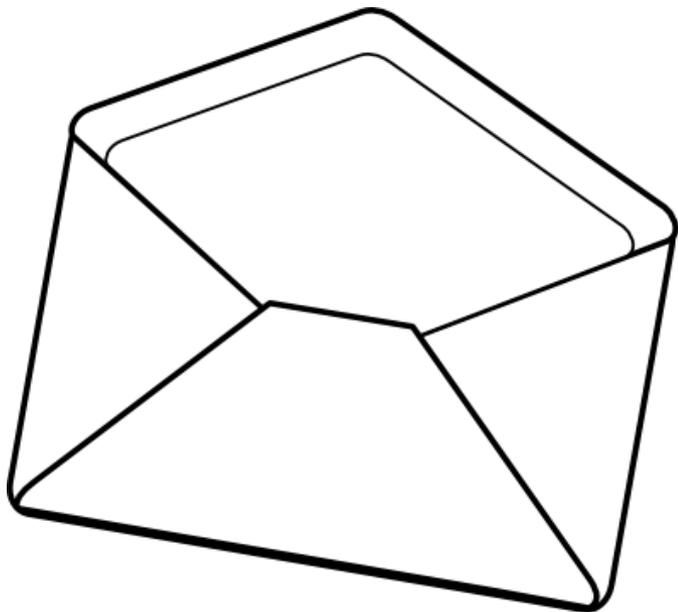
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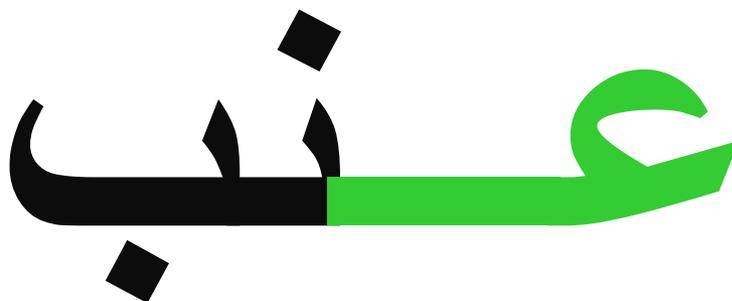
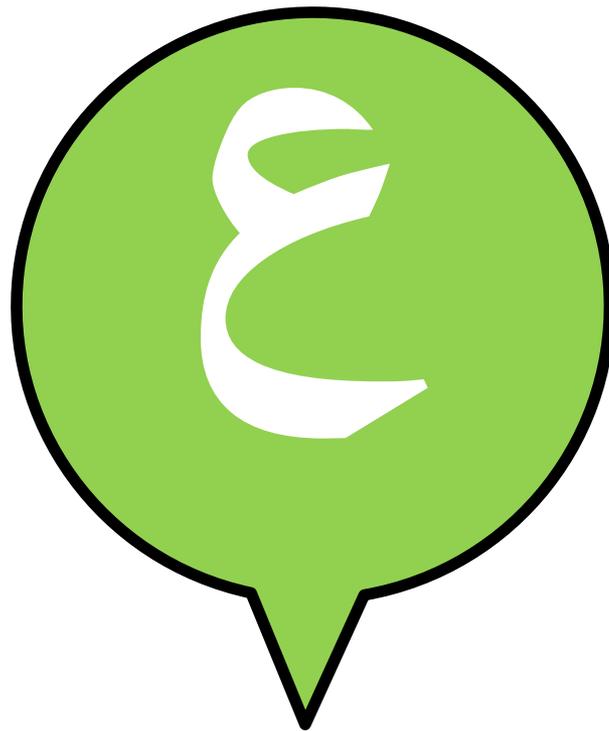
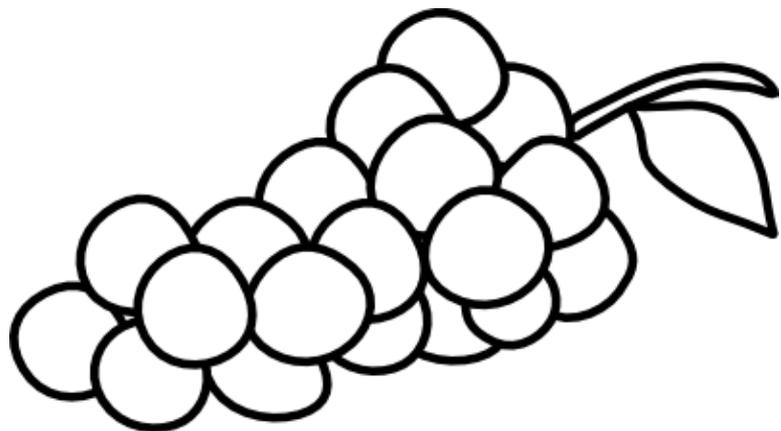
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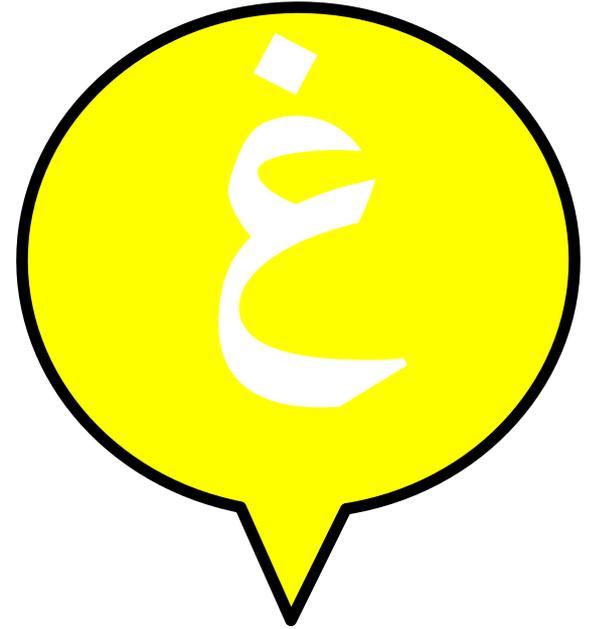
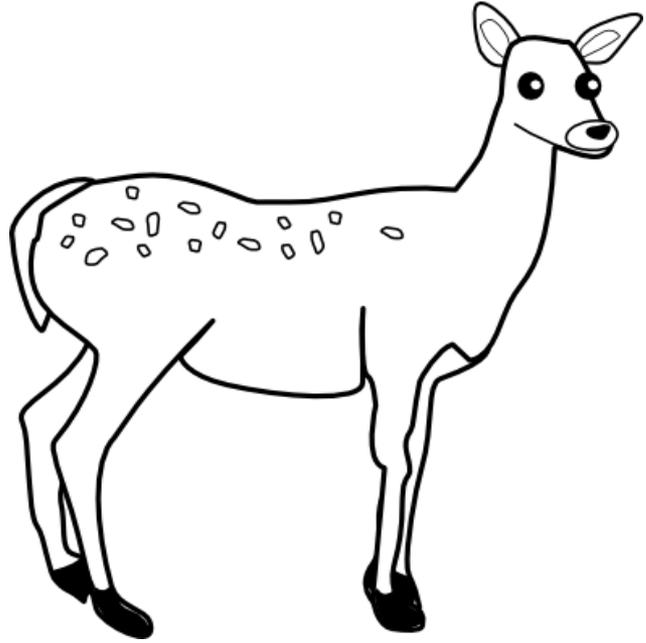


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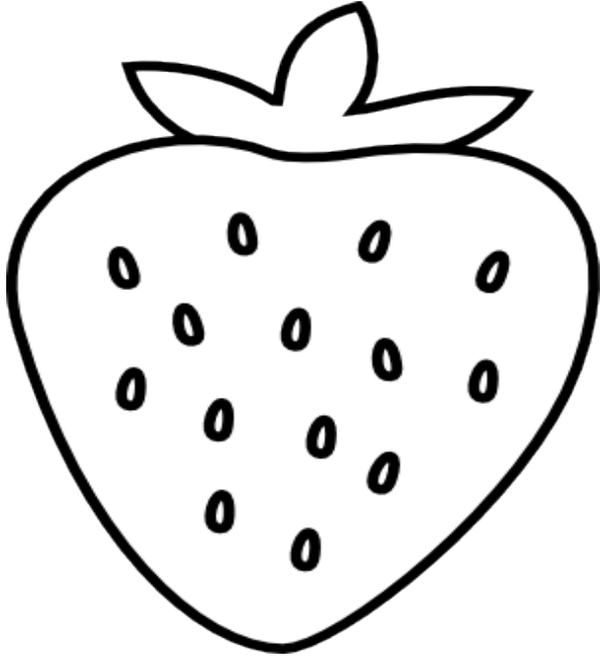


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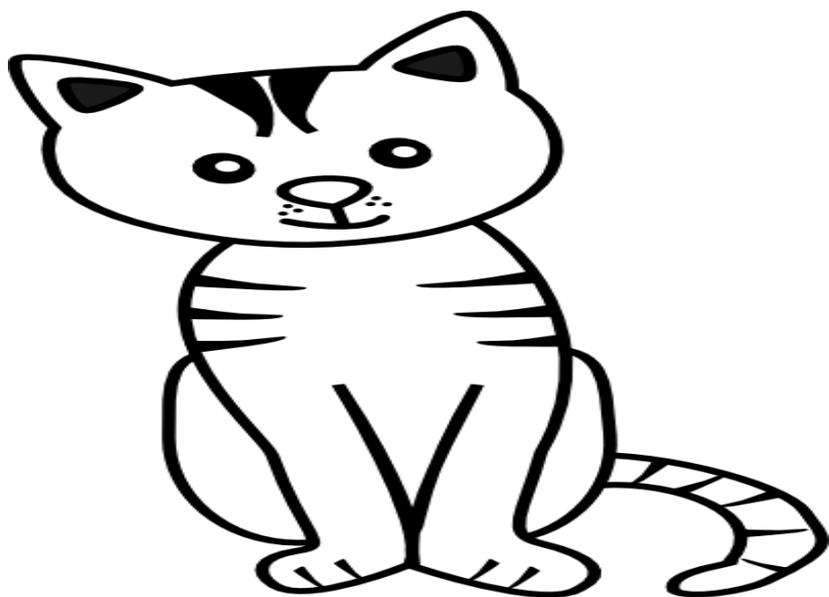




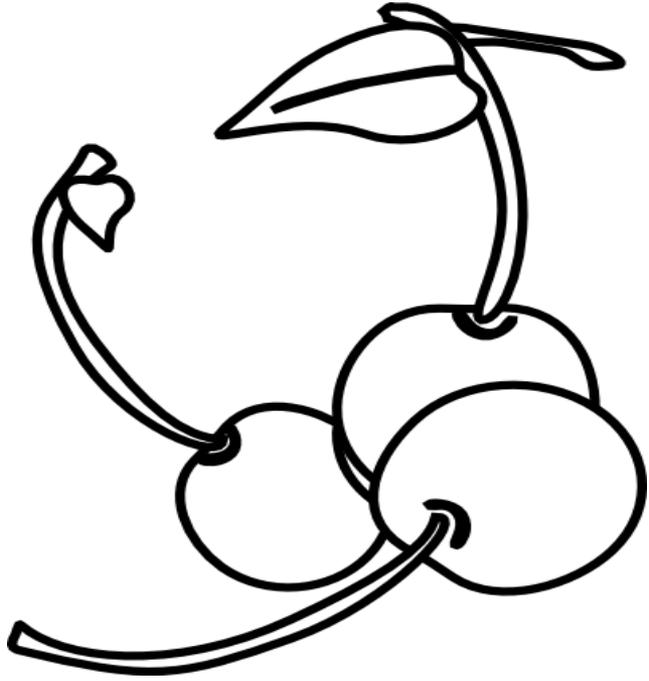
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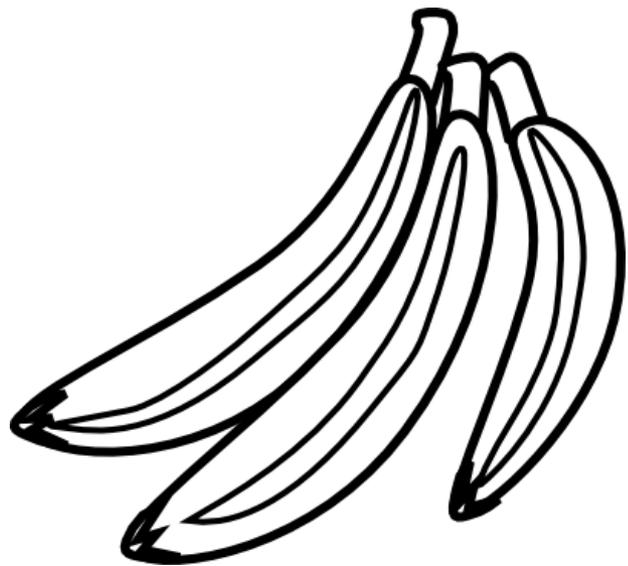
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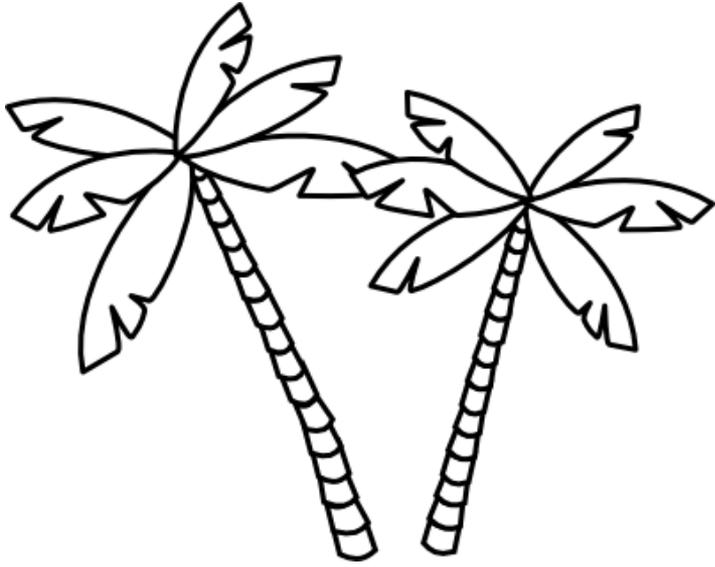
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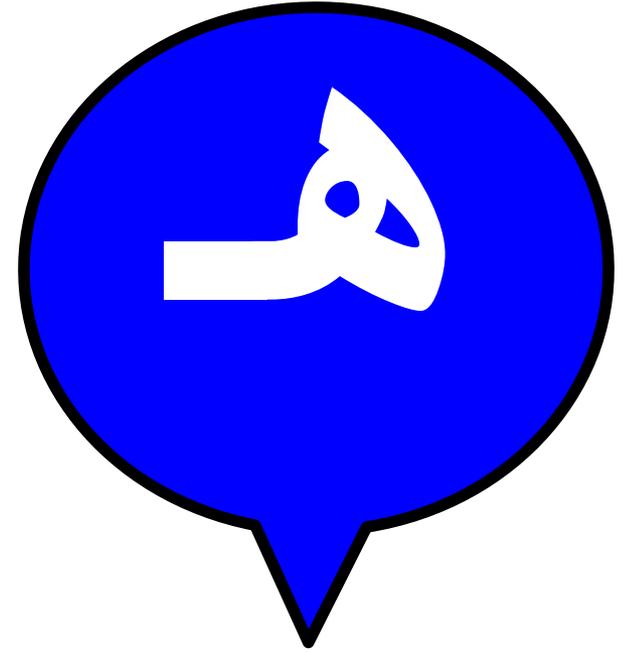
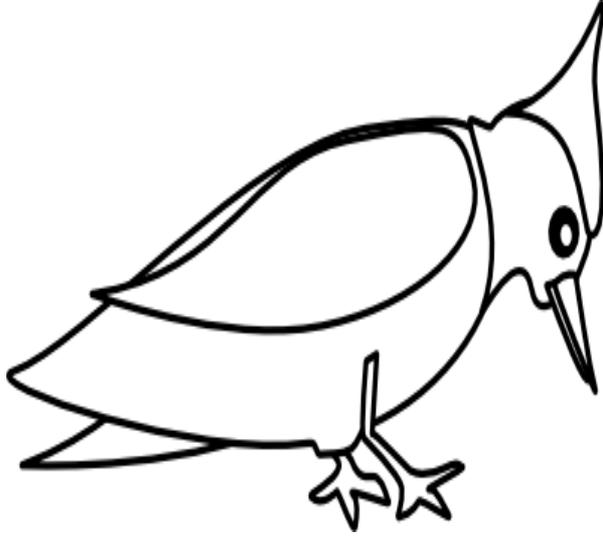
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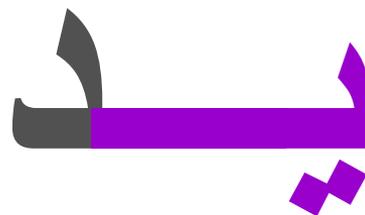


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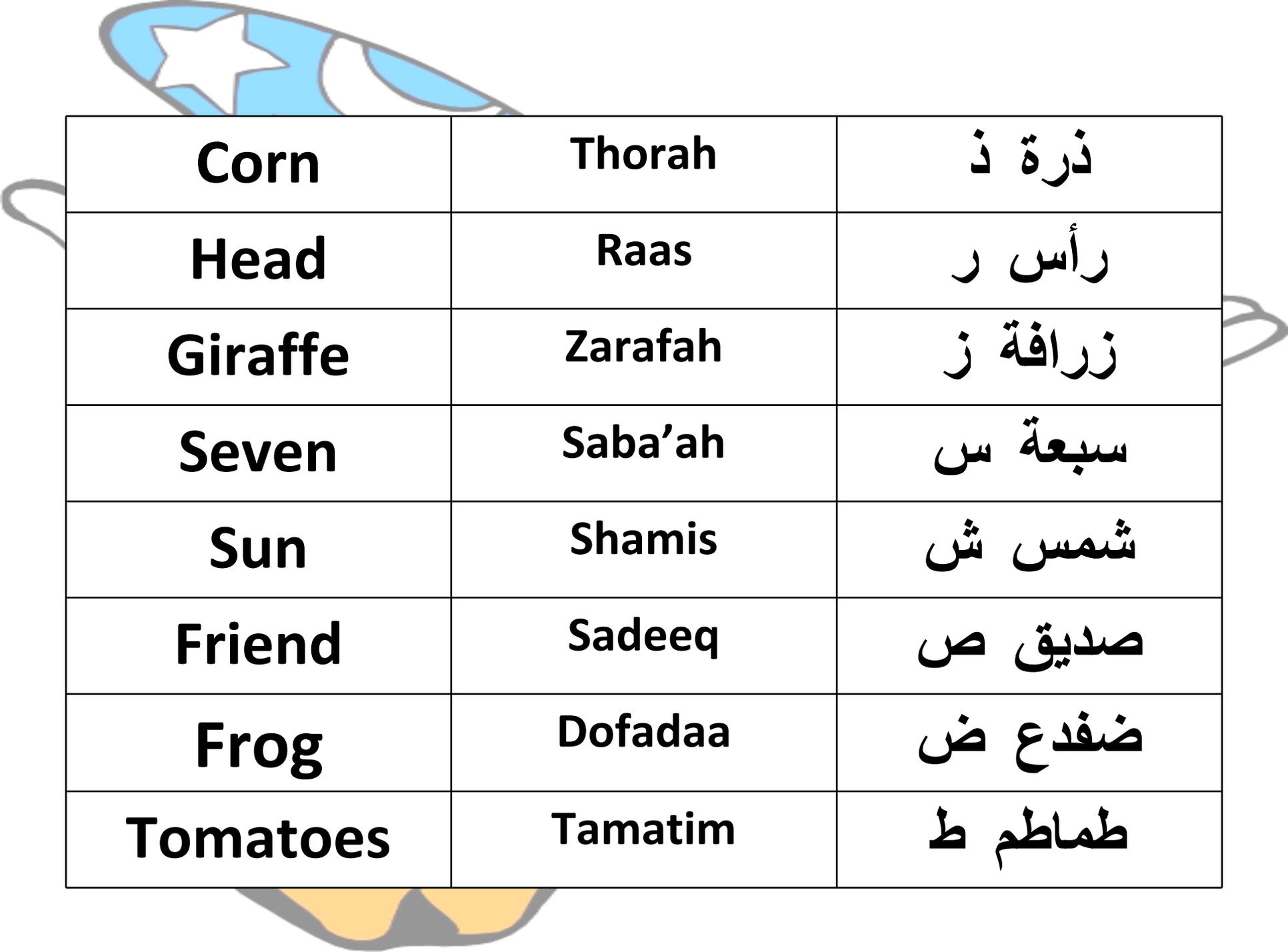


واحد



Arabic letters الحروف العربية

Lion	Asad	أسد أ
Duck	Batah	بطة ب
Apple	Tofaah	تفاح ت
Snake	Thoabaan	ثعبان ث
camel	Jamal	جمل ج
Whale	Hoot	حوت ح
Lamb	Kharoof	خروف خ
Hen	Dajajah	دجاجة د



Corn	Thorah	ذرة ذ
Head	Raas	رأس ر
Giraffe	Zarafah	زرافة ز
Seven	Saba'ah	سبعة س
Sun	Shamis	شمس ش
Friend	Sadeeq	صديق ص
Frog	Dofadaa	ضفدع ض
Tomatoes	Tamatim	طماطم ط



envelope	Zarf	ظرف ظ
Grapes	Inab	عنب ع
Dear	Ghazaal	غزال غ
Strawberry	Farwalah	فراولة ف
Cat	Qitah	قطه ق
Cherry	Karaz	كرز ك
Beef	lahmah	لحمه ل
Bananas	Maowz	موز م
Palm	Nakhalah	نخلة ن



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Kindergarten Unit One Greetings

LaSalle II Magnet School
Wael Fawzy

K - UNIT ONE: Greetings

ESSENTIAL QUESTION: Who speaks Arabic? Who are we in our Arabic class?

OBJECTIVES:

Students can:

- Use culturally appropriate greetings (e.g., hello)
- Introduce themselves
- Say goodbye
- Use culturally appropriate gestures for greeting and saying goodbye to others
- Recognize Arabic letters and distinguish some sounds
- Speak clearly and understandably with peers and teachers
- Learn the Arabic alphabet and the shape of letters by tracing letters within the words introduced in this unit

UNIT DESCRIPTION:

In this unit, students will gain the ability to use culturally appropriate greetings, phrases of introduction, and leave-taking expressions. Initially, students will interpret and react to pictures, illustrations, rhymes, and audio clips. Students will also be able to interact with their teacher and classmates by greeting one another, asking for and saying their names, and saying goodbye. At the conclusion of this unit, students will present a conversation with culturally appropriate gestures and will recognize the Arabic script through the alphabet and vocabulary that represent these letters.

DURATION:
Twelve Days

UNIT MODES OF FOCUS:
Interpretive, Interpersonal & Presentational

STANDARDS

ACTFL Standard:

Communication: Communicate in languages other than English.

MATERIALS, RESOURCES AND USEFUL WEB SITES:

- Kindergarten level pictures with related illustrations
- Picture cards that show vocabulary words and phrases. Use the same pictures from the Pre-Assessment Template to make your flashcards (Attachment 1)
- Arabic “Alphabet Song”: songs can be found on *YouTube* or on the *Sinbad* cartoon CD.
- Classroom set of hand puppets, such as camels or any preferred puppets.
- Teacher-made dialogues that highlight the vocabulary expressions targeted in this unit
- Video clips of native speakers (captured from TV programs or taken off the internet) using the vocabulary and culturally appropriate gestures
- “اسمي قطة” song. This song could be made into a play or puppet show (Attachment 3)
- Alphabet carpet and alphabet magnet game and box such as those found on www.noorart.com or any visuals that would support the alphabet. Teacher may use *Al-masdar* website to find Apps that would support teaching the alphabet.
- Attached PowerPoint with flashcards to teach the daily letters

K - UNIT ONE: Greetings

ESSENTIAL QUESTION: Who speaks Arabic? Who are we in our Arabic class?

VOCABULARY AND STRUCTURES

English	Arabic
Hello!	مرحبا
What is your name? (m/f) My name is ____	ما اسمك؟ اسمي ____
I	انا
Goodbye!	مع السلامة
Hello! Teacher - Class	مرحبا أستاذ - صف

خ	ح	ج	ث	ت	ب	أ
ص	ش	س	ز	ر	ذ	د

K - UNIT ONE: Greetings

ESSENTIAL QUESTION: Who speaks Arabic? Who are we in our Arabic class?

PRE-ASSESSMENT

- Pass out the greetings Pre-Assessment Activity Worksheet to students.
- Discuss with students what they think is happening in each picture: saying hello in the first one, saying their names in the second, saying goodbye in the third. You will need to read the names written in Arabic in the dialogue boxes aloud in the middle picture.
- In random order, say and visually demonstrate the following words using culturally appropriate gestures:
 - “Hello!”
 - “What is your name?”
 - “My name is ____.”
 - “I am ____.”
 - “Goodbye!”
 - “Hello, Class!”
 - “Hello, Teacher!”
- Have students circle or place an “X” on the corresponding visual in each set, which best correlates to the expression that was given to demonstrate their recognition of greetings, name exchanges, and goodbyes.

UNIT ASSESSMENTS:

Interpretive Assessment

Using the same worksheet that students used to complete the pre-assessment (Pre-Assessment Activity Attachment 1), students will demonstrate their understanding of target vocabulary phrases by circling or putting an “X” under the picture that corresponds to the teachers’ utterance of a greeting, name exchange, or goodbye.

Interpersonal Assessment

- Each student is paired up with a partner. Based on the prompts (e.g., two students meet each other for first time, student meets “teacher”), students present culturally appropriate conversation. The students will be required to use culturally appropriate gestures as they converse.
- Students will exchange introducing letters along with their related words to each other in a circle or by passing cards saying the letter and its word.

Presentational

- Students perform the greetings dialogues among each other through the recommended *Kagan* game and *Inside-Outside Circle* game. The instructions for this game can be found at <http://wvde.state.wv.us/strategybank/Inside-OutsideCircle.html>. We highly recommend researching *Kagan* cooperative learning strategies and structures (see resource list).
- Students will sing the “اسمي قطة” song and the “alphabet song.” The “اسمي قطة” song is found below at the end of the unit (Attachment 2). The audio and video “Alphabet Song” can be found on Arabian *Sinbad* or on *YouTube*.

K - UNIT ONE: Greetings

ESSENTIAL QUESTION: Who speaks Arabic? Who are we in our Arabic class?

SEQUENCE OF ACTIVITIES

Day One

- Have a brief discussion with the class about greetings, name exchanges, and goodbyes, which includes the correct sequence of events and occasions when these events take place.
- Using Arabic greetings, phrases for name exchange and goodbyes, as well as culturally appropriate gestures, conduct the Pre-Assessment using the Pre-Assessment Activity Response Sheet (Attachment 1). Collect and score the templates to determine the extent of your students' background knowledge on this topic and the need for remediation.
- Make an Arabic name tag for each student in your class ahead of time and write each student's name on the card using Arabic calligraphy. Have students around the table coloring/decorating their nametags (name in Arabic). The instructor can make the nametags ahead of time or, if time permits, call the students one at a time and write their names in front of them. At this age, students are not writing in Arabic script themselves.
- Introduce the alphabet and its related words that include these letters, introduce (ا). Include 1 letter and 1 flash card or use the attached PowerPoint pictures (*Alphabet World*) as flash cards. The PowerPoint includes one word for each letter; these words are parts of the units that will be taught in the future. Teach the letter and its related word showing the visual for the word. As time goes on, have students identify the letters based on the sound you pronounce (e.g., "Alif sounds like (a-aa), as in the word Asad"). Then, call students to trace the letter with their finger and say the sound. The rest of the class should trace "Alif" in the air using their fingers while saying the number. You may also demonstrate the PowerPoint slides "عالم الحروف", Arabic letters World" on your overhead if you have one or make it a flash card. Make sure you send the summary of the Arabic letters and words (*PowerPoint Arabic Letters*) attachment home so parents can teach students and reinforce the Arabic letters and words.

Day Two

- Using picture cards, present the phrases with a culturally appropriate gesture: "Hello!" gesture: *shake hands*, "Goodbye!" gesture: *wave hand*.
- Have students repeat each phrase as a class and individually to practice pronunciation and intonation with a culturally appropriate gesture. Write 'Hello!' and 'Goodbye!' on the board with large font. Read the phrases with a pointer. Have students repeat after you several times.
- Cut-and-paste Activity: Give students the pictures of hello and goodbye with a list of unit words and phrases and let students cut out the appropriate phrases and paste them onto the pictures.
- Introduce the "اسمي قطة" song (Attachment 3). Teach students how to sing and repeat after you using puppets or body gestures.
- Review previous letters quickly and introduce the letter of the day and its related word (ب). Use 1 letter per flashcard.

Day Three

- Conduct a quick oral review of the vocabulary. Have the students stand while they do this and use appropriate gestures. This review will be done in student-student or student-teacher pairs.
- Conduct an activity using picture cards in which students say the expressions that correspond to the pictures they are shown. Call on the whole class and then individual students.

K - UNIT ONE: Greetings

ESSENTIAL QUESTION: Who speaks Arabic? Who are we in our Arabic class?

- Using pictures, present phrases with a culturally appropriate gesture: (e.g., What is your name?)
- Have students repeat as a class and individually each phrase to practice pronunciation and intonation with a culturally appropriate gesture.
- Write the part of the dialogue that was taught before on the board with large font. Read the phrases with a pointer. Have students repeat after you several times.
- *What's-our-Name?* Game: Put the students in one large circle or two smaller circles (depending on classroom space). State your name in a complete sentence, then throw a soft ball to a student and ask, "What is your name?" That student should state his or her name. The game continues as the student throws the ball to another student and asks, "What is your name?" Ensure that all students get to take a turn.
- Review the "اسمي قطة" song and repeat a few times to introduce greetings through the song
- Through cards and an alphabet carpet found in www.noorart.com, introduce the new letter and the related word that includes these letters (1 letter per flashcard) (ت & ث).
- Introduce the first part of the alphabet song and teach students how to sing it with melodies. You may also show an alphabet song video clip.

Day Four

- Show students the greeting dialogue on a digital poster: a larger version of the Pre-Assessment (Attachment 1). Repeat several times until the students read the dialogue on top of each picture. Ask students to repeat after you until they pronounce all vocabulary and phrases accurately. Point to each sentence on the poster.
- Warm up with the "اسمي قطة" song and repeat a few times to review greetings through the song.
- Present the new words/phrases, using picture cards, with a culturally appropriate gesture: (teacher); (friend); "I am ___."; "Hello, Class!" gesture: *hold hands together with body slightly bent*; "Hello, Teacher!" gesture: *stand up*.
- Write down "مرحبا" on the board with large font and read each phrase from the picture cards with a pointer. Have students repeat several times, do this for all new words and phrases.
- Have students repeat as a class and individually each word or phrase to practice the pronunciation and intonation with the associated culturally appropriate gesture.
- Lead students in reading the dialogues of "Hello!" Repeat it several times until the students read it accurately.
- Divide students into small groups. Give each student a turn practicing greetings between teacher and students.
- Introduce alphabet and its related words that include these letters (ح & ح) (1 letter per flashcard). Show an alphabet video clip once or more if time permits.

Day Five

- Lead the students in the recognition of dialogues found in the language structure above written down on the board with large font.
- Sing with students the "اسمي قطة" song and repeat a few times to review greetings through song.

K - UNIT ONE: Greetings

ESSENTIAL QUESTION: Who speaks Arabic? Who are we in our Arabic class?

- Show video clips of native speakers (captured from TV programs or taken off the internet) using the vocabulary and culturally appropriate gestures and have students demonstrate comprehension by doing the gestures they've learned, or by answering simple questions. You may also show the *Sinbad* greetings dialogue found in DVD 1.
- Model the complete conversation using two hand puppets, one on each hand. Modify your voice so that each puppet has a distinct voice of its own to capture students' attention. Then give students hand puppets and have them do the conversation several times, each time with a different partner. Circulate and provide feedback to students as needed.
- Introduce alphabet and its related words that include this letter (خ) (1 letter per flashcard). Show an alphabet video clip and teach a part of the "Alphabet song."

Day Six

- Lead students in the reading of dialogues.
- Warm up with the "Alphabet song" and the "اسمي قطة" song.
- Conduct the Interpretive Assessment. Pass out the same worksheet that students used to complete the Pre-Assessment. The teacher may create his/her own Pre-Assessment Activity Score Sheet if your K students are on the grade book. Randomly pronounce a greeting, a name exchange, and a goodbye. Change the order from the Pre-Assessment. Students will demonstrate their recognition of target expressions by circling or putting an "X" under the picture that corresponds to the expression they hear.
- Conduct the Interpersonal Assessment. Pair each student up with a partner, give the prompts (e.g., two students first meet, a student meets a "teacher"), and have the students present an appropriate conversation with each other.
- Assess each student's proficiency by listening to the pronunciation and intonation. You may want to create your own interpersonal scoring sheet or rubric if your K students are on the grade book.
- Have a quiet activity (e.g., coloring or drawing) for students to work on while you assess the paired students. For example, you may use the clear letters templates found on the Yamani Arabic website, <http://www.yamniarabic.com> to have students color the alphabet.
- Introduce alphabet and its related words that include this letter (د) (1 letter per flashcard). Show an alphabet video clip and have students sing louder than the video.

Days Seven through Twelve

- These days are reserved for teaching the alphabet in more detail, letters (د- ص). Make sure you include as many visuals as you can. Pay attention to the different Arabic dialects on these websites where you will look for more visual resources to support the alphabet and greetings.
- Introduce 1 or 2 letters with a review of greetings, but with increased focus on the alphabet and its related vocabulary. You can play games with the taught portion of the alphabet. Manipulate with these Arabic letters as much as you can to reinforce the alphabet and phonetics.
- Help students create flash cards about the letters and the pictures of words that reinforce these letters. Do this type of game until you are confident about students' recognition of the letters in the alphabet. If teacher has other alphabet related games, s/he should use as many board and physical games to reinforce the learning of the alphabet. Focus on using the attached PowerPoint because it includes much of the vocabulary that will be introduced in future units.

K - UNIT ONE: Greetings

ESSENTIAL QUESTION: Who speaks Arabic? Who are we in our Arabic class?

- Some suggested alphabet games include: *Alphabet Magnet Board Game*, *Alphabet Carpet*, *Alphabet Wood Box*, *Childrens Computer with B&W screen*, or *Alphabet puzzle*.

DIFFERENTIATED INSTRUCTIONAL SUPPORT:

Allow students who are initially hesitant in responding to the name question with complete sentences to use word utterances that correctly respond to the questions. Partner these students in subsequent activities with students who you have identified that can provide a strong model.

LIST OF ATTACHMENTS:

- Attachment 1: Pre-assessment
- Attachment 2: Alphabet Power point
- Attachment 3: “Ismi Qetah” Song (song found below)
- Attachment 4: Arabic Letters. (All words from the PowerPoint to be sent home with the above box)

TECHNOLOGY CONNECTION:

You can make additional audio resources available to your students on your school’s website. You may want to consider making these classroom resources available:

- Arabian *Sinbad* cartoon from DVD 1 includes a good greetings dialogue and the alphabet video clip (to be shown in class not posted on any website).

NOTES FOR TEACHER:

- Encourage students to teach someone at home, for example a parent or sibling, the vocabulary, alphabet, and songs that they are learning.
- Create a *Speaking Extension* activity that will involve parents in the learning process. Students must bring back the *Speaking Extension* activity from home stating that the student attempted to recite the expressions to another family member. Students who attempted to teach the words to a family member might be rewarded in some way, such as a smiley face or star on a chart.
- Students can present the dialogues at home that they learned in class and have a parent or guardian try the dialogue in Arabic with them. You should send home a transliterated copy of the dialogue and/or it should be posted on your school’s website.
- Add the dialogue to the *Speaking Extension Activity* and encourage students to present the dialogues to family members. Recognize their effort as above.

K - UNIT ONE: Greetings

ESSENTIAL QUESTION: Who speaks Arabic? Who are we in our Arabic class?

EXTENSIONS AND HOME CONNECTIONS

TO BE SENT HOME

Greetings

Name: _____

Date: ____/____/____

In our Arabic class, your child is learning the vocabulary listed below. Please encourage your child to teach a family member these words. Please do not show your child the transliteration as s/he is learning to read the Arabic script directly without any English references. If the unit includes a song or rhyme have your child sing it for you and perform body gestures. Also please have your child perform the dialog with a sibling or guardian.

English	Transliteration	Arabic
Hello!	Marhaba	مرحبا
What is your name? My name is ____	Ma Ismoka (M) ? Ma Ismoki (F)? Ismi ____	ما اسمك ؟ اسمي _____
I	Ana	انا
Goodbye!	Ma'a A-salamah	مع السلامة
Hello! Teacher - Class	Marhaba Ustaath(z) – Saf	مرحبا أستاذ – صف

Students are also learning these Arabic Letters:

خ	ح	ج	ث	ت	ب	أ
Khaa	Haa	Jeem	Thaa	Taa	Baa	Alif
ص	ش	س	ز	ر	ذ	د
Saad	Sheen	Seen	Zeyn	Raa	Thaal	Daal

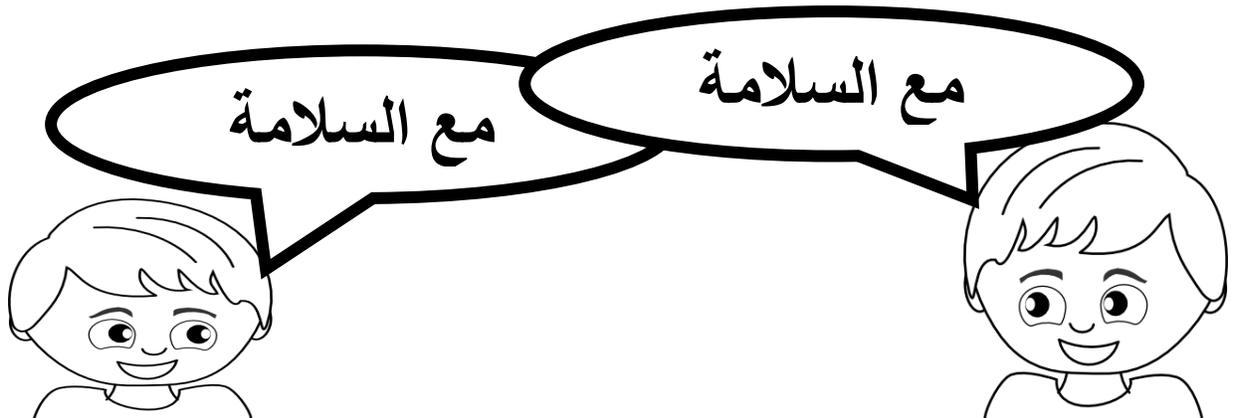
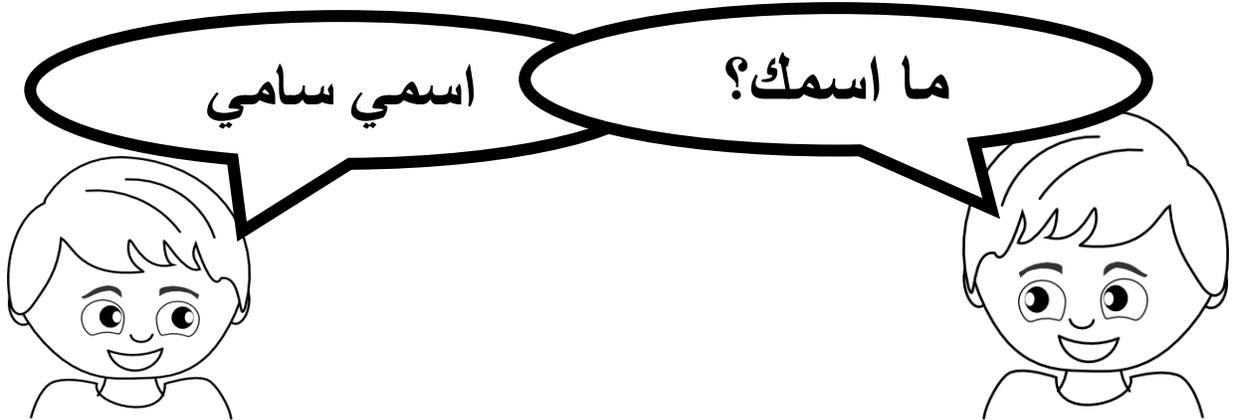
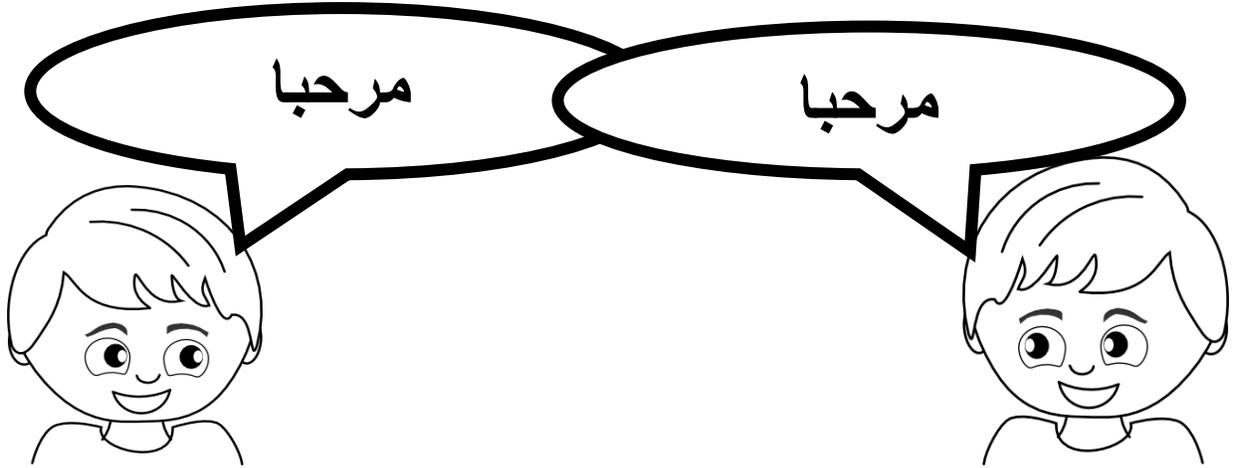
K - UNIT ONE: Greetings

ESSENTIAL QUESTION: Who speaks Arabic? Who are we in our Arabic class?

Attachment 1
Pre-Assessment
Unit 1

Name: _____

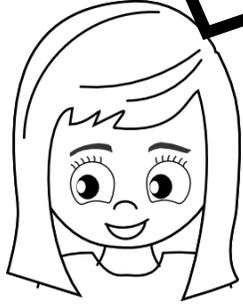
Date: ____ / ____ / ____



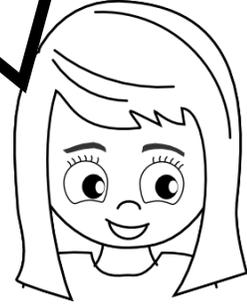
K - UNIT ONE: Greetings

ESSENTIAL QUESTION: Who speaks Arabic? Who are we in our Arabic class?

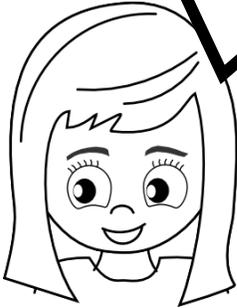
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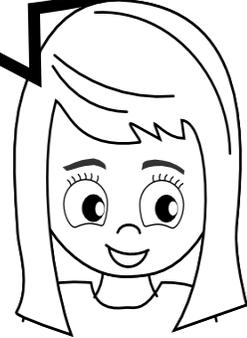
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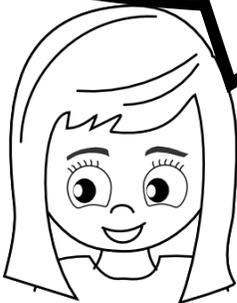
انا سامية



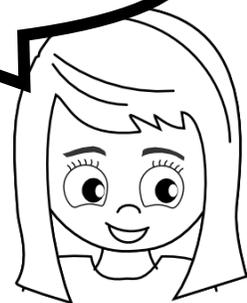
ما اسمك؟



مع السلامة



مع السلامة



K - UNIT ONE: Greetings

ESSENTIAL QUESTION: Who speaks Arabic? Who are we in our Arabic class?

Attachment 3

Song

(اسمي قطة)

مرحبا مرحبا هوو هوو مرحبا مرحبا نوو نوو

ما اسمك نوو نوو ؟ إسمي كلب هوو هوو

ما اسمك هوو هوو ؟ إسمي قطة نوو نوو

أنا قطة نوو نوو أنا كلب هوو هوو

مع السلامه يا قطة هوو هوو

مع السلامه يا كلب نوو نوو

K - UNIT ONE: Greetings

ESSENTIAL QUESTION: Who speaks Arabic? Who are we in our Arabic class?

GENERAL TIPS

After piloting this unit, Arabic language teachers made the following suggestions:

- It is very important for kindergartners to have a comfortable environment on the first day of Arabic class. You may wish to provide some puppets or stuffed animals for students to wear on their hands or hold.
- Modify the time needed for this unit based on class size and time it takes to move through the activity sequence.
- The teacher may create his/her own scoring sheet to record students' scores on the Assessments Scoring Sheet. You may create one scoring sheet for each type of assessment you present to keep records of your students.



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Kindergarten Unit Two

Using Arabic at School

LaSalle II Magnet School

Wael Fawzy

K - UNIT TWO: Using Arabic at School

ESSENTIAL QUESTION: How do we treat each other at school?

OBJECTIVES:

Students can:

- Follow the following commands correctly:
 - Stand up
 - Sit down
 - Please raise your hand
 - Look, listen, speak
 - Repeat after me
- Use culturally appropriate gestures in response to classroom commands (e.g., stand up and straight when answering teacher's questions)
- Speak clearly and intelligibly with peers and teacher using the following words/phrases:
 - Thank you
 - You're welcome
 - Sorry
 - Yes/No
- Recognize the rest of the alphabet and learn related words.

UNIT DESCRIPTION:

In this multiple-day unit, students will first gain the ability to recognize and respond to classroom commands. Students will then learn to recognize and use common courtesy expressions. Students will initially react to picture cards, use Total Physical Response, and sing songs to demonstrate their comprehension of the new concepts. Later, students will interact with each other using classroom commands and courtesy expressions. This unit will concurrently reinforce the general rules and manners of the classroom. Finally, cultural norms will be emphasized that reflect patterns of thinking and behavior that are distinctly representative of the communities in which the target language is used (e.g., stand up tall and straight when answering teacher's questions).

DURATION:
Twelve Days

UNIT MODES OF FOCUS:
Interpretive, Interpersonal & Presentational

STANDARDS

ACTFL Standard:

Communication: Communicate in languages other than English.

MATERIALS, RESOURCES AND USEFUL WEB SITES:

- Picture cards that clearly depict command phrases and courtesy expressions. You may enlarge the Pre-Assessment Activity Response Worksheet and cut it into cards, then ask students to color it for you. The total number of command cards should match the largest total number of students in classes.
- Use this entertaining rhyme to practice commands.
{ (٣) قف ثم اجلس (٢) ، اسمع ، أنظر و تكلم ، (٢) ارفع يدك (٢) اعيدوا } Use Arabic instruments when you sing each command such as a small "طبله" or children's tambourine for students to hold while singing the rhyme.
- Video clips of native speakers (captured from TV programs, taken from the internet, or homemade) using the vocabulary and culturally appropriate gestures.
- Same resources in previous unit for the alphabet.
- *Sinbad* cartoon to enhance these commands (DVD 1).
- Camel puppet for students to hold while they are giving commands or responding.

K - UNIT TWO: Using Arabic at School

ESSENTIAL QUESTION: How do we treat each other at school?

VOCABULARY AND STRUCTURES

English	Arabic
Stand up	قف
Sit down	اجلسي (M) / اجلس (f)
Please raise your hand	ارفع يدك من فضلك
Look, listen, speak	انظر اسمع تكلم
Repeat after me	اعيدوا
Thank you	شكراً
You're welcome	عفواً
Sorry	اسف
Yes / No	نعم لا

ق	ف	غ	ع	ظ	ط	ض
ي	و	هـ	ن	م	ل	ك

K - UNIT TWO: Using Arabic at School

ESSENTIAL QUESTION: How do we treat each other at school?

PRE-ASSESSMENT

- Pass out the Pre-Assessment Activity Response Worksheet to students (Attachment 1).
- Discuss with students what they think is happening in each of the 10 sets of pictures in the template.
- In random order, say in Arabic and visually demonstrate the following words using culturally appropriate gestures:
 - *Stand up*
 - *Sit down*
 - *Please raise your hand*
 - *Look, listen, and speak*
 - "Repeat after me"
 - "Thank you"
 - "You're welcome"
 - "Sorry"
 - "Yes / No"
- Have the students place a number inside the circle under the corresponding visual in each set that best correlates to the expression that was given to demonstrate their initial recognition of classroom commands and courtesy expressions that are accompanied by a culturally appropriate gesture.

UNIT ASSESSMENTS:

Interpretive Assessment

Using the same worksheet which students used to complete the pre-assessment, (Pre-Assessment Activity Response Worksheet/Attachment 1) students will demonstrate their recognition of target vocabulary phrases by placing a number under the picture for each of the ten pictures that corresponds to the randomly selected classroom commands and courtesy expressions given by the teacher for each set. The teacher will not use gestures during this assessment.

Interpersonal Assessment

There are two parts to this assessment. First, each student is paired up with a partner where contextualized prompts are given, and the students use appropriate courtesy expressions with one another based on the prompts. Then, each student is asked to take turns "being the teacher." Each student is given four picture cards that depict different commands. Each student then commands his or her partner to do the actions found on his or her cards. The partner responds by doing what he or she is commanded to do. Make sure each child is given a different set of cards.

Presentational

- Students will sing the alphabet song completely along with gestures, sounds, or actions. You may hand students alphabet cards and ask them to raise their card while singing.
- Students will identify words related to letters such as "تفاح" for "ت."

K - UNIT TWO: Using Arabic at School

ESSENTIAL QUESTION: How do we treat each other at school?

SEQUENCE OF ACTIVITIES:

Day One

- Greet students using appropriate expressions and gestures. Have them repeat after you.
- Pass out flashcards to students that match the Pre-Assessment Activity Worksheet. Teachers should use Attachment 1 to make their own flash cards.
- Discuss with students what they think is happening in each picture.
- Have a brief discussion with the class about classroom commands and courtesy expressions that includes the correct sequence of events and occasions when these events take place.
- Have the students put a number inside the circle under the corresponding visual in each set that best correlates to the expression that was given to demonstrate their initial recognition of classroom commands and courtesy expressions that are accompanied by a culturally appropriate gesture.
- Collect and score these to determine the extent of the students' background knowledge on this topic and the need for remediation. Adjust your instruction accordingly.
- Introduce each letter of the alphabet and its related words, letter (ض) (1 letter per flashcard). Alphabet flash cards are found in the attached PowerPoint *Alphabet Flash Cards*.
- Use an alphabet song video clip from *Sinbad* and have students sing louder than the video (Or you may use this song: http://www.youtube.com/watch?v=WFBUqjDt_oA or <http://www.youtube.com/watch?v=zRnAYGh1RxM>)

Day Two

- Greet the students and warm up with the “Alphabet Song.”
- Present the new vocabulary using picture cards: *please, listen, look, speak, repeat after me*, and have students repeat each word or phrase, as a class and individually, to practice pronunciation. Present each new word or phrase with a culturally appropriate gesture. Repeat this several times.
- Conduct a *Total Physical Response (TPR)* activity in which students listen to each expression and demonstrate their comprehension by reacting with the appropriate gesture.
- Pass out a picture card to each of the students. Say a command. Ask students who hold cards matching your command to stand up and show the class their cards.
 - Introduce each letter of the alphabet and its related words (ط) (1 letter per flashcard)
 - Use the “Alphabet Song” video clip and have students sing louder than the video.

Day Three

- Greet the students as they enter the classroom.
- Warm up with the “Alphabet Song” as well as any type of dance you create (e.g., the steps and claps dance or right foot front with clap during this portion of alphabet).
- Conduct a quick oral review of the vocabulary by using picture cards. Have students say the expressions that correspond to the pictures they are shown. Call on the whole class at first and later on individual students.
- Choose students to act as the teacher. Give them a command picture card and instruct them not to show it to the class. Ask them to give the classroom commands that are depicted on their cards. Have their classmates demonstrate their comprehension by acting out the desired action.
- Teach three more classroom commands using the same procedure as before and incorporating appropriate

K - UNIT TWO: Using Arabic at School

ESSENTIAL QUESTION: How do we treat each other at school?

gestures when possible: *Stand up, Sit down, and please raise your hand.*

- Introduce each letter of the alphabet and its related words, letter (ط) (1 letter per flashcard).
- Use an alphabet song video clip and have students sing louder than the video.
- At the end of class, review all of the vocabulary learned thus far.

Day Four

- Conduct a quick oral review of the vocabulary
- Using picture cards, have students say the expressions that correspond to the pictures they are shown. Call on the whole class and then individual students.
- Show video clips of native speakers using all these commands (captured from TV programs, taken from the internet, or homemade) using the vocabulary and culturally appropriate gestures. Have students demonstrate comprehension by doing the gestures they've learned. Discuss the video with them to assure understandability of the cultural point.
 - Introduce each letter of the alphabet and its related words, letters (غ & ع) (1 letter per flashcard)
 - Use an alphabet song video clip and have students sing louder than the video.
 - You may review some of the words that have been taught through the alphabet randomly by asking students to identify the name of the object or animal on the picture.

Day Five

- Conduct a quick oral review of classroom commands with related actions.
- Introduce “thank you,” “you’re welcome,” “Sorry,” “yes/ no,” and use naturally in the course of conducting the class.
- Introduce the part or half of the rhyme or song, found above in the materials and resources, created by teacher related to class commands. It is highly recommended that you use an instrument, particularly a percussion instrument, with this rhyme or song. Repeat the rhyme several times until the students repeat it accurately. You may want to have an enlarged copy of the words in order to show the students what the written form of the rhyme looks like, as they repeat the rhyme.
 - Introduce each letter of the alphabet and its related words, letter (ف) (1 letter per flashcard)
 - Use an alphabet song video clip and have students sing louder than the video.

Day Six

- Greet students as they enter the classroom.
- Warm up by saying the rhyme.
- Model complete exchanges of courtesy expressions in daily situations with individual students by using “thank you,” “you’re welcome,” and “sorry.” Then have student pairs perform the exchanges. Make sure all of the students get a turn.
- Review the rhyme learned from day five. Have students repeat several times.
- Use a timed group activity, I recommend using *Kagan* team structure, *Timed RoundRobin*, with flashcards to practice saying all courtesy expressions.
- Pause when displaying flashcards and words to press on the sounds of letters demonstrating the different shapes and sounds of all letters.

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ESSENTIAL QUESTION: How do we treat each other at school?

- Introduce each letter of the alphabet and its related words, letter (ق) (1 letter per flashcard)
- Use an alphabet song video clip and have students sing louder than the video. You may also use review some letters and words randomly.

Day Seven

- Introduce the rest of the rhyme that was created. Repeat the rhyme several times until the students repeat it accurately. You may want to have an enlarged copy of the words in order to show the students what the written form of the rhyme looks like as they repeat the rhyme. Make sure you point to the words to assist students in retaining the information. Make sure students are aware of the first letter of each word to distinguish letters within words.
- Conduct a quick review of the entire classroom commands by giving a command and having students act it out. Then, call on individual students to give you a command and you act it out.
- Conduct the Interpretive Assessment. Pass out the same worksheet that students used to complete the Pre-Assessment Activity. For each set of images, randomly give a classroom command or courtesy expression. Students will demonstrate their recognition of the expressions by putting the number of the command under the picture that corresponds to the expression they hear.
- Review the rhyme learned at the beginning of class. Use instruments to sing the commands.
 - Introduce each letter of the alphabet and its related words, letters (ك & ج) (1 letter per flashcard)
 - Use an alphabet song video clip and have students sing louder than the video or, alternatively, use other materials or resources to support the learning of the alphabet.

Day Eight

- Conduct a quick review of the classroom commands and the courtesy expressions using the picture cards or song.
- Conduct the Interpersonal Assessment. Pair each student up with a partner, give contextualized prompts (e.g., have one student give a wrapped gift to the other, have one student “bump into” the other), and ask the students to use appropriate courtesy expressions with one another based on the prompts. Then, have each student take turns “being the teacher.” Each student is given four picture cards that depict different commands. Each student then commands his or her partner to do the actions based on his or her cards. The partner responds by doing what he or she is commanded to do. Make sure each student is given a different set of cards.
- You may also give students the alphabet coloring sheet found on: http://www.yemenlinks.com/Theme/Arabic_Games to color or any desired alphabet coloring sheet while you are working with the low level students. Alternatively, if you have iPads available at your school, download alphabet apps, that allow students trace Arabic letters with their fingers on *Al-masdar*.
- Assess each students’ oral proficiency during these verbal exchanges of courtesy expressions. In addition, both productive and receptive use of commands can be assessed through activities that I recommend using: *Kagan strategy, Inside-Outside Circle*

Days Nine through Twelve

- Provide additional ways to review the courtesy expressions and commands vocabulary in creative ways, such as: Showing videos for students of natives speakers greeting each other, audio dialogue, etc.
- You may also divide them throughout the four days. Point to the beginning letter of each word or phrase

K - UNIT TWO: Using Arabic at School

ESSENTIAL QUESTION: How do we treat each other at school?

and ask students to identify orally the letter and repeat the sound.

- Introduce the rest of the alphabet using all previous methods and consider the use of more visuals such as flashcards, videos and/or iPad apps, letters (ي - م).
- Review letters and their related words, with increased focus on letters that have difficult sounds and shapes. You can also teach related vocabulary by playing several games with the new taught portion of alphabet. Use as many methods as you can to reinforce the alphabet and phonetics. (Suggestions: find the letter inside Amo Mahmoud box, Alphabet puzzle, or pass the card saying the letter and word to your shoulder partner)

DIFFERENTIATED INSTRUCTIONAL SUPPORT:

- Partner students who are having difficulties with ones you have identified as being able to provide a strong model. Provide help in class if necessary. Alternate between partners, but be mindful not to always pair high and low levels together.

LIST OF ATTACHMENTS:

- Attachment 1: Pre-Assessment Activity Response Worksheet
- Attachment 2: PowerPoint Alphabet World (used in the previous unit, “Greetings”)

NOTES FOR TEACHER:

- Encourage students to “be a teacher” to parents, friends, dolls, teddy bears, or pets by using the Arabic language. Students must bring back a signed copy the parent vocabulary list.
- A Speaking Extension Activity can be created stating that the student attempted to use the vocabulary, expressions, song and/or rhyme. Students who do so may be rewarded with items from the class “treasure box,” or in some other way.
- You may also resend the alphabet sheets home for extra reinforcement.
- If your school has a website, make sure you update it and upload the new set of vocabulary in their on your web page.
- Encourage students to use courtesy expressions at home and in other settings (e.g., an Arabic restaurant)
- Teachers should remember to praise or even reward students who proactively continue to apply the expressions in appropriate situations in and out of the classroom.

K - UNIT TWO: Using Arabic at School

ESSENTIAL QUESTION: How do we treat each other at school?

EXTENSIONS AND HOME CONNECTIONS

TO BE SENT HOME

Using Arabic at School

Name: _____ Date: _____ / _____ / _____

In our Arabic class, your child is learning the vocabulary listed below. Please encourage your child to teach a family member these words. Please don't show your child the transliteration as s/he is learning to read the Arabic script directly without any English references. If the unit includes a song or rhyme have your child sing it for you and perform body gestures. You may also give your child all commands below and him/her to perform body gestures that represent the command.

English	Transliteration	Arabic
Stand up	qif	قف
Sit down	Iglis (m) / Iglisi (f)	اجلس (M) / اجلسي (f)
Please raise your hand	Irfaa yadak men fadalak	ارفع يد من فضلك
Look, listen, speak	Unzor , Ismaa, Takalam	انظر اسمع تكلم
Repeat after me	Aeedo	اعيدو
Thank you	Shukran	شكرا
You're welcome	Afwan	عفوا
Sorry	Asef	اسف
Yes / No	Naam / laa	نعم لا

Students are also learning these Arabic letters:

ق	ف	غ	ع	ظ	ط	ض
Qaaf	Faa	Gheyn	Ayen	Zaa	Taa	Daad
ي	و	هـ	ن	م	ل	ك
Yaa	Waow	Haa	Noun	Meem	Laam	Kaaf

K - UNIT TWO: Using Arabic at School

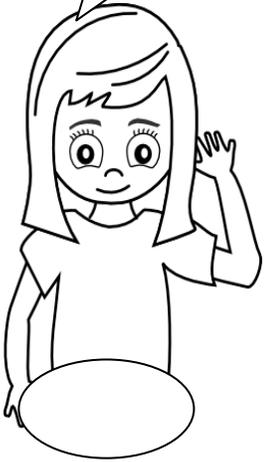
ESSENTIAL QUESTION: How do we treat each other at school?

Attachment 1 Pre-assessment Worksheet

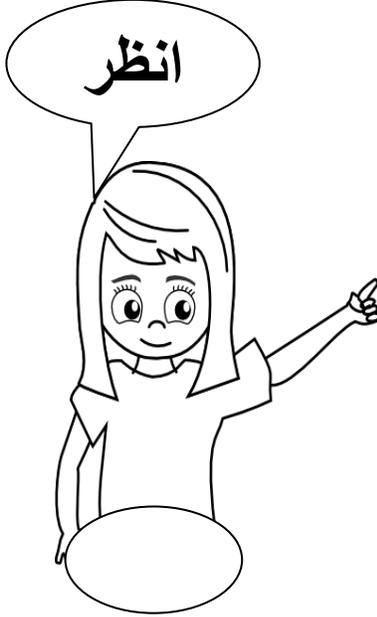
Name: _____

Date: ____ / ____ / ____

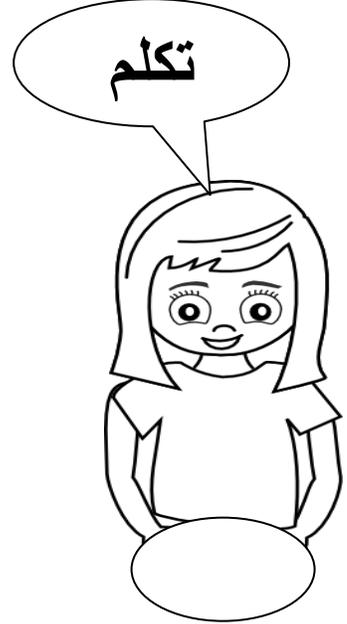
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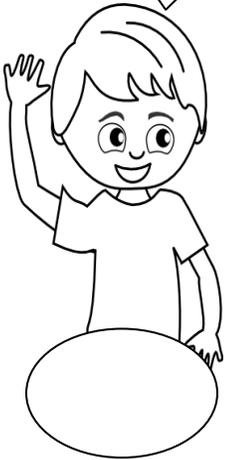
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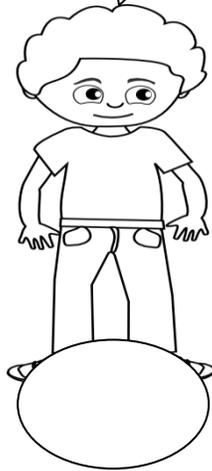
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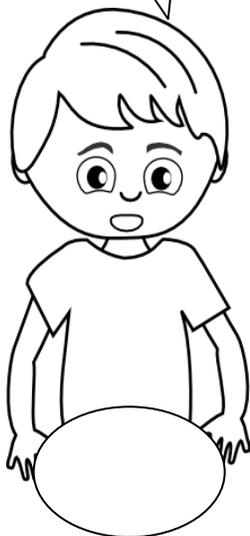
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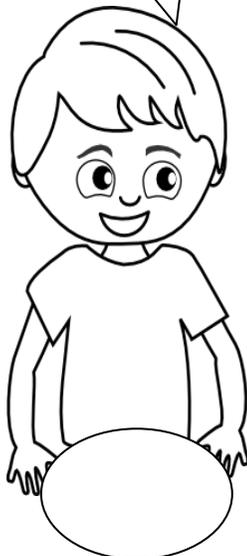
K - UNIT TWO: Using Arabic at School

ESSENTIAL QUESTION: How do we treat each other at school?

اعيد من فضلك



شكراً



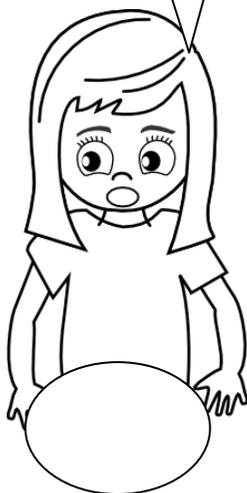
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اسف



لا



نعم



K - UNIT TWO: Using Arabic at School

ESSENTIAL QUESTION: How do we treat each other at school?

GENERAL TIPS

After piloting this unit, Arabic language teachers made the following suggestions:

- Make sure all students have the opportunity to take turns being the “teacher” and giving classroom commands on Day 3.
- Adjust instructional time based on class size and the time it takes to move through the activity sequence.
- Be sure to recycle vocabulary and structures from the previous unit whenever possible.
- Mention all letters at the beginning of all words to review previously taught letters. Make sure you stress on the sounds of each letter clearly to review the alphabet phonetics and some shapes.
- You may want to create your own Scoring Sheet to record students’ scores on the assessments. You may want to create one scoring sheet for each type of assessment you present to keep records of students.



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Kindergarten

Unit Three

Fun with 1-20

LaSalle II Magnet School
Wael Fawzy

K - UNIT THREE: Fun with 1-20

ESSENTIAL QUESTION: How can we describe our world through numbers?

OBJECTIVES:

Students can:

- Finger count from 1-20
- Count aloud from 1-20
- Count from 1-20 by singing numbers
- Create Arabic numbers 0-20 with clay or any similar flexible object

UNIT DESCRIPTION:

Students will be able to recognize, say out loud, rhyme, and sing the numbers from 1-20. Initially, students will interpret and react to signs, songs and games. Then, students will interact with the teacher and classmates by engaging in activities related to numbers.

DURATION:
Twelve Days

UNIT MODES OF FOCUS:
Interpretive & Presentational

STANDARDS

ACTFL Standard:

Communication: Communicate in languages other than English.

Connections to Focal Points: Math– Children identify, duplicate, and extend simple number patterns and sequential and growing patterns (e.g., patterns made with shapes)

MATERIALS, RESOURCES AND USEFUL WEB SITES:

- Arabic Number songs: 1-10 and 11-20 (examples of songs can be found on *YouTube*)
- Large poster board
- Cotton swabs, wooden craft sticks, clay or toothpicks
- Glue
- Markers, crayons, or paint to color the numbers
- Clay
- Other recommended resources to help practice Arabic numbers, can be found on www.noorarts.com:
 - *Magnet board game*
 - *Numbers carpet*
 - *Sinbad Games*
 - *Bingo game in Arabic*

K - UNIT THREE: Fun with 1-20

ESSENTIAL QUESTION: How can we describe our world through numbers?

VOCABULARY AND STRUCTURES

In addition to the vocabulary below, look up the numbers chart listed below (Attachment 1)

English	Arabic
How many ___ Are there?	كم _____ هناك؟
Show me	اريني
Point to	اشر الى
Friend	صديق
I won	كسبت
Number	رقم

واحد	اثنان	ثلاثة	اربعة	خمسه
ستة	سبعة	ثمانية	تسعة	عشرة
احد عشر	اثني عشر	ثلاثة عشر	اربعة عشر	خمسه عشر
ستة عشر	سبعة عشر	ثمانية عشر	تسعة عشر	عشرون

K - UNIT THREE: Fun with 1-20

ESSENTIAL QUESTION: How can we describe our world through numbers?

PRE-ASSESSMENT

- Count students, objects, or pictures by pointing to students, objects or pictures from 1-10. Repeat several times. Ask the question, “How many are there?” Use the Pre-Assessment Activity Sheet for this unit. Be sure to say the name of the object being counted, even though this is not part of the lesson. Stress the numbers. You may also use objects or other vocabulary you have taught before.
- Encourage students to count aloud with you.
- Give each student a number card with both Arabic and English numbers.
- Have students line up in the correct number sequence, 1-10. Review the numbers orally as a class.

UNIT ASSESSMENTS:

Interpretive Assessment

- Students will demonstrate their recognition of the numbers 1-10 by finger counting the numbers as you say them out loud in order and by pointing to visuals with the correct number of objects as directed. Create a class roster and rate individual students' performance by circulating around the room as they are working on their number posters at the end of the unit.
- Students will demonstrate their understanding about numbers by doing simple math problems. If available, these problems can be completed on a numbers magnet board.
- If available, students can point to the number on the number carpet after the teacher says numbers aloud.

Presentational

- At the end of the unit, students will sing the *Number Song*. Create a class roster and rate individual students' performance as small groups of students come up to you during poster work

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ESSENTIAL QUESTION: How can we describe our world through numbers?

SEQUENCE OF ACTIVITIES:

Day One

- Conduct the pre-assessment activity.
- Teach the numbers from 1-5 by using flashcards and, if available, the numbers carpet. Have students repeat each number as a class and individually. The teacher can use puppets for this purpose.
- Make sure you show numbers in numeric and word form (واحد - ١). Trace words with your finger as you go and ask students to identify the first letter or as many letters of the words based on sounds.
- View the song clip for students. Make sure it contains many visuals of numbers.

Day Two

- Use finger counting to teach 1-5. Model the Finger Counting number template. You may wish to project these for easier viewing or have enlarged copies made into flashcards.
- Ask individual students to demonstrate their understanding by pointing to the correct image of a number as you say, “Point to/Show me the number (5).”
- Chant the song called “ واحد , اثنان , ثلاثة....” to reinforce the pronunciation of the numbers. I suggest you use this the number song found on *YouTube*: http://www.youtube.com/watch?v=fJ50Po9_yYo. Also, you may find any other convenient *Numbers* video clip.

Day Three

- Review numbers from 1-5 by having students repeat the *Number Song* and respond through finger counting.
- Teach numbers from 6-10 by using flashcards, and then have students repeat each number as a class and individually. Use finger counting to teach these numbers.
- Make sure you show numbers in numeric and wording form (واحد - ١). Trace words as you go and ask students to identify the first letter or as many letters of the words.
- Assess the students’ learning by saying, “Show me number (one).” Continue in this fashion with numbers 1-10 in order.
- Use computer games if available, such as the Sinbad number game, to have students enhance their use of numbers vocabulary. You can also use the game to check for understanding in a fun way. If students make it to Level 2 quickly, that means, they understand the concept of Arabic numbers clearly.
- Play *Bingo* in Arabic. Use the 1-10 *Bingo Attachment 2*. Ask the students to color, using different colors, the column square that has the numbers 1-10. The teacher should do the same as students. Then, ask students to cut all the squares with numbers, making sure they have 10 pieces. Have available a small box to throw the call numbers there. Take out one number at the time and call it aloud so students can place it on top of the big square has the same number. Continue until one of the students wins and says “Kasabt. كسبت I won” Make sure that students hear you say the word “I won” many times for reinforcement. Reward the winner.

Day Four

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ESSENTIAL QUESTION: How can we describe our world through numbers?

- Review numbers from 1-10 by finger counting and singing a song.
- Teach the number 0 by showing the gesture of *folded fingers to hand palm* and then practice together with numbers (0-10)
- Complete simple math problems in Arabic.
- Game: Musical chairs with counting.
- Play *Bingo*, Attachment 1.

Day Five

- Craft Sticks/Cotton Swabs Number Activity: Show students a model poster where you have made all the numbers, 0-10. Have students count aloud with you as you point to each number.
- Demonstrate how to lay out the ten numbers by using either craft sticks or cotton swabs. They can also string candies according to the form and stroke of the numbers.
- Have poster board or large sheets of paper available on which you have already labeled each stroke for each number. Have enough posters so that students may work in groups of twos or threes.
- You may differentiate using other materials to form the letters on the posters.
- Explain that the students will be gluing the sticks, swabs or string candies to on each number shape. Put them into groups according to your preferred method.
- Circulate to assist as necessary.
- If needed, have students finish their posters during the next class.

Day Six

- Have students continue to lay out Arabic numbers from 0-10 on a big poster in their small groups.
- Once this is finished, have students color them with their favorite colors.
- While students are working, have small groups of students come to you to sing or say out loud the number songs to compete the Presentational Assessment.
- Next, conduct the Interpretive Assessment with each group of students by asking them to show you how to finger count 1-10. If desired, have them point to a visual that has a certain number of objects in it, such as the Number Template or a number carpet.
- If time permits, have pairs of students hold up their posters and say the numbers or allow them to use the resources in your room. I use electronic games such as *Sinbad* vocabulary practice to have students practice numbers while I'm assessing others. Don't forget to display students' posters around the classroom or out in the hallway.

Days Seven through Eleven

- Use the same procedures listed above for numbers 0-10 to teach numbers 11-20.
- Teach the new song 10-20.
- Teach the word *friend* and use it as many times while you are conducting all games.
- Use iPad apps to reinforce learning the numbers, app can be found on Al-masdar website. You may also print out multiple number activities from the website www.yamnilinks.com to have students work on while you are assessing students.
- Use different materials to make your posters such as modeling clay or other appropriate materials.
- Using a magnetic board, the *Magnet Game* found on www.noorarts.com, or use the white board to

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write age appropriate math problems and have students solve those problems, read the example below to learn how this activity could be introduced. Write a problem on the board and have students form the problem on the magnet board and solve it in groups. For example, write on the board (e.g ... = ١ + ٢), then have students find 3 and the + and then 1 and find the number that solve this problem.

Or simply make cards that have all Arabic numbers along with math signs (e.g., +) and ask student to form the problems as stated on the board and then solve them.

- Conduct the same format of assessments as used for numbers 0-10.

Day Twelve

- Play *Bingo* and different games related to numbers. By doing this, you are reviewing and reinforcing numbers to those who still have difficulty retaining numbers and its shapes.
- Save some time to work with students needing additional support. You may show a number cartoon, for example a Sinbad Cartoon, while you are working with these students. Also see below for differentiation.

DIFFERENTIATED INSTRUCTIONAL SUPPORT:

- For students needing additional practice recognizing numbers, have them create their own set of large flashcards. They can put a number on each flashcard using craft sticks or cotton swabs or on each card draw their own pictures. The end product will look similar to those images on numbers template. Encourage students to use culturally relevant images.
- For students who enjoy working with their hands, explore making numbers using uncooked spaghetti or even modeling clay. Students can even do this at home with a family member to practice and share what they have learned in class.
- For students who easily grasp the unit's content, have them continue on to learn higher numbers and play higher levels of the Sinbad game if available.

LIST OF ATTACHMENTS:

- Attachment 1: Bingo 0-9
- Attachment 2: Bingo 10-20

NOTES FOR TEACHER:

- Students can review their numbers by playing a game and by teaching family members and friends. You may want to create a home connection template or *Speaking Extension Activity*. Have parents sign and return the form indicating that their child has shared their classroom learning.
- Students can practice one of the numbers songs learned in class by teaching family members and friends.
- Post all vocabulary and home connection templates on school website if you have one.

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EXTENSIONS AND HOME CONNECTIONS

TO BE SENT HOME

Fun with 1-20

Name: _____ Date: ____/____/_____

In our Arabic class, your child is learning the vocabulary listed below. Please encourage your child to teach a family member these words. Please don't show your child the transliteration as s/he is learning to read the Arabic script directly without any English references. If the unit includes a song or rhyme have your child sing it for you and perform body gestures. Ask your child to count objects in Arabic.

English	Transliteration	Arabic
How many ___Are there?	Kam _____Honak?	كم _____ هناك؟
Show me	Areeni	اريني
Point to	Asher ila	اشر الى
Friend	Sadeeq	صديق
I won	Kasabat	كسبت
Number	Raqam	رقم

Numbers 0-20

English	Pronunciation	العربي	الرقم
Zero	Sifr	صفر	٠
1	Wahid	واحد	١
2	Ithnayn	اثنين	٢

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3	Thalathah	ثلاثة	٣
4	Arba'ah	اربعة	٤
5	Khamsah	خمسة	٥
6	Sitah	ستة	٦
7	Sab'ah	سبعة	٧
8	Thamanyah	ثمانية	٨
9	Tis'ah	تسعة	٩
10	Ashrah	عشرة	١٠
11	Ahad Ashar	احد عشر	١١
12	Ithna Ashar	اثني عشر	١٢
13	Thalthat Ashar	ثلاثة عشر	١٣
14	Arab'at Ashar	اربعة عشر	١٤
15	Khamsat Ashar	خمسة عشر	١٥
16	Sitat Ashar	ستة عشر	١٦
17	Sab'at Ashar	سبعة عشر	١٧
18	Thamanyat Ashar	ثمانية عشر	١٨
19	Tis'at Ashar	تسعة عشر	١٩
20	Ishroun	عشرون	٢٠

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ESSENTIAL QUESTION: How can we describe our world through numbers?

Attachment 1
Bingo Sheet 0-9

Name: _____ Date: ____/____/____

Color with different colors all numbers found on the left side column, and then students should cut each box separately. Teacher should do the same and have all numbers inside a box and pick from the box randomly. Teacher calls the number and Students should put each matching number in the box. Student should only on box to play the game.

٠
١
٢
٣
٤
٥
٦
٧
٨
٩

٠	٤	٣	٠
٩	٦	١	٨
٧	٢	٥	٤
٣	٨	٧	٦

٧	٢	٨	٩
٤	١	٥	٣
٥	٣	٩	٠
٨	٤	٧	٦

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ESSENTIAL QUESTION: How can we describe our world through numbers?

Attachment 2
Bingo Sheet 10-20

Name: _____ Date: ____/____/____

١٠
١١
١٢
١٣
١٤
١٥
١٦
١٧
١٨
١٩
٢٠

٢٠	١٢	١٨	١٩
١٠	١٥	٢٠	١٦
١٦	١١	١٤	١٧
١٩	١٨	١٣	١٢

١٨	١٧	١٠	١٢
١٦	١٩	٢٠	١٥
١٤	١٢	١١	١٦
٢٠	١٨	١٣	١٩

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ESSENTIAL QUESTION: How can we describe our world through numbers?

GENERAL TIPS

After piloting this unit, Arabic language teachers made the following suggestions:

- The students really enjoyed guessing how many pencils I was holding behind my back. They have to guess in Arabic and they compete to see which group gets the most correct guesses.
- The students learn the numbers very fast. We used the rhyme "Wahid, Ithnaan, Thalathah," which can be found on *YouTube*.
- Use as many visual teaching aids as possible, such as PowerPoint, video clips, math games, and/or activities on an interactive whiteboard if possible.
- Meet with general classroom teachers to integrate math problems used in the students' homeroom, as these will be developmentally appropriate for the age and grade of the students.
- You may want to create your own Scoring Sheet to record students' scores on The Assessments Scoring Sheet. You may want to create one scoring sheet for each type of assessment you present to keep records of student progress.



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Kindergarten
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Unit Four
Unit Four
Colors and Fruits
Colors and Fruits

LaSalle II Magnet School
Wael Fawzy

K - UNIT FOUR: Colors and Fruits

ESSENTIAL QUESTIONS: How are fruits and colors connected?

OBJECTIVES:

Students can:

- Identify and name common fruits: apple, orange, grapes, watermelon, peach, pear and banana
- Identify and name common colors: red, yellow, blue, green, navy blue, orange, and purple
- Express preferences related to fruits and colors
- Ask and answer questions about their preferences for different fruits and colors.

UNIT DESCRIPTION:

In this unit, students will be able to identify different fruits and colors in Arabic. Students will ask and respond to simple questions about fruits and colors and express likes and dislikes regarding specific fruits and colors. Students will record data regarding class likes and dislikes and practice sorting according to colors. Finally, students will learn culturally appropriate times to serve fruit (e.g., at the end of formal meals, family gatherings, restaurant meals and parties) and the cultural relevance of certain fruit.

DURATION:

Twelve to Sixteen Days

UNIT MODES OF FOCUS:

Interpretive, Interpersonal & Presentational

STANDARDS

ACTFL Standards:

Communication: Communicate in languages other than English.
Culture: Gain knowledge and understanding of other cultures.

MATERIALS, RESOURCES AND USEFUL WEB SITES:

- Teacher may cut attachment 1 and use it as flash cards.
- Fresh fruits / Play Food
- Construction papers of different colors
- Crayons
- Color song
- *Fruit Song*
- *Sinbad* cartoon for fruits and colors songs
- Use *Blabberize* and *Animoto* websites to introduce names of fruits, colors and phrases in fun way
- iPad apps such as *Talking Tom* to introduce the colors in a fun way

K - UNIT FOUR: Colors and Fruits

ESSENTIAL QUESTIONS: How are fruits and colors connected?

VOCABULARY AND STRUCTURES

English words	Arabic
Fruits	فاكهة
Apple	تفاح
Orange	برتقال
Pear	اجاص
Watermelon	بطيخ
Banana	موز
Grape	عنب
Peach	مشمش

Colors	ألوان
Red	احمر
Orange	برتقالي
Yellow	اصفر
Green	اخضر
Purple	بنفسجي
Blue	ازرق
Navy blue	نيلى

K - UNIT FOUR: Colors and Fruits

ESSENTIAL QUESTIONS: How are fruits and colors connected?

English	Arabic Sentences
What is this?	ما هذا / هذه؟
What color is this?	ما هذا اللون؟
This is___	هذا / هذه _____
What is your favorite fruit?	أي فاكهة تحب؟
What is your favorite color?	أي لون تحب؟
Do you like___?	هل تحب الـ_____؟
I like___	أحب الـ_____
I don't like/dislike	لا أحب الـ_____
Yes or No?	نعم ام لا؟

PRE-ASSESSMENT:

- Bring real examples of the following; a cut red apple, a whole red apple, a cut yellow apple, a whole yellow apple, a cut orange, a whole orange, a cut pear, a whole pear, a cut watermelon, a whole watermelon, a banana and a bunch of bananas, a grape, a bunch of grapes, a cut peach, and a whole peach
- Have students match the cut fruit with the whole fruits.
- Ask students, "What is it?" each time you show a visual. Once they say the correct name in English (or Arabic), provide them with the vocabulary in a complete sentence (e.g., "This is an apple").
- Distribute (Attachment 1) Coloring Worksheet (already shaded), and discuss with the students the images they see. First, ask them what each of the pictures depicts "What is it?" and "This is an apple." Then ask them what generally all of the objects (fruits) represent.
- Pass out packets of crayons containing only the following colors: yellow, red, green, purple, orange, navy blue and blue.
- Ask students to color the fruits using their natural colors. Do not give students any assistance in picking out the colors.
- When students are finished, collect their work and assess their ability to correctly match fruits with their natural colors.

K - UNIT FOUR: Colors and Fruits

ESSENTIAL QUESTIONS: How are fruits and colors connected?

UNIT ASSESSMENTS

Interpretive and Interdisciplinary Assessments:

- Distribute Attachment 1, Pre-Assessment Worksheet. Have students color the fruits in their natural colors.
- Then, distribute Unit 4, Attachment 2, Fruit and Color Sorting Grid. Ask students to cut and paste their colored fruit from Attachment 1 into the appropriate color grid. For example, if one student colored the apple green, then s/he would cut and paste it onto the grid marked green, but if another student colored the apple red, then he would cut and paste it onto the grid marked red. Inform students that they need to insert Arabic numbers as you say the fruit and the color (e.g., put # 1 next to the red apple and continue with all fruits and colors in the same manner).
- Students will turn in the complete Attachment 2, and then begin working on Attachment 3, where they complete the pattern of fruit series. They are to turn this in once completed.
- **Instructional Tip:**
Prior to distributing Attachment 2, color in the box next to each name of the color category for that grid. This will help the students with their sorting since they will only be slightly versed in recognizing or reading Arabic script. Or, you may decide to color them together as a class prior to beginning the cut and paste portion of the assessment. This is good listening practice; but make sure that everyone has listened carefully and followed directions (check for understanding).

Interpersonal Assessment:

Ask students questions about their color and fruit preferences based on visuals you hold up. Make sure students get to make the connection between fruits and colors, (check for understanding).

Presentational Assessment:

- Pair up students to act out a conversation in front of class.
- Students will sing the colors song in groups in front of the whole class while playing Arabic percussion.
- Students will sing the *Fruits Song*.

K - UNIT FOUR: Colors and Fruits

ESSENTIAL QUESTIONS: How are fruits and colors connected?

SEQUENCE OF ACTIVITIES:

Day One

- Apply the pre-assessment as indicated above.
- When students are finished, collect their work and assess their ability to correctly match fruits with their natural colors.
- Inform students that you will be learning about fruits and colors and learning that fruit is served on special occasions and seasons (e.g. dates in Ramdan and Mandarin during Spring Fest, or any Arabic even tied with food etc.)
- You may show the fruit song and teach the first part if time permits.

Day Two

- Put a fruit basket that contains apples, oranges, pears, banana, peaches, and a small watermelon on a surface where all the students can see it.
- Hold up an example of each fruit and ask the students “What is this fruit?” Use gestures and facial expressions to help students understand what you are asking.
- As students call out names in English, clearly pronounce the words for these four items in Arabic: apple, banana, orange and grapes.
- Have students repeat the names of each fruit in Arabic as a class until you are satisfied with their pronunciation.
- Ask “yes/no,” then complete questions about the fruit. You might hold up an apple and ask, “What is this?” Or you might hold up an orange and say, “This is an orange. Yes or No?”
- Next, place the fruits in a row on a desk or a table. As you pronounce the name of each different fruit, ask members of the class to come forward, *point to it or pick it up*, and say its name to demonstrate recognition of the new vocabulary terms. Give each child the opportunity to identify a fruit. Provide assistance as necessary.
- Ask students when they eat fruit. Is it served only at special times in their homes? Solicit some responses. Inform students of the culturally appropriate times to serve fruit (e.g., at the end of formal meals/parties) in Egypt or any Arabic country. This discussion may be conducted in English.
- Introduce the names of the fruits by displaying the *Blabberize* website, *Sinbad* cartoon, and/or iPad apps.
- If time permits, allow students to go to a computer to practice names of fruits on *Sinbad* dictionary review.
- Introduce the *Fruit Song* and teach the first and second parts of the song; apple, banana, and oranges.
- Conclude class by holding up a different fruit each time and asking individual members of the class to say the name of the fruit in Arabic as a review of the day’s lesson.

Day Three (Add extra day if needed.)

- Start your class by displaying fruits vocabulary in front of the whole class; using your overhead to display the *Sinbad* software vocabulary or flash cards that has fruits.
- Review the parts of the song with displaying the video for it and teach the second part; repeat it as many times as you can. You may introduce another part of the song and sing it with the students.
- Put a fruit basket that contains the four fruits studied in the last class where all of the students can see it.

K - UNIT FOUR: Colors and Fruits

ESSENTIAL QUESTIONS: How are fruits and colors connected?

Quickly review the vocabulary by holding up each fruit and pronouncing each word with the class. Then ask, “What is this?” and say, “This is an apple.” Ask individual students to say the name of each fruit.

- Then ask students if they like the fruit by modeling the questions and responses: “What is this?” “This is an apple,” and “I like apples.” Use gestures and facial expressions to help students understand. Continue this model of explanation/presentation with each fruit so that the students can hear the vocabulary many times.
- Then expand the language content to include the students’ opinions by saying: “What is this?” “This is an apple,” “I like apples,” and “Do you like apples?” Use gestures and facial expressions to help students understand. Call on individuals and assist them as necessary in responding either “I like ___,” or “I dislike/don’t like.”
- Next, introduce more fruit vocabulary by placing a new fruit basket on the table that contains dates, berries, pears, and peaches.
- Hold up an example of each of these new fruits and ask the students “What is this fruit?”
- As students call out names in English, clearly pronounce the words for these four items in Arabic; dates, berries, pears, and peaches, focusing more on the unit vocabulary. Have students repeat the names of each fruit in Arabic as a class until you are satisfied with their pronunciation.
- Ask “yes/no?” and “like/dislike,” and students respond in full sentences about the fruit. (e.g. انا احب الموز)
- Place the fruit in a row on a desk or table. As you pronounce the name of each different fruit, ask members of the class to come forward, *point to it or pick it up*, and say its name to demonstrate recognition of the new vocabulary terms. Give each child the opportunity to identify a fruit.
- Conclude class by holding up a different fruit each time and asking individual members of the class to say the name of the fruit in Arabic.

Day Four (Add extra day if needed)

- Quickly review the fruit vocabulary learned thus far using flash cards; and then engage the students in a discussion about the cultural meaning of certain fruits in various Arabic-speaking countries.
- Display the song again and add a new part of it. Make sure students are familiar with all previous parts. You don’t have to include all fruits found in the song in your lesson but you may add them as a part 5 of the song to your high level students.
- Next, put a fruit basket that contains the fruit studied during the previous classes where all of the students can see it. Quickly review the vocabulary by holding up each fruit and pronouncing each word with the class. Then hold up individual fruits and ask, in Arabic, “What is this?” Call upon individual students to say the name of the fruit you hold up. Be sure to also ask, “Do you like ___?” to review the structure for “I like / dislike ___.” Assist students as necessary in recalling the vocabulary and structures.
- Next, put the fruit away and give each student a set of laminated colored paper, which includes the colors red, yellow and orange. Ask students not to bend or tear their colored paper. Have them spread their colored paper out in front of them on their table or desk.
- Hold up your own examples of red, orange, and yellow, and say the colors in Arabic. Have the students hold up their own matching color cards and repeat the names of each color as a class until you are satisfied with their pronunciation.
- Next, as you pronounce each color word, ask students to silently hold up the correct colored paper to demonstrate their comprehension.

K - UNIT FOUR: Colors and Fruits

ESSENTIAL QUESTIONS: How are fruits and colors connected?

- Finally, have students put their colored paper away. Hold up your own colored paper one at a time, and ask the students to say the name of the colors together as a class.
- At this time you may introduce the first part of the *Color Song* one time only: red and orange.
- Finish by asking individual students to tell you the names of the colors you hold up one at a time.

Day Five

- Create a bar graph on large butcher paper, or on the white board. At the bottom of the paper, attach visuals of all the fruits that you have studied thus far.
- Use the chart to review vocabulary and to pose questions about the fruit and colors. For example, you can ask such questions as: “What is this?” “Do you like grapes?” “What fruit is yellow?” “What color is this fruit?” “Who dislikes apples?” Ask for choral and individual responses.
- Next, have the student’s share their personal likes and dislikes. Using pieces of paper with adhesive on the back and a picture of a heart on the front (to symbolize liking something), ask each student to come forward and place a “heart” above the fruit that she or he likes. As they come forward and decide which fruit is their favorite, you can ask, “What is your favorite fruit?” Once they have attached their “heart,” have them say which fruit they like; “I like ___.”
- Be sure to ask the students to place their “heart” on top of the other so as to create a bar graph effect. This is a great way to introduce this concept of categorizing and representing information.
- Once all students have had a chance to place their “heart” on the chart, review the results as a class. You can practice counting aloud as a group as you review the bar graph of how many people like each fruit.
- As time allows, complete the same exercise using a crossed out heart (to represent disliking something). You may also consider repeating the exercise using colors in lieu of the fruit.
- Introduce the second part of the color song: yellow, green, and blue. Display the video clip for it. Showing the song in advance before you teach the vocabulary will ease the learning and enhance the pronunciation for it.

Day Six

- Place a cut pear, a blue berry, a banana, and a yellow apple on a desk or table in front of the class. First, pick up the apple and watermelon and ask, “What fruit is this?” and allow the students to respond. Then point to the inside of the fruit, and ask, “What color is this?” Students should respond with “yellow.”
- Next, point to a seed and ask, “What color is this?” Students should respond, “Red.”
- Repeat this procedure with the other displayed fruits and with the other fruit vocabulary already learned in order to review the names of the fruits that have been learned in conjunction with their colors.
- After, put the fruit away and give each student a set of laminated colored paper, which include the colors yellow, green and blue. Ask students not to bend or tear their colored paper. Have them spread their colored paper out in front of them on their table or desk.
- Hold up your own examples of blue, green, yellow and say the colors in Arabic. Have students hold up their own matching color cards and repeat the names of each color as a class until you are satisfied with their pronunciation.
- Next, as you pronounce each color word, ask students to silently hold up the correct colored paper to demonstrate their comprehension. Make sure you press to sound letters out and show the different shapes
- Teach the second part of the song until you are satisfied with the students singing the song clearly. You

K - UNIT FOUR: Colors and Fruits

ESSENTIAL QUESTIONS: How are fruits and colors connected?

may also ask students to left their cards when they hear the color from the song. You may manipulate between the audio song and the video clip while you are singing the song.

- Finally, have students put their colored paper away. Hold up your own colored paper one at a time and ask students to say the name of the colors together as a class.
- Finish class by asking individual students to tell you the names of the colors you hold up one at a time. Consider asking students, “Do you like ___.” This will reinforce the “I like / I dislike” structure already learned.

Day Seven (Add an extra day if needed.)

- Using visuals and color flash cards, quickly review the names of the different fruits and colors that the students have learned thus far. Assist with pronunciation where needed.
- Have available bag with real or play fruit that the students will be able to easily recognize. In different parts of the classroom, have tables or desks available to place fruit on.
- Begin by holding up a colored flash card that you can bend into two (like a table tent) so that when placed on a surface, it will stand on its own. Have the class say the name of the color. Then place the bent flash card onto an available table or desk. Once you have located several colors on tables around the room, then take out the real or play fruit.
- As you hold up each fruit, students should provide the name of it. Then ask where (on which table) it should go. For example, you might hold up a banana and ask, “What is it?” to which students respond, “Banana.” Next you ask, “Is this yellow?” as you walk over to the table with the yellow flash card table tent. Students should respond “No.” Ask them, “Is it green? Is it red?” and walk to those respective tables. Then ask, “What color is this?” They should respond, “Blue.” Then you can place it on the table with the correct color flash card.
- Proceed in this manner until you have sorted all of the fruit. Vary the interaction by having individual students come up and ask or respond to your questions prior to correctly categorizing the fruit.
- In preparation for the peer conversation, have two students ask and respond to each other about the fruit, its color, and whether or not she or he likes it before finally placing it on the correct color table. Provide assistance as necessary.
- Once all of the fruits have been sorted, review the fruit and the color flash card on each table. For example, the red table might include a red apple and watermelon, while the green table might include grapes and a green apple.
- If time allows, ask individual students to present one table of items by saying the color of the flash card and the fruits that are on that table. Have the class ask the individual all of the pertinent questions to which s/he should respond; “What is it?” “What color is it?” “Do you like ___?” “Yes, I like ___/No, I don’t like ___,” “What is your favorite fruit?” and “What is your favorite color?”
- Reward students and send them to the computer center to color scenes on Sinbad coloring software. Make sure they repeat colors after computer while they are coloring each scene.

Day Eight

- While holding up various fruits, review the structures: “What’s this?” “This is ___,” “What color is it?” “Do you like ___,” “Yes, I like ___/No, I don’t like ___,” “What is your favorite fruit?” and “What is your

K - UNIT FOUR: Colors and Fruits

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favorite color?”

- Call individual student to the front of the class; Select a fruit for each student to present. Have the student practice asking the same questions to their classmates. Have each student ask at least one question to the class.
- Next, have available multiple visuals of the fruit and color flash cards studied thus far. At the white board or magnetic board, attach the visuals and color flash cards in various patterns/series. Or, you might consider asking students to come forward and hold the cards for you. This exercise is in preparation for the Post-Assessment focusing on math concepts.
- Begin with a simple pattern using two alternating fruits. For example, attach/place visuals of a banana, an orange, and another banana on the board. As you point to each fruit, have the class say its name aloud, (banana, orange, banana). Then ask, “What comes next?” The students should respond with, “orange.”
- Continue making different patterns/series and making them more and more complex. As an example, you might make a series of the visuals for blue berries, apple, peach, pear, watermelon, peach, and then ask the students to complete the next two fruits. Or you might attach/place a visual of grape, date, grapes, date, apple, grape, and then ask the students to complete it.
Remember to point to each fruit and have the students say its name as the students think of how to complete the pattern/series.
- Ask individuals to come and create their own patterns and review the vocabulary with their classmates.
- You can create patterns/series from the color flash cards as well and review that vocabulary. Or you can vary the patterns/series by mixing the fruit visuals with the color flash cards.
- As a closing activity, sing the color song or fruit song, and tell the class that they will learn this part of the song the next time class meets. You may display the song video clip again.

Day Nine / you may add an extra Day if needed.

- Sing or view video clip of the song you had at the end of last class.
- Using an echo method, sing each verse of the song and have the students repeat after you. Repeat the song using this method several times before singing the song all the way through as a class.
- Chant the song; Review the fruit and color song while displaying the video clips for both. Teach the final part of the color song; navy blue and purple. You may use *Blabberize* and/or *Animoto* to introduce the colors.
- Repeat it as many times as needed. After you teach all parts with repetition until you are satisfied, show the video clip to reinforce visuals with listening.
- Consider having the entire class sing together and then having only boys sing it, followed by only girls singing it, or one half of the room, and then the other half.
- Have students sit in two rows on the class carpet. They should be paired with someone sitting directly across from them.
- Once students are paired up, have the entire group practice using all of the structures from the unit: “What is it?” “What color is it?” “Do you like ___?” “Yes, I like ___/No, I don’t like ___,” “What is your favorite fruit?” and “What is your favorite color?” As you model this, remind students of the cultural relevance of specific fruit, as you have previously discussed.
- Next, give a real or play fruit to all of the students in one row (Student A).

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ESSENTIAL QUESTIONS: How are fruits and colors connected?

- Lead the individual partners (Student B) in asking the questions by modeling the question and having them repeat it.
- Then, lead Student A in responding by modeling an appropriate structure and allowing them to provide the appropriate vocabulary. While it may take a while to have pairs of students take turns in asking and responding, this offers lots of repetition for students, and practice for the individual performance assessment.
- Once the entire row of student A's has responded to student B's, have them switch roles. Redistribute the fruit or the colors and begin again.

Day Ten

- Warm up as a class by having students call out the names of fruits and colors as you hold up visuals or flash cards.
- Next perform the Interpersonal Assessment in an informal way. Be sure to create a Scoring Sheet or a checklist and have it ready so you can evaluate students as you go.
- Review the fruit and color songs as you go. You may also consider dividing students into 2 teams, A verses B or boys verses girls, to sing both songs.
- Show *Sinbad* cartoon about colors and fruits and ask them to say colors and fruits once they appear on the screen.
- Review colors and fruits quickly using flash cards to check for understanding.

Day Eleven

- Warm up by singing the color song and display the video clip for them for the last time.
- Hold up visuals of fruit and colors and ask individual students any of the structures learned during this unit: "What is it?" "What color is it?" "Do you like ___?" "Yes, I like ___/No, I don't like ___," "What is your favorite fruit?" and "What is your favorite color?" Students should respond appropriately. Ask as many questions as you feel necessary to give you a good idea of their level of comprehension and performance.
- Next have pairs of students come to the front of the class and use the same format of questions and responses practiced during the last class.
- Score and record each student's performance.
- Remember that depending upon the number of students in the class; this post-assessment may take more than one day. Plan accordingly.
- Close the day by singing the song from previous days.

Day Twelve / add more days if needed

- These days are preserved to continue with the post-assessment and for any activity that you feel will help the IEP students to master the unit.
- Create a new game or activity that will help students to review and master the unit, use differentiated activities to meet each student learning needs.

K - UNIT FOUR: Colors and Fruits

ESSENTIAL QUESTIONS: How are fruits and colors connected?

- You may send other students to the computer center to color more pictures and learn new colors or fruits.
- You may have higher-level students pair up with others who need help to remember fruits and colors.
- You may prepare Bingo fruit and color game and play it with students if time permits (Attachment 3)

NOTES FOR TEACHER:

- Students can make a set of their own fruit flash cards that they can share with family members at home.
- Encourage students to teach family members the fruits and colors they have learned at school. Also sing both songs to parents.
- Have students take home the home connection form and have it signed by parents.
- Have heritage students sing and play role the song at home.

LIST OF ATTACHMENTS:

- Attachment 1: Shaded fruits
- Attachment 2: A&B, Color sorting grids
- Attachment 3: Fruits and colors Bingo Sheet

K - UNIT FOUR: Colors and Fruits

ESSENTIAL QUESTIONS: How are fruits and colors connected?

EXTENSIONS AND HOME CONNECTIONS

TO BE SENT HOME

Colors and Fruits

Name: _____ Date: ____/____/____

In our Arabic class, your child is learning the vocabulary listed below. Please encourage your child to teach a family member these words. Please don't show your child the transliteration as s/he is learning to read the Arabic script directly without any English references. If the unit includes a song or rhyme, please have your child sing it for you and perform body gestures.

Arabic	Transliterated words	English words
فاكهة	Fakehah	fruits
تفاح	Tofaah	apple
برتقال	Burtuqaal	orange
اجاص	Ijaas	pear
بطيخ	Bateekh	Watermelon
موز	Mawz	banana
عنب	Inap	grape
مشمش	Mishmish	peach

ألوان	Alwaan	Colors
احمر	Ahmar	red
برتقالي	Burtuqaali	orange
اصفر	Asfar	yellow
اخضر	Akhdar	green
بنفسجي	Banafsji	purple
ازرق	azraq	blue
نيلى	Neeli	Navy blue

K - UNIT FOUR: Colors and Fruits

ESSENTIAL QUESTIONS: How are fruits and colors connected?

Arabic Sentences	Transliterated words	English
ما هذا / هذه؟	Ma hathaa (th=z) / hathihi ?	What is this ?
ما هذا اللون؟	Ma hathaa alawn ?	What color is this?
هذا / هذه	Hathaa / Hathihi	This is ____
أي فاكهة تحب؟	Ay fakehah tuhib?	What's your favorite color?
أي لون تحب؟	Ay lawn tuhib?	What's your favorite fruit?
هل تحب	Hal tuhib ____ ?	Do you like ____ ?
أحب ال.....	Uhib al- ____	I like ...
لا أحب ال.....	Laa uhib al-____	I don't like/dislike____
نعم ام لا ؟	Naam am laa?	Yes or No?

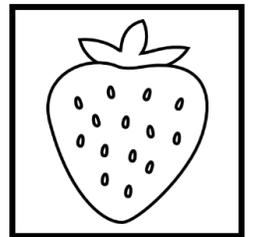
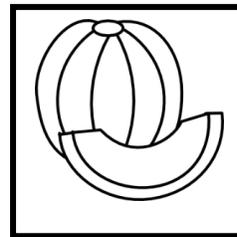
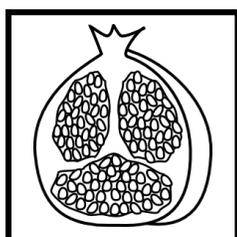
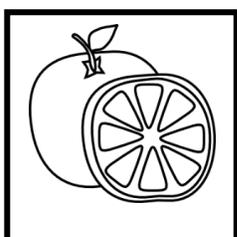
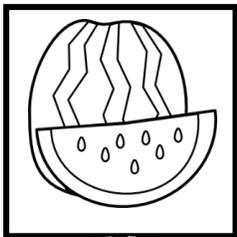
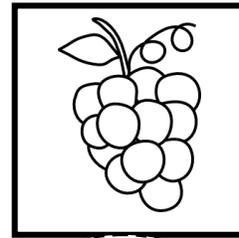
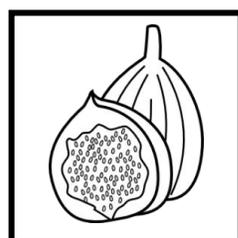
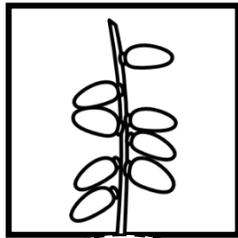
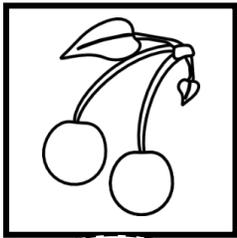
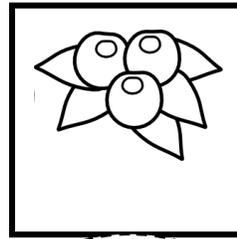
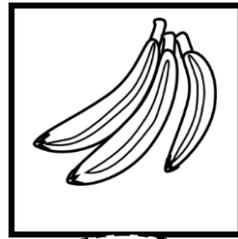
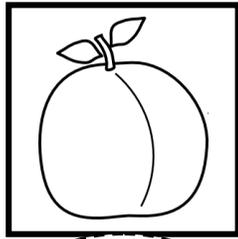
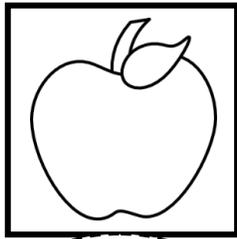
K - UNIT FOUR: Colors and Fruits

ESSENTIAL QUESTIONS: How are fruits and colors connected?

Attachment 1
Pre-assessment Worksheet

Name _____

Date: ____/____/____



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ESSENTIAL QUESTIONS: How are fruits and colors connected?

Attachment 2, A
Color Sorting Grid

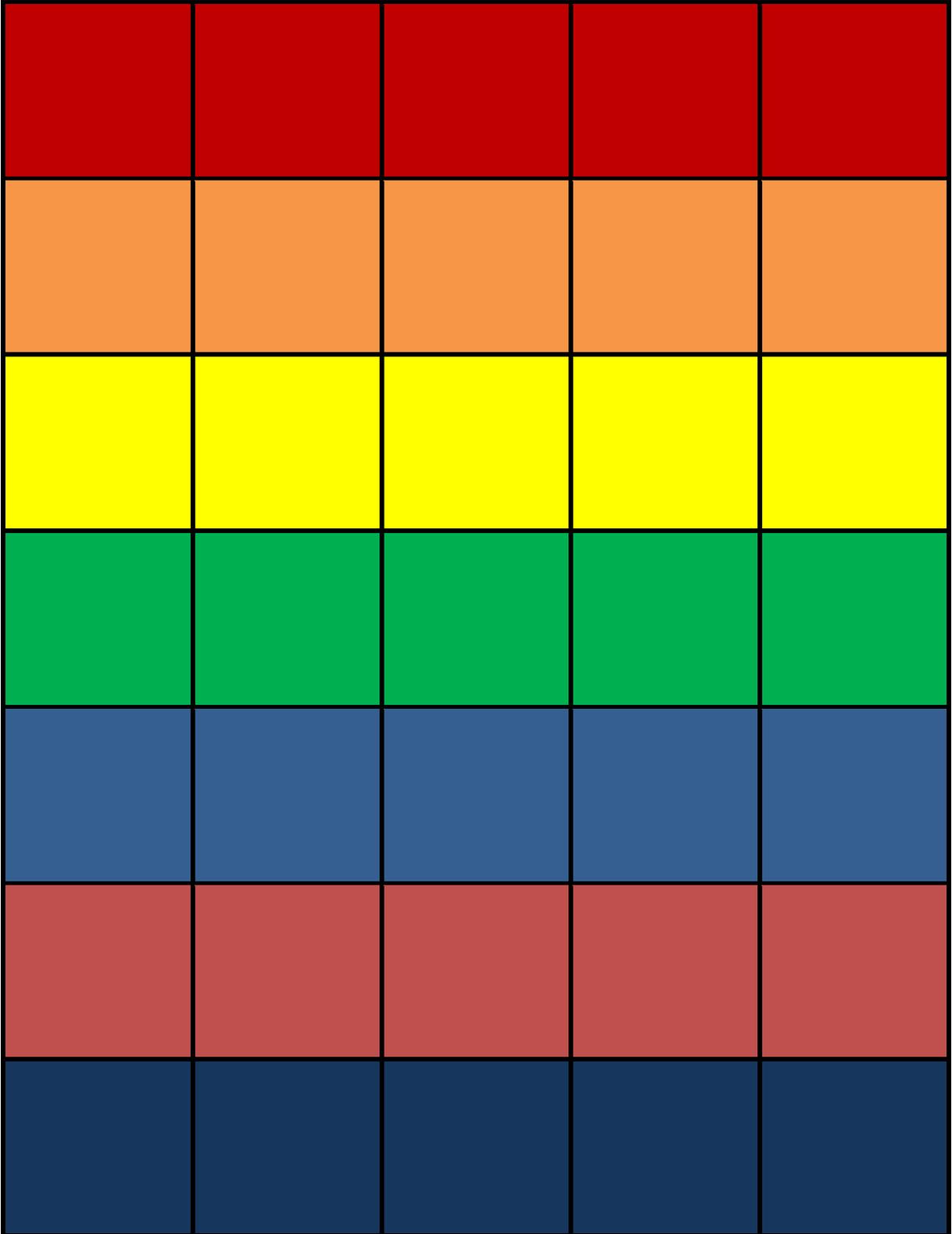
Name: _____

Date: ____/____/____

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ESSENTIAL QUESTIONS: How are fruits and colors connected?

Attachment 2 B. Color Grids



K - UNIT FOUR: Colors and Fruits

ESSENTIAL QUESTIONS: How are fruits and colors connected?

Attachment 3
Bingo Sheet

Name: _____

Date: ____/____/____

B	I	N	G	O
		FREE		

K - UNIT FOUR: Colors and Fruits

ESSENTIAL QUESTIONS: How are fruits and colors connected?

GENERAL TIPS

After piloting this unit, Arabic language teachers made the following suggestions:

- Modify the time needed for this unit based on class size and the time it takes to move through the activity sequence.
- Using real fresh fruits and allowing students to feel, smell and taste them is a great age-appropriate activity. Be sure to be aware of any food allergies or restrictions students might have.
- My students enjoyed coloring a fruit basket and finding the colors in the classroom. They also liked when we recycled words from before to continue to practice the shapes and pronunciation of letters.
- You may want to create your own scoring sheet to record students' scores on the assessments - one scoring sheet for each type of assessment.



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Kindergarten
Kindergarten
Unit Five
Unit Five
My Family
My Family

LaSalle II Magnet School
Wael Fawzy

K - UNIT FIVE: My Family

ESSENTIAL QUESTION: What does family mean to you?

OBJECTIVES:

Students can:

- Identify immediate family members in visuals
- Tell about their family members
- Label a visual of their families with the correct number for family members and describe their visual to the class
- Speak clearly and understandably with peers and the teacher.

UNIT DESCRIPTION:

Students will be able to identify immediate family members in photographs and pictures accompanied by distinguishing letters within words and writing numbers. They will be able to answer questions about the number of brothers and sisters they have and describe their families orally to the teacher and peers. They will be introduced to the Arabic way of talking about older and younger siblings. Students will label a visual and present their families to the class.

DURATION:

Ten Days

UNIT MODES OF FOCUS:

Interpretive, Interpersonal & Presentational

STANDARDS

ACTFL Standard: Communication: Communicate in languages other than English.

MATERIALS, RESOURCES AND USEFUL WEB SITES:

- Family photos or picture cards, Teacher may use the attachments to make flash cards.
- Teacher may enlarge Attachment 1 to make a family poster.
- Kindergarten level picture books with related illustrations. I recommend *I love Arabic*, Family Unit.
- Stuffed animal families
- Written words and numbers on the back of flash cards
- Classroom set of hand puppets
- Children's song that highlights vocabulary expressions targeted in this unit. I recommend "امي امي" song DVD1, from *Sinbad Kit*
- *Sinbad* software that introduces the family members, it is found in *Sinbad Kit Games DVD*.

K - UNIT FIVE: My Family

ESSENTIAL QUESTION: What does family mean to you?

VOCABULARY AND STRUCTURES

Arabic	English
اب - ابي	• Father - My father
ام - امي	• Mother - My Mother
اخ - اخي	• Brother - My Brother
اخت - اختي	• Sister - My sister
جد - جدي	• Grandpa - My Grandpa
جده - جدتي	• Grandma - My Grandma
انا	• Me or I
احب	• I like or I love
نحن العائلة	• We are the family
من هذا؟ - هذه؟	• Who is this? for (M) / (F)
هذا..... هذه.....	• This is___ for (M) / (F)

K - UNIT FIVE: My Family

ESSENTIAL QUESTION: What does family mean to you?

PRE-ASSESSMENT

- Show a family photo to students and tell them who is in the picture in Arabic. Say, “This is father.” “This is mother.” “This is brother.” You can also say “This is my___.”
- Then, take out three stuffed animals representing a mother, father, and child. You may also use enlarged poster with all family members related to the vocabulary. Shrug your shoulders as you ask “Who is this?” Look at and point to each animal as you ask this same question.
- Next, pick up one of the puppets or maybe a flash card and ask, “Is this father?” “Is this mother?” Show a *thumbs up or thumbs down* hand sign and ask, “Is that right?”
- Repeat enough times so that each child responds to your questions at least once.

UNIT ASSESSMENTS

Interpretive Assessment

Using the Family Worksheet, Identifying Family Members and have students circle the correct family member as you describe each one in a picture.

1. This is father.
2. This is sister.
3. This is mother.
4. This is brother.
5. This is grandpa.
6. This is grandma.
7. This is me.

Interpersonal

At the conclusion of this unit, students will converse with a classmate about his/ her family or a pretend family (students can draw or get pictures from a magazine or newspaper). While showing his or her family photo to classmates, each student will ask and answer questions about family members in Arabic. For example, students might also ask, “Who is this?” to which the other might respond, “This is my father.”

Presentational

Have each child label and present a family photo without any assistance from you or peers. Students will sing and point to each family members. (The امي امي Song)

K - UNIT FIVE: My Family

ESSENTIAL QUESTION: What does family mean to you?

SEQUENCE OF ACTIVITIES:

Day One

- Conduct the pre-assessment as outlined previously in the unit description.
- Have students sit in a circle for a read aloud. Read the big book, you made called My Family. I recommend that a teacher collects a few pictures of known cartoon characters and create the book and write the names of family members and language structure below pictures.
- Next, introduce the family words “father, mother, and I” by using the pages from the big book, an enlarged photo of your own family, or other visuals. Have students say the new words after you several times.
- Ask “yes/no?” choice, and who questions to ensure that students know the vocabulary. For example, if you show a picture of a man, then ask, “Who is this?” “Is this mother?” Students should respond appropriately according to your question and the visual.
- Continue in this fashion until all students have had a chance to respond to several questions.
- Send a note home to parents asking that they send in a photo with immediate family members or simply ask students to collect pictures of their favorite cartoon characters.

Day Two

- Orally review the new vocabulary pictures you used in the previous lesson or read your My Family book again.
- Play the audio song once (امي امي) found in *Sinbad* audio CD, along with pointing to an enlarged family picture or flash cards. Repeat the first part of the song as many times as is needed.
- Next, introduce the flash cards of written family members under the picture while repeating the name of each family member introduced on day one of the unit. While you say the names of the family members, attach the word flash cards below the pictures previously used: This is my mother. This is my father. Remove the Arabic script flash cards and call on individual students to the place the labels correctly.
- Use a family picture to introduce new words “my brother.” Have students repeat after you. Ask, “yes/no?” choice, and who questions to ensure that students know the vocabulary, such as, “Is this a brother?”
- Explain the word structure and how Arabic letters look after they connect. For example, in English, explain how the letters of “mother” connect and how the letters of “father.” Ask students to identify whatever Arabic letters they recognize through the sounds. Make sure to emphasize spelling based on the sound of each letter.
- Introduce the امي امي song and teach the chant of the first part, display the first part of the song on the video clip (the first part امي امي all the way to نحن العائلة).

Day Three

- Review the chant from day two as a warm-up.
- Then, using several different pictures of families, show family members on family poster and let students sing and point to picture.
- Match the word on the flashcards for my “sister/father/mother” with the visual as you say “This is my sister, father, and mother.” Then, ask volunteers to match the word flash cards with the appropriate visual.

K - UNIT FIVE: My Family

ESSENTIAL QUESTION: What does family mean to you?

- With different visuals of different family members, use choral repetition to have students practice asking and answering questions about the images. For example, ask students “how many sisters do they have?” Be sure to model answers: (one brother.) If students have two sisters according to the pictures, please say the dual concept quickly without further explanation, do the same for the plural form.
- Finally, have students turn to the right and then to the left and ask each other “how many brothers do you have?” Students may respond using just numbers without dealing with dual or plural form of the vocabulary word.

Day Four

- Review the family vocabulary learned thus far by orally reviewing the visuals and the word flashcards.
- Use a family picture to introduce the word “brother/my brother.”
- Have students repeat the new words. Ask, “yes/no?” choice, and who questions to ensure that students know the vocabulary, such as, “Is this your sister/brother?” Assist students as necessary in responding appropriately.
- Repeat the vocabulary using hand puppets or animals to represent family members. Ask students to hold the animals as you chorally review the family vocabulary learned thus far.
- Match the word for brother with the visual as you say “This is the brother.” Then, ask volunteers to match the word flashcards with the appropriate visual and press and pronounce the sound of letters several times so students can repeat and learn the different sounds of each letter.
- Introduce brother and sister using the *امي امي* song. Chant each part and ask students to repeat after you. Display the video and ask students to sing accordingly with the song.
- Remind students to bring in a family photo for tomorrow.
- Close by repeating the song with some Arabic percussion, or if time allows, send students who are good singers of the taught part of the song to the computer to practice family members using *Sinbad* family members. Work with low-level students to practice until you are satisfied with their performance.

Day Five

- Review the song sections from previous days. Link them together now so that students are able to sing two-thirds of the song.
- Use a family picture and review all relations to date. Be sure to label the visuals with word flashcards as you review them with the class.
- Call six volunteers to the front of the class and distribute word flashcards to each one. Point to individual volunteers and ask the class, “Who is this?” The class response should match the word flashcards. Provide assistance when necessary, such as holding up a visual.
- Repeat this activity two or three times so that most students get the opportunity to hold up a word flashcard.
- Read the Family Book for the class. You may consider asking individual students to recognize words on each page, or to have a student use a pointer for the words as you read together chorally.

Day Six

- Warm up by having students sing the song along with viewing the video clip for it. You may also ask

K - UNIT FIVE: My Family

ESSENTIAL QUESTION: What does family mean to you?

students to create their own dance style to be performed as they are singing. Make sure you point to an enlarged family poster or flash cards.

- Have scissors and glue available for the students to use.
- Explain that students will be labeling their family photos by cutting and pasting them vocabulary words onto the photo. Show an example that you have made prior to today's lesson and model what they will be doing.
- Distribute the students' family photos. Ask them to glue it to a piece of construction paper and then to write their name on the back of the construction paper.
- Distribute the Family Template: Family Names, and have students cut out and paste the strips of paper in order to label their photos from home with the correct word for each person.
- Collect their work at the end of class while singing the family song.
- Introduce the grandma part of the song, and have students say and repeat it while they are working. Allow a few minutes to watch the video clip.
- Send students who are done quickly with their project to computers for additional vocabulary practice.

Day Seven

- Introduce the last part of the song about grandpa. Show the video clip.
- Because the song has plenty of word circulation and repetition, assign this day to focus more on teaching of all the words clearly and assure that students are having the concept and pronunciation of all words correctly.
- Ask students to sing and dramatize the characters of the song.
- Teach the concept of "my" such as "my mom."
- Make sure students recognize the differences between "father" and "my father" (اب - ابي)
- Close the day by having students finish their posters if they haven't done so. While students are finishing up their work, work with a small group of students to distinguish letters within the words on their posters using letter sounds.

Day Eight

- Have students individually present their family photos to the class without or as little assistance as possible from you or peers. This will serve as the assessment for the presentational mode.

Day Nine

- Orally review the names of family members with the class.
- Conduct the interpretive assessment. Distribute the assessment Attachment 2. Explain to students that they will need to listen to you in order to circle the correct family member you identify in each group.
- Once they are finished, call on individual students to come forward and describe their families in response to your questions using their labeled family picture posters. For example, you might ask, John: "How many people are in your family?" or Maria: "How many sisters do you have?" (كم اخت عندك؟)
- While students are visiting you, pair other students and have them practice asking and answering questions about their families.
- Next, form groups of four and have students ask and answer questions as you circulate to assess students. Switch groups once if necessary to assess all students. I highly recommend using "Team Structure" from

K - UNIT FIVE: My Family

ESSENTIAL QUESTION: What does family mean to you?

Kagan to do this activity. Circulate to assist students as needed.

- Close the lesson with the family song.

Day Ten

- Have students display their family posters.
- Sing the song in groups. You may want to reward groups that do particularly well. You may divide students into several different types of teams in order to practice the song multiple times. Hand percussion to students and have others hold their posters and point to the family members. Ask students to sing the full امي امي song. By doing this with several students you conducted your presentational assessment.
- Review family members in a small group with those who continue to have challenges with vocabulary acquisition. During this time, other students may watch a Sinbad Cartoon about family.
- Close the unit by re-reading the Family Book as a class.

DIFFERENTIATED INSTRUCTIONAL SUPPORT:

- Allow students who are initially hesitant in responding to questions with complete sentences to use word or phrase utterances.
- Partner hesitant students with students who can provide a strong model.
- Use a recordable pen if you have one as an alternative to a presentational assessment for those students who are especially shy.

LIST OF ATTACHMENTS:

- Attachment 1: Family members' pictures.
- Attachment 2: Labeled clouds

K - UNIT FIVE: My Family

ESSENTIAL QUESTION: What does family mean to you?

EXTENSIONS AND HOME CONNECTIONS

TO BE SENT HOME

My Family

Name: _____ Date: ____/____/____

In our Arabic class, your child is learning the vocabulary listed below. Please encourage your child to teach a family member these words. Please don't show your child the transliteration as s/he is learning to read the Arabic script directly without any English references. If the unit includes a song or rhyme have your child sing it for you and perform body gestures.

Arabic	Transliteration	English
اب - ابي	Ab - Abi	Father - My father
ام - امي	Um - Umi	Mother - My Mother
اخ - اخي	Akh - Akhi	Brother - My Brother
اخت - اختي	Ukht - Ukhti	Sister - My sister
جد - جدي	Jad - Jadi	Grandpa - My Grandpa
جده - جدتي	Jadah - Jadati	Grandma - My Grandma
انا	Ana	Me or I
احب	Uheb	I like or I love
نحن العائلة	Nahno Al-a'ilah	We are the family
؟ من هذا - هذه	Man Hatha (z)Hathihie (z)?	Who is this? for (M) / (F)
هذا..... - هذه.....	Hatha ... – Hathihie....	This is..... for (M) / (F)

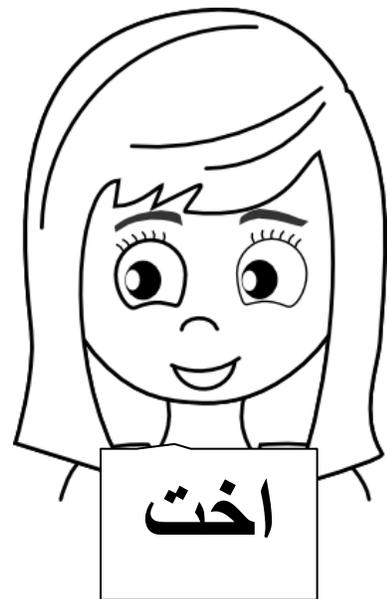
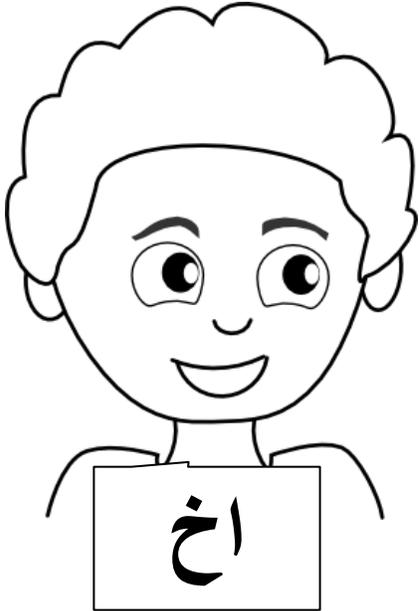
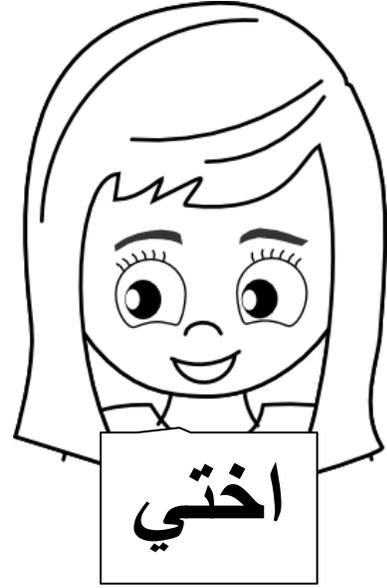
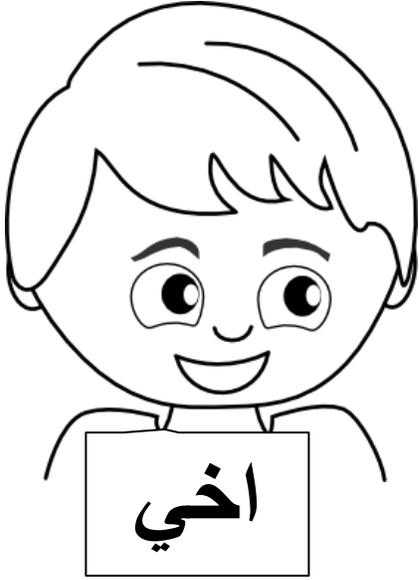
K - UNIT FIVE: My Family

ESSENTIAL QUESTION: What does family mean to you?

Attachment 1
Family Members' Pictures

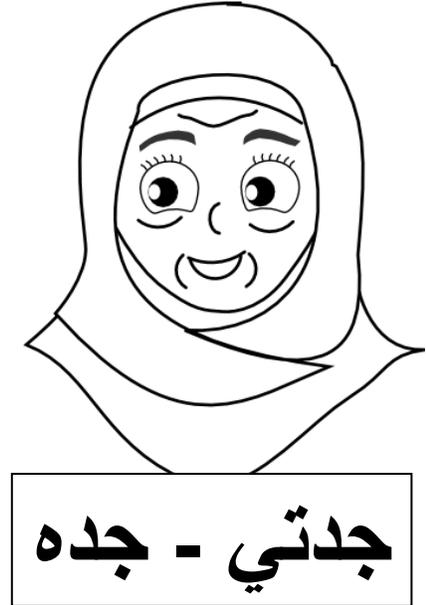
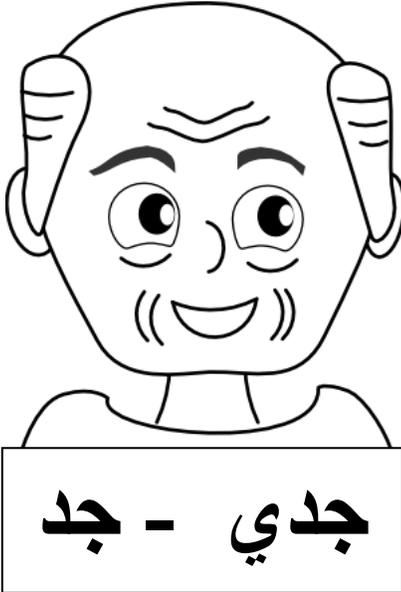
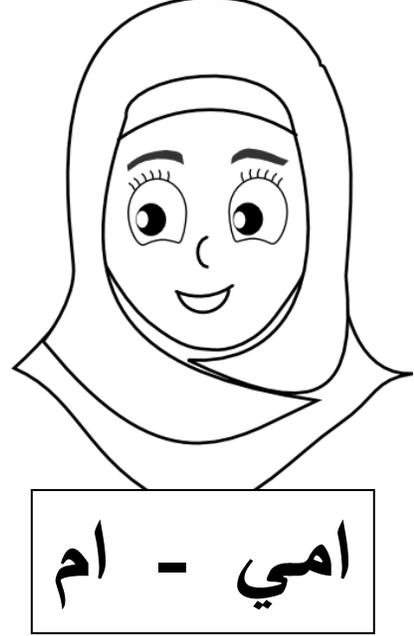
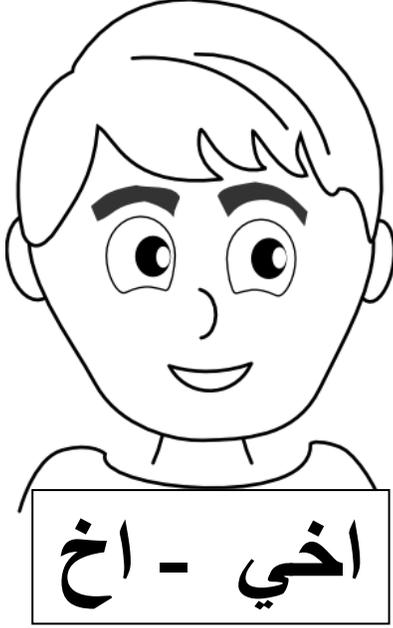
Name _____

Date ____ / ____ / ____



K - UNIT FIVE: My Family

ESSENTIAL QUESTION: What does family mean to you?

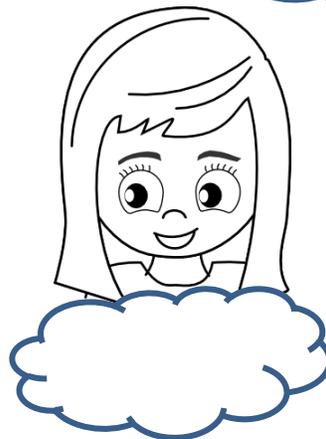
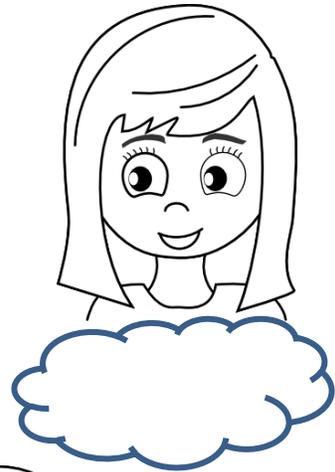
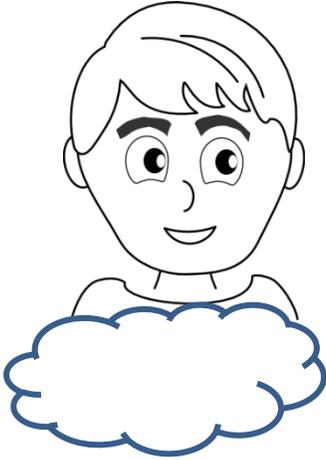


K - UNIT FIVE: My Family

ESSENTIAL QUESTION: What does family mean to you?

Attachment 2
Labeled Clouds

Name _____ Date _____ / _____ / _____



K - UNIT FIVE: My Family

ESSENTIAL QUESTION: What does family mean to you?

GENERAL TIPS

After piloting this unit, Arabic language teachers made the following suggestions:

- Assemble a variety of pictures of families of all sizes and ethnicities prior to the unit, or ask parents to send in magazine pictures with their children.
- Prior to starting this unit, create your own My Family book, which contains most to all of the targeted language and structures of this unit. You will be able to read it again and again to the class during and after the unit. Also, students will be able to read it on their own in the future as a reading activity.
- Send a note home to parents on the first day of the unit asking for a photograph of the children's immediate family members.
- Students particularly enjoy the song *Omi Omi*.
- I used the students themselves to make up a TV family rather than using the pictures of family members. The students become the family and they identify themselves to each other. Also I introduced the verb "I like or love" so that they can say, for example, "I love my grandma."
- I also focused on demonstrative articles such as "this."
- This unit provides a good opportunity to review numbers as students describe their family members. I don't teach son and daughter, but I have students greet their parents and brothers and sisters every day when they go home.