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Name of the institution: Arlington Public schools and McLean Islamic Center

Arabic beginner lesson plans
Middle school

Unit: Arab cultural Dance and Music Styles

Lesson Number 1 of 5

Stage 1: What will students know and be able to do at the end of this lesson?

Objectives (CAN DO Statements):

“I can draw a map of Arab cultural dancing”

- 1- I can write the name of the Arab courtiers
- 2- I can present countries of each geographical zone
- 3- I can describe map directions
- 4- I can present different dancing styles and connect it to the map.

Linguistic Skill: Presentational writing:

Stage 2: How will you know that students can do that? What instructional activities will be used?

Subject/ Information	Activity	Teaching tools/ materials	Duration
1. The teacher will start the unit by explaining to	1. A map for the Arab world including names of	1- Arab World Map.	45 mns.

<p>students that the main objective of this series of lessons is to learn Arabic through learning Arab cultural dancing.</p> <ol style="list-style-type: none"> 2. The teacher will bring Arab world map and point to the countries of which students will practice dancing styles. These dancing styles will be mainly from Egypt, Lebanon, gulf and Morocco. 3. Students should learn about the location of Arab world in 2 continents (Africa and Asia), names of countries and main geographical directions: North, South, east and west. 4. Arab world main geographical zones: Khaleej zone, Sham zone, Middle East, North Africa (Moroccan countries). 	<p>countries in Arabic</p> <ol style="list-style-type: none"> 2. The teacher will introduce location of the Arab world in North Africa and west Asia. 3. Teacher will introduce map directions through comparing locations of Arab countries on the map. Then circling Arab countries zones. Example: Egypt is located in north Sudan. Saudi Arabia is located west to Bahrain...etc. Zones circling will include circling Gulf countries together, circling Moroccan countries together, circling Sham countries together ...etc. 4. The teacher will post picture of dancing styles related to Arab cultural dancing styles. 5- Students will be given blank Arab world map. Students will be divided into 4 groups. Each group will be 	<ol style="list-style-type: none"> 2- Photos of dancing styles 3- Blank map printouts 4- Pencils, pencil colors, glue sticks and scissors. 	
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<p>5. The teacher will then present to the students the different dance styles in each zone through showing pictures.</p>	<p>asked to write the names of Arab countries in Arabic in a certain Arab zone. Then they will be asked to print some pictures related to the dancing style related to that zone to glue it.</p> <p>Each group will be asked to present their map to other students afterwards.</p>		
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Closing and exit slip:

Wrap up geographical directions, Arab world location and zones. Each student will be asked a question before leaving the classroom related to the lesson of the day such as:

Q: where are gulf countries located?

A: in West Asia

Q: where is Egypt located?

A: in north Africa

Q: Name one Moroccan country?

A: Tunisia

Stage 1: What will students know and be able to do at the end of this lesson?

Objectives (CAN DO Statements):

“I can name main body parts for dancing purposes”

- 1- I can name the body parts from head to toe
- 2- I can present body parts to others
- 3- I can dance!

Linguistic Skill: Presentational Speaking:

Stage 2: How will you know that students can do that? What instructional activities will be used?

Subject/ information	Activity	Teaching tools and materials	Duration
1- Learning about body parts (head, hair, face, eyes, nose, mouth and ears)	1- The teacher will explain to students that in Arab cultural dancing, many dancing styles will depend on moving head and hair. That’s why we learn about body parts including head. 2- The teacher will first explain on an illustrative chart the body parts of the head while pointing to the parts and these parts are: head, hair, eyes, nose, mouth, face and ears. Then the teacher will ask students to repeat saying each part by taking turns pointing to it on the	1- Illustrative chart board of body parts. 2- Puppets 3- Foam sheets, eyes, hair Laptop for song and video about	45 mns.

	<p>chart.</p> <p>2- The teacher will bring Puppets and ask students to imagine this is the dancer and ask each student to point to the body parts of that doll to other students.</p> <p>3- Game: the teacher will ask one of the students to close his/her eyes and give the student a Puppet. Other students in turn will ask the player to point to a certain part in the head while closing eyes. If the player gets it right, he/she takes a point if not losses a point.</p> <p>4- Arts and crafts: the teacher will tell students to make a doll head craft for a doll using foam sheets, fake eyes and hair. Each student will present the doll after that naming the body parts.</p> <p>5- Songs: tailor the “head shoulder” kids English song into Arabic:</p> <p>Head, eyes, nose and mouth, nose and mouth. Hair ears and face.</p>	<p>body parts.</p>	
<p>Learning about body parts (hand, arm, shoulders. leg, feet, belly)</p>	<p>1- The teacher will explain to students that in addition to the head parts, also in Arab cultural dancing styles, dancers move their arms, belly and legs.</p> <p>2- The teacher will use the Illustrative chart for body parts to point to the shoulders, arm, hand, leg, feet and belly.</p> <p>3- The teacher will ask each student to describe the</p>	<p>4- Illustrative chart board of body parts.</p> <p>5- Puppets</p> <p>6- Foam sheets, eyes, hair</p>	<p>45 mns</p>

	<p>body parts on their Puppets.</p> <p>4- Game: guessing game. Students will be divided into teams. Each team number should be around 4 students. Each team will compete with another one to guess the correct answer. The main topic is body parts. The teacher will give each student index cards with a photo of the body part. The player should try his/her best to explain the function of the part without saying a word. Only by using the sign language and without pointing to the part on self. The students of his/her team should guess what part. If the team gets it right, the team takes a point and vice versa.</p> <p>5- Arts and crafts: the teacher will ask students to finish their craft Puppets with the rest of the body parts.</p> <p>6- Song: same tailored song with adding other body parts.</p>	<p>Laptop for song hearing.</p>	
<p>Learning about body parts: Practice</p>	<p>1- The teacher will ask students to prepare a PPT about body parts including adding their voices explaining each part.</p> <p>2- The teacher will put on a video of part of “Reda Group” song as one of the Egyptian folklore dancing and ask students to name the body parts</p>	<p>1- Students computers and headphones and microphones with PowerPoint installed and Internet access to copy and past photos.</p>	<p>1 hour</p>

	<p>they used while dancing the song. Then the teacher will ask students to follow same dancing steps of the song while pronouncing the name of the body part that they are moving while dancing</p> <p>Same activity will be repeated on a folklore Moroccan dance and compare to what extent both styles are similar to each other.</p>	<p>2- Laptop/ projector to show students the dance.</p>	
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Closing and Exit slip:

Wrap up of body parts and ask students questions before leaving classroom such as:

Q: what are head parts?

A: hair, eyes, mouth...

Q: sing the body parts song in Arabic?

A: head, eyes, nose and mouth, nose and mouth

Stage 1: What will students know and be able to do at the end of this lesson?

Objectives (CAN DO Statements):

“I can understand main directions”

- 1- I can understand main positions and directions
- 2- I can move towards a direction after listening to instructions
- 3- I can ask simple questions

Linguistic Skill: Interpretive Listening:

Stage 2: How will you know that students can do that? What instructional activities will be used?

Subject/ Information	Activity	Teaching tools and materials	Duration
Main directions: left and right. The teacher will review some of the body parts such as ears, eyes, shoulders, arms, hands, legs, and feet and introduce right and left. 2- The teacher will introduce the question related to directions: “Where is..... Please?”	1- The teacher will use the Illustrative chart and ask students about the body parts. Then the teacher will introduce right and left hand, ear, eye, leg and feet to students. 2- The teacher will bring small size car toys and a hand made Traffic light with both right and left arrows. The teacher	1- body parts Illustrative chart 2- toy cars 3- directions signs 4- Traffic light made of cardboard	30 mns

	<p>will divide students into 4 groups where they stand in different directions. Then the teacher will ask students to look at the light and act accordingly and to pay attention to the direction said by the teacher to avoid accidents!</p> <p>3- Role modeling: students will be divided into 2 groups. One group will be responsible for telling directions and the other one should ask about a place using the question “where is....?”</p>		
<p>Direction: front and back</p>	<p>2- The teacher will explain to students front and back directions by using objects. Teacher will position each object compared to the other using front and back directions.</p> <p>3- Role Modeling: students will play metro game. Some students will be the metro guide person and the others are travelling to and from metro center station in</p>	<p>1- Objects (whatever available)</p> <p>2- Cardboards and markers</p>	

	<p>Washington DC. Students should be able to ask questions using “where” and answer back with directions. Students will be asked to make metro signs before playing the game.</p>		
<p>Direction: up and down</p>	<p>1- The teacher will explain the directions of up and down using arrow signs and objects.</p> <p>2- Game: Students will play a cardboard game of directions “Where is the dog?” Each 4 students will play together competing on reaching the end square on the cardboard. The student won’t be allowed to move from the square till telling the correct direction of the dog (right, left, front, back, up and down).</p>	<p>1- Objects (whatever available)</p> <p>2- “Where is the dog cardboard game”</p>	<p>45 mns.</p>
<p>Directions practice</p>	<p>After learning about directions, the teacher will talk about the Khaleeji dancing style and how this kind of dancing depends on both different body parts and moving in directions such as moving long hair for girls to the right and left, moving whole body to front, back and moving hands up and down. The teacher will show a video of Khaleeji dancing and special</p>	<p>1- laptop/projector machine</p> <p>2- Khaleeji head scarves for boys and long hair wigs as needed for girls for the dance.</p>	<p>45 mns.</p>

	Khaleeji music while explaining the dance use of directions. 2- Students will be asked to follow the Khaleeji dance steps as shown in the video with the teacher's instructions of using body parts and directions.		
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Closing and Exit slip:

Wrap up directions with students and answer questions before leaving the classroom such as:

Q: where is the desk?

A: behind

Q: where is your friend standing?

A: on the right

Stage 1: What will students know and be able to do at the end of this lesson?

Objective(s) or Can Do Statements:

“I can use action verbs related to dancing”

- 1- I can understand action verbs related to dancing
- 2- I can communicate with others using action verbs
- 3- I can dance!

Linguistic Skill: Interpersonal Communication

Stage 2: How will you know that students can do that? What instructional activities will be used?

Subject	Activity	Teaching tools and materials	Duration
Learning about action verbs related to dancing: Dance, move, turn, stand, sit, sing, clap and stump	1- The teacher will introduce the actions verbs related to dancing through PPT showing the action verb. Then will ask students to do the action after listening to the verb from the teacher. 2- The teacher will tailor the famous kids song “If you are happy and you know it” into Arabic and ask students to act the song with every action verb	1- laptop/projector machine.	45 mns

	<p>they hear in the song.</p> <p>3- Role modeling game: students will pretend they are in theater. One of the students will be the stage director, two students will be the singers, one student will be a script reader and rest of students will be the dancers. Students will have a conversation about preparing for a show using the actions verbs and acting.</p>		
<p>Practice</p>	<p>After learning about directions, the teacher will talk about the different types of Dabka dancing style and the most famous is Lebanese dabka and how this kind of dancing depends on both different body parts and moving in directions in addition to action verbs such as clapping, stumping feet and turning around. The teacher will show a video of Dabka dancing and special Lebanese music while explaining the dance use of directions.</p> <p>2- Students will be asked to follow the dabka dance steps as shown in the video with the teacher's instructions of using body parts, directions and</p>		

	action verbs.		
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Closing and Exit slip:

Wrap up the action verbs and ask students questions before leaving the classroom such as:

Q: show student and flash card of clapping hands and ask what is the action in this picture?

A: clap

Unit: Arab cultural Dance and Music Styles

Lesson Number 5 of 5

Stage 1: What will students know and be able to do at the end of this lesson?

Objective(s) or Can Do Statements:

“I can build a story about Arab Cultural Dance”

1- I can write a simple story book about Arab Cultural Dance.

2- I can present reading my story

Linguistic Skill: Reading

Stage 2: How will you know that students can do that? What instructional activities will be used?

Subject	Activity	Teaching tools	Duration
Making up a story book/ photo album/ memory book/ scribble book/ poster story about different styles of dancing techniques in the Arab world using pictures and writing notes.	Each student will be asked to choose between one of the books types and make a story about Arab dancing styles and techniques using pictures of dancing styles to be able to describe the picture using the vocabulary the learned about the body parts, directions and action verbs. Students may personalize their storybooks by for example pretending travelling around the Arab world and blogging what they have seen during their trip about dance in either a memory book/ photo album or scribble book. Students for	Hard papers, photos print outs, glue sticks, scissors, poster sheets, easel, pencils, colors and staplers.	1 hour

	<p>example may choose to prepare a poster story using an easel or a poster sheet or choose to write a booklet about Arab dance.</p> <p>Students will be asked to present their books at the end of the class.</p>		
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Closing and Exit slip:

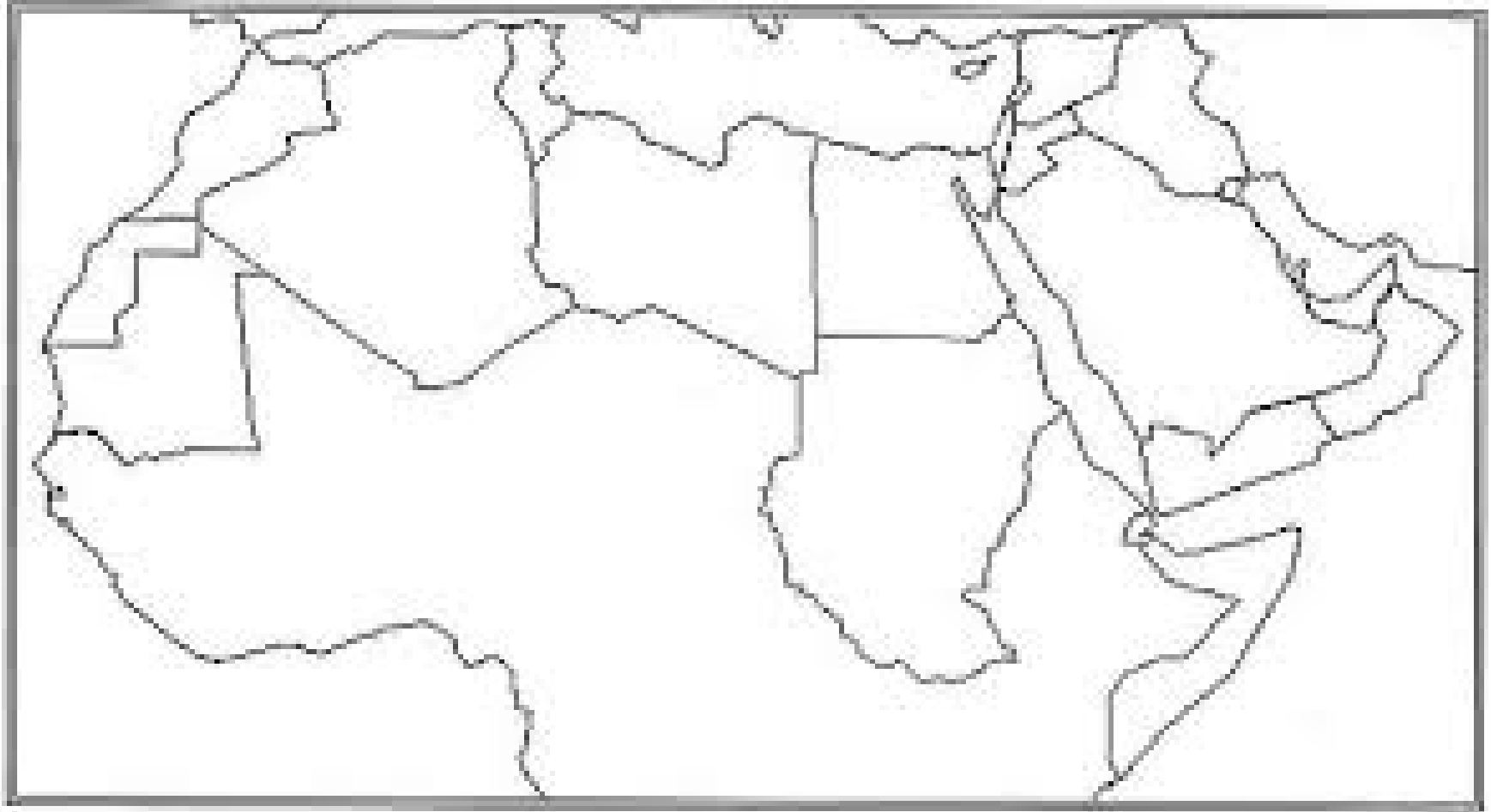
Wrap up the unit and ask students questions before leaving classroom such as:

Q: what is the common body part used in khaleeji dance?

A: head and hair

Teaching material:



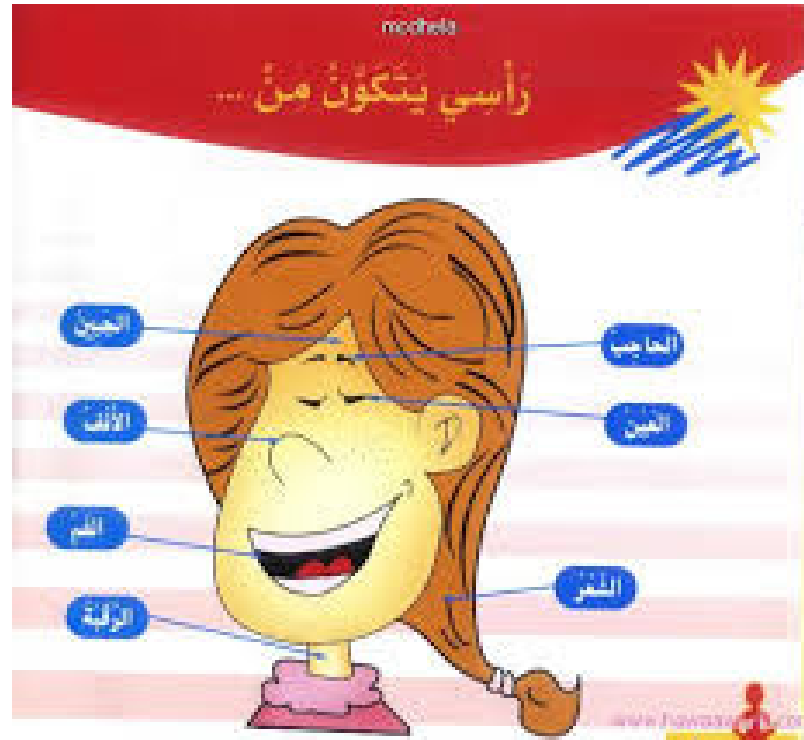


جسم الإنسان - صفة 1



شهران

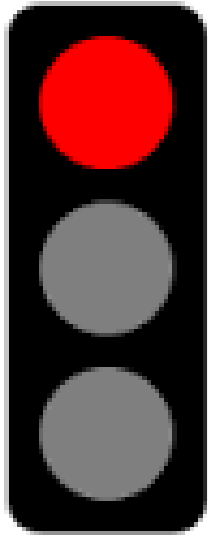




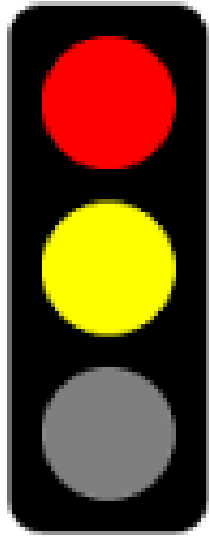
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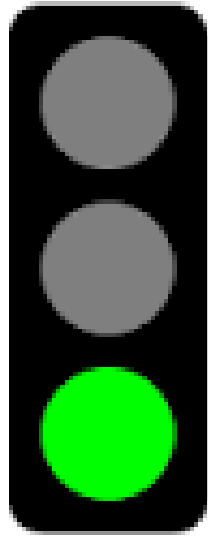
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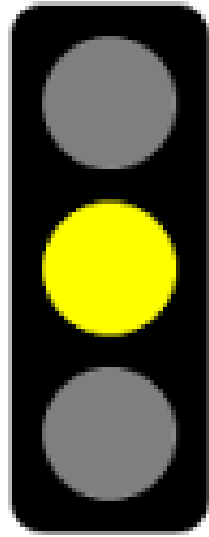
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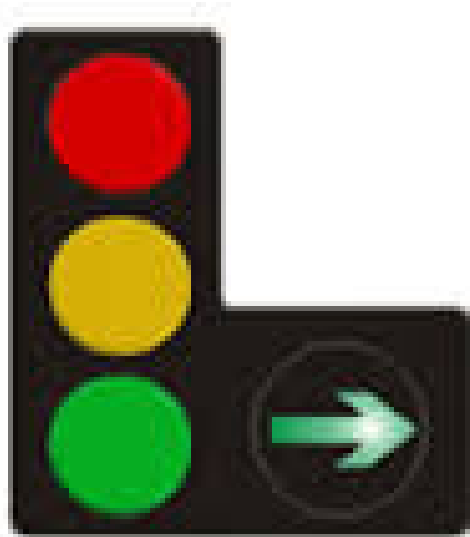
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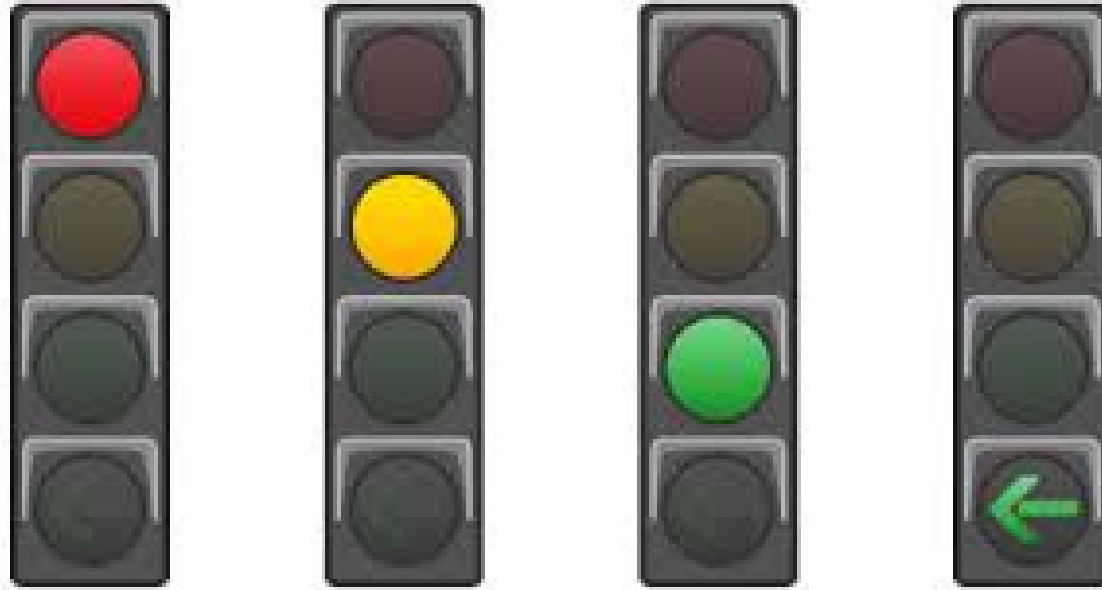


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**Pictures of dancing style
Arab world**

Moroccan dancing:



Dabka (Lebanese)





Egypt Folklore dance:



Khaleeji dance:





Video links:

- 1- <https://www.youtube.com/watch?v=crndAWyWpqY>
- 2- <https://www.youtube.com/watch?v=4UIATcZJWKM>
- 3- <https://www.youtube.com/watch?v=uY46-KNh20M&index=1&list=RDuY46-KNh20M>
- 4- <https://www.youtube.com/watch?v=TpSOh9JjsOA>