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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*.

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## 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.....<br>هذه..... | • This is___ for (M) / (F)   |

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## 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)

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## 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.

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- 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

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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

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*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

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## 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) |

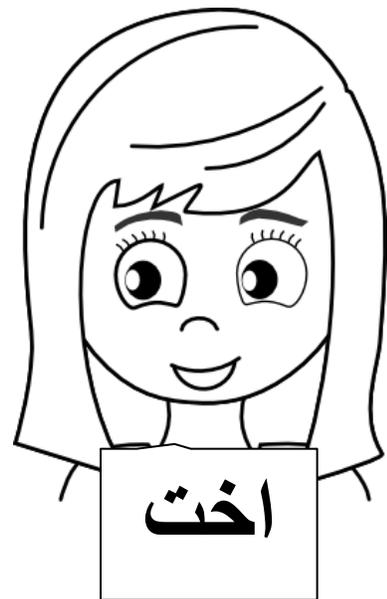
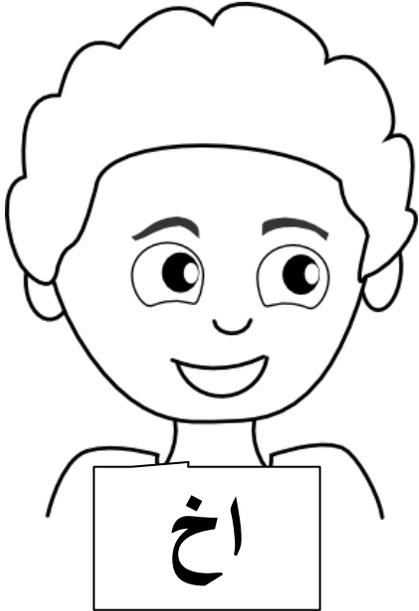
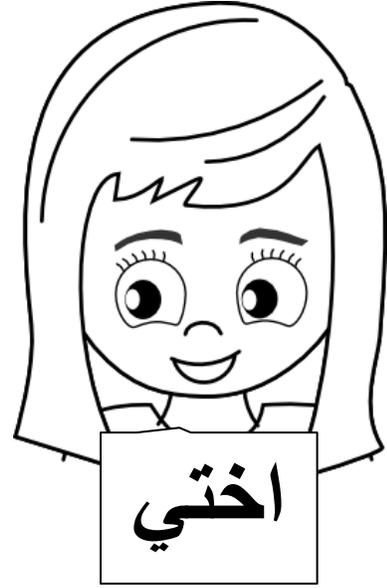
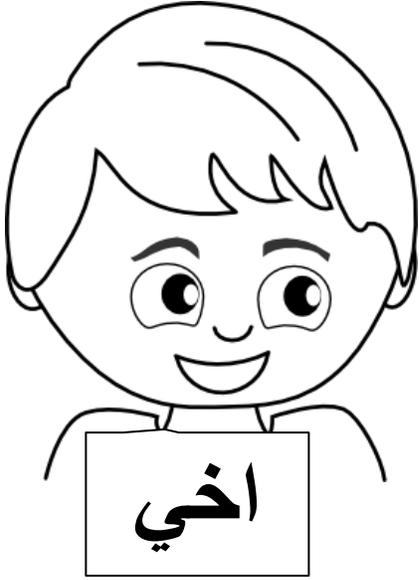
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Attachment 1  
Family Members' Pictures

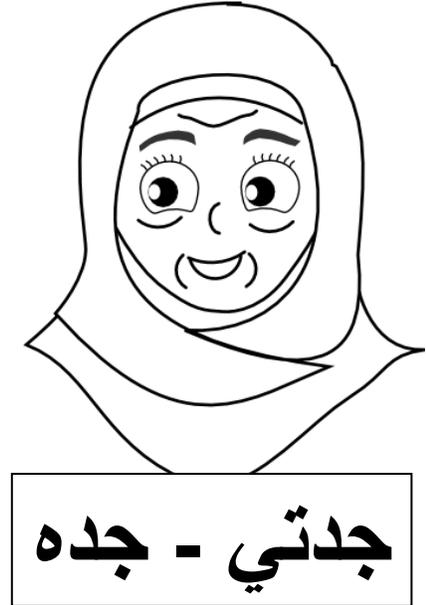
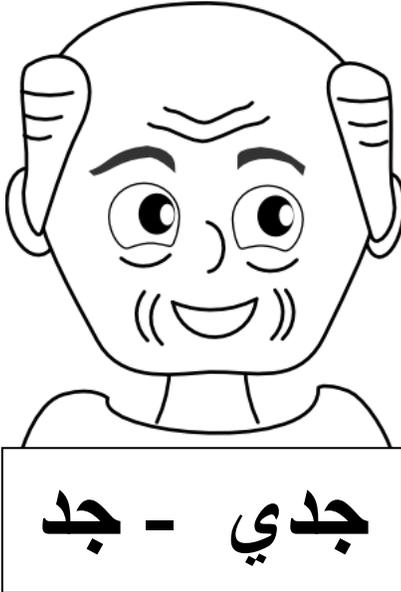
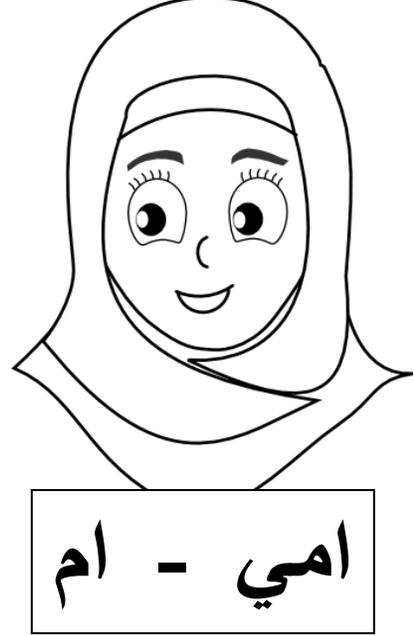
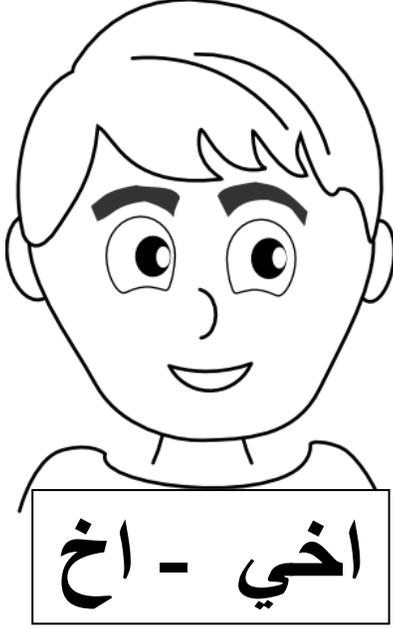
Name \_\_\_\_\_

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



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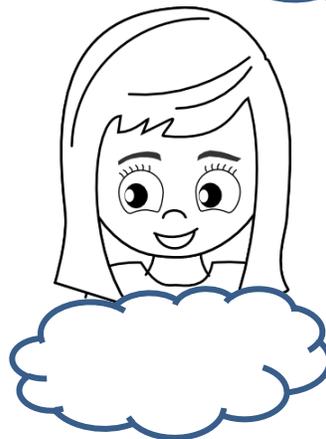
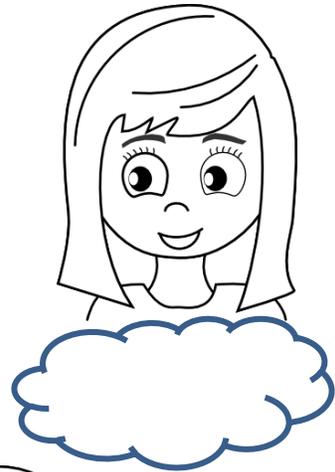
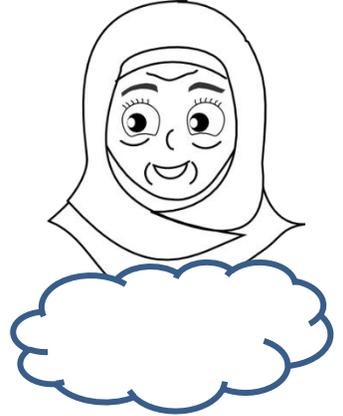


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Attachment 2  
Labeled Clouds

Name \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_



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## 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.