



QATAR  
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Kindergarten  
**Kindergarten**  
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

## ESSENTIAL QUESTIONS: How are fruits and colors connected?

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).

# K - UNIT FOUR: Colors and Fruits

**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?

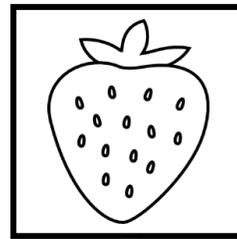
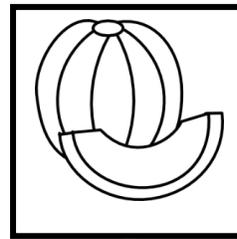
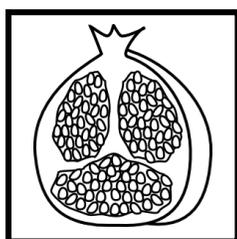
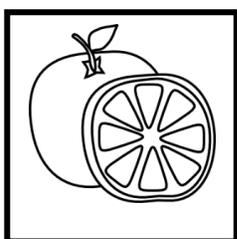
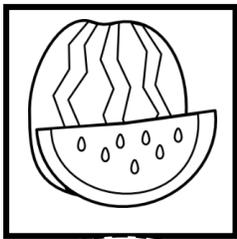
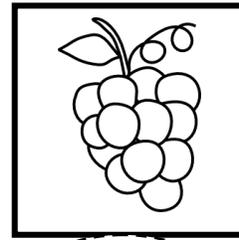
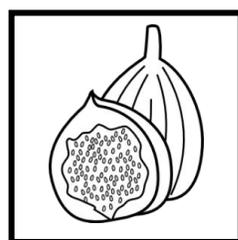
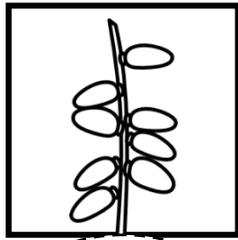
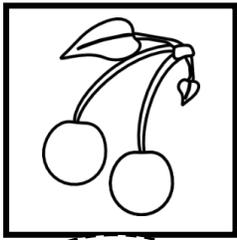
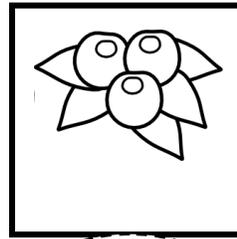
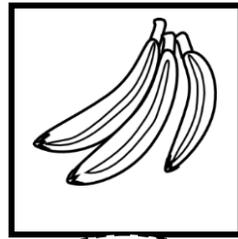
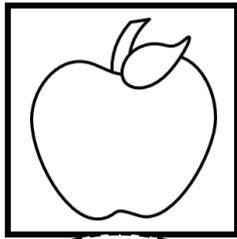
# K - UNIT FOUR: Colors and Fruits

ESSENTIAL QUESTIONS: How are fruits and colors connected?

Attachment 1  
Pre-assessment Worksheet

Name \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



# K - UNIT FOUR: Colors and Fruits

**ESSENTIAL QUESTIONS:** How are fruits and colors connected?

Attachment 2, A  
Color Sorting Grid

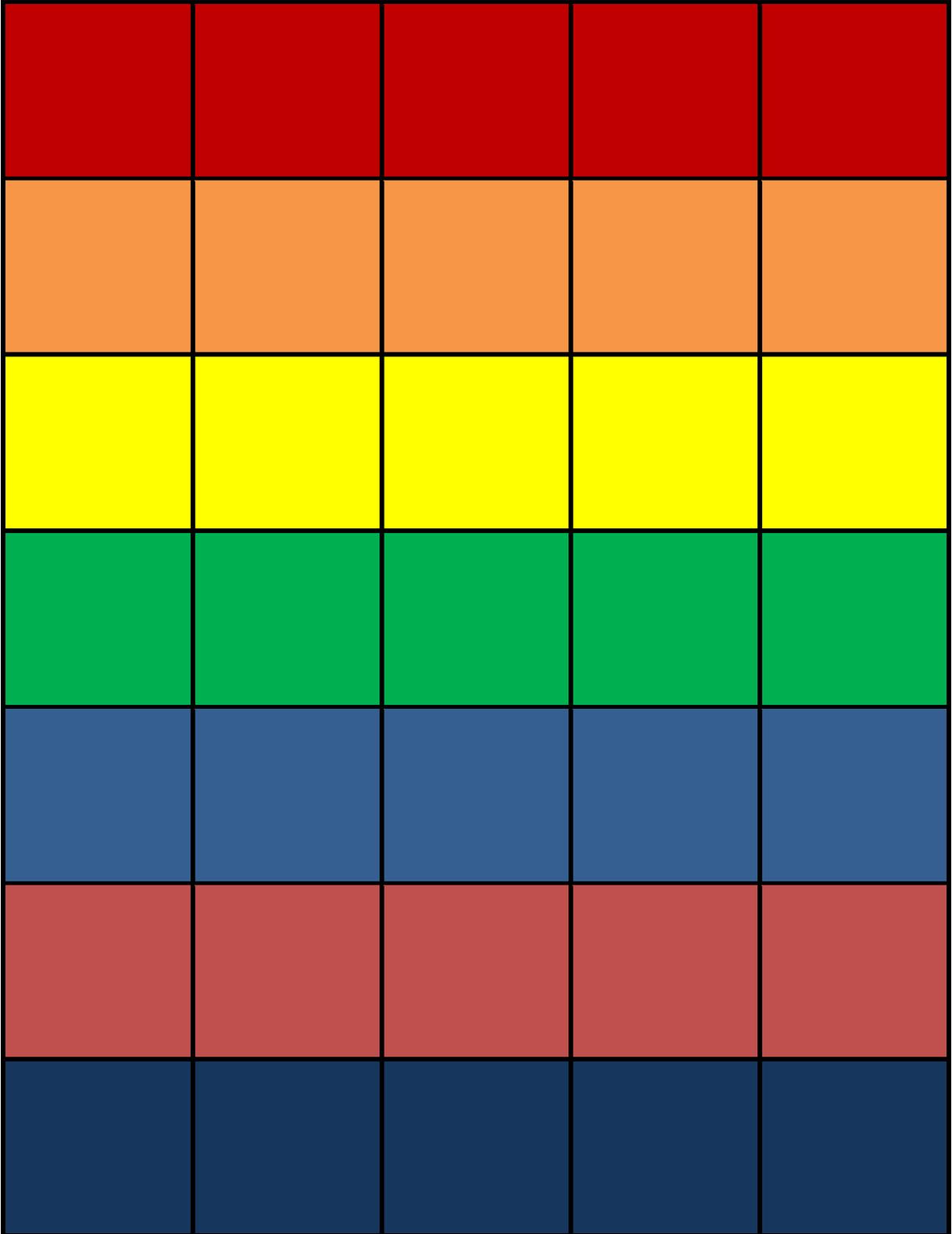
Name: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_


# K - UNIT FOUR: Colors and Fruits

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
		<b>FREE</b>		

# 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.