



Second Grade Arabic
Unit 3: Professions and Places in My Neighborhood
Lesson 1: Occupations

Language Objectives:

- 1.SWBAT select the appropriate picture when they hear the name of an occupation.
- 2.SWBAT say whether they are a teacher or a student, with the proper feminine or masculine form of the word.
- 3.SWBAT name several occupations.

Essential Vocabulary	
New Words and Phrases:	
طبيب	doctor (m)
طبيبة	doctor (f)
رجل اعمال	businessman (m)
امرأة اعمال	business woman (f)
طيار	pilot
شرطي	police officer (m)
شرطية	police officer (f)
Review:	
أستاذة	teacher
طالب	student
Structures:	
male and female forms of occupations	

A. Warm-up Activity: Place the name cards of students who have not yet been chosen into the magic hat. Choose a student who is sitting quietly to come draw a name card out of the hat and write that name on the board. Students raise their hands and try to guess whose name it is. Once the name is guessed, that student chooses an Arabic song for the class to sing.

B. My Uncle Has Seven Kids

The teacher introduces the topic by showing the video, "خالتي عنده سبعة اولاد." Encourage students to count to seven along with the video. Video will be used more extensively in lessons 8-9.

C. I am a Student

Ask a student to come up front. Point to self and say, "أنا أستاذة." (I am a teacher.) Then point to student and say, "هو طالب" (he is a student) or "هي طالبة" (she is a student) as appropriate. Turn to the student and say, "أنا أستاذة. وانتِ انتِ؟" (I am a teacher, and you?) The student should reply, "أنا طالب." (I am a student.) Assist, as needed, helping students think about the appropriate form for their gender. "انت طالب أم طالبة؟" (Are you a male student or a female student?) Invite student to sit down. Toss ball or other easily catch-able object to several students, and ask, "أنا أستاذة. وانتِ؟" (I am a teacher, and you?). If a student answers with the wrong gender ending, ask the class, "هو/هي طالب أم طالبة؟"

D. New Vocabulary

Post the image cards for "teacher," "student," and the new vocabulary to be learned with this lesson. Introduce the words to the students while pointing to the pictures. Now point to a picture without saying the word, and invite the class to call out the answer. Repeat with all of the pictures.

E. Fly Swatter Game

Divide the class into two teams. Give the first student on each team a fly swatter. Say one of the new vocabulary words. The first student to swat the correct letter earns a point for his or her team. Continue until each student has had at least one turn.

F. Dismissal

Give each student a clothespin. Ask students to line up. Hold prepared "plate" with images from the lesson. As each student exits, say one occupation. Students place the clothes pin on the correct picture on the way out.

Materials Needed:

- Magic hat, name cards
- Large pictures representing new vocabulary (or use image cards)
- Fly swatters
- Cake plate, prepared with vocabulary words from this lesson
- Computer and projector
- Numbers Song: http://www.youtube.com/watch?v=rzyOM_HL11Y (available online or for purchase from Syraj Arabic Books)

Interpersonal Assessment - Activity C

Students answer correctly, describing themselves as students with the proper gender ending.

Interpretive Assessment - Activity E

Students swat the correct picture when they hear the word.

Interpretive Assessment - Activity F

Students place the clothespin on the correct image.



ACTFL Standards :

Interpersonal Communication:

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

Interpretive Communication:

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

Language Comparisons:

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



Second Grade Arabic
Unit 3: Professions and Places in My Neighborhood
Lesson 2: My Mother is a Doctor

Language Objectives:

- 1.SWBAT talk about the occupations of family members.
- 2.SWBAT combine family member words with occupational words, using proper gender agreement.

Essential Vocabulary	
Review:	
طبيب	doctor (m)
طبيبة	doctor (f)
رجل أعمال	businessman
امرأة أعمال	businesswoman
طيار	pilot
شرطي	police officer (m)
شرطية	police officer (f)
أستاذة	teacher
طالب/ة	student
أمي	my mother
أبي	my father
أختي	my sister
أخي	my brother
جدتي	my grandmother
جدي	my grandfather
Structures:	
Possessive pronoun "ي"	
Male and female forms of occupations	
Absence of the verb "to be"	

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

B. New Vocabulary

Post pictures of new vocabulary words, as well as pictures of family members. Sing "نحن العائلة" to review family words. Choose a family member picture, and put an occupation picture beside it. Say the sentence that corresponds to the pictures, for example: "أمي طبيبة." Have class repeat the sentence. Repeat activity, with other combinations of family members and occupations.

C. Family Members

Invite half of the students to form a line, leading to the front of the room. Have the first student choose a family member and an occupation, and put the pictures beside each other. Student then says the appropriate sentence and class repeats (assist as necessary). That student sits down, and it is the next student's turn. When all of the students in line have had a turn, invite the other half of the class to form a line, and repeat the activity.

D. Cube Game

Instruct the students to sit in a circle, "اجلسوا في دائرة." Toss the prepared cube containing the occupation image cards in the center of the circle. Say a sentence with the occupation that lands facing up, using "أنا" or any family member. Have students repeat the sentence. Give the cube to a student in the circle. Student tosses the cube, and says a sentence with that occupation and any family member. Have class repeat the sentence. Student hands the cube to the next student in the circle, and play continues.

E. Pair Sentences

Instruct students to return to their seats. Invite two students to the front. If you have two cubes, prepare the second cube with the family member image cards from grade 1. If you do not have two cubes, place the family member image cards in the magic hat. Motion to the students that one of them should toss the cube, and one of them should draw an image card out of the hat. Students should then get together and figure out the sentence, combining the family member with the occupation. Repeat with other pairs of students.

F. Find Your Match

Give each student a copy of an image card (make sure that there are at least two for every image used). Students must walk around the room and tell other students their occupation. "أنا طبيب. أنا طيار." (I am a doctor. I am a pilot.) They must approach an individual student to exchange the information, not yell, or show their picture to anyone. When they find a match, they can trade in their picture for a different one, and try again.

G. Dismissal

Ask all students wearing a certain color shirt to line up. Repeat with other colors until all student are lined up.

Materials Needed:

- Magic hat, name cards
- Large pictures of occupation vocabulary and family members
- Cube(s) prepared with image cards
- Copies of Image cards with at least two of each picture, and a total number to provide at least one per student

Presentational Assessments - Activities C, D, E

Students should be able to name the family member and create a sentence using the occupation, with the correct form that corresponds to the gender of the family member.



Interpersonal Assessment - Activity F

Students will exchange information to find the individual with the matching card.

ACTFL Standards :

Interpersonal Communication:

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

Interpretive Communication:

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

Presentational Communication:

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

Language Comparisons:

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



Second Grade Arabic
Unit 3: Professions and Places in My Neighborhood
Lesson 3: What am I?

Language Objectives:

- 1.SWBAT identify the occupation of a classmate from visual clues.
- 2.SWBAT talk about additional occupations.
3. SWBAT state their (imaginary) occupation.

Culture Objectives:

1. SWBAT recognize occupation names in an authentic Arabic children’s song.
2. SWBAT notice the differences and similarities between occupations which are popular among children in the US and the Arab world.

Essential Vocabulary	
New Words and Phrases:	
صياد	fisherman
نجار	carpenter/builder
طباخ	cook (m)
طباخة	cook (f)
رسام	artist
طبال	drummer
Review:	
طبيب - طبيبة	doctor
رجل اعمال	businessman
امرأة اعمال	business woman
طيار	pilot
شرطي - شرطية	police officer
أستاذة	teacher
طالب/ة	student
Structures:	
“I am a...” Absence of verb “to be,” absence of indefinite article	

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

B. Video

Play the video, "خالي عنده سبعة اولاد." Have the students count with the video, and help

them recognize the two occupations they already know طيب (doctor) and طيار (pilot).

C. New Vocabulary

Post pictures representing new vocabulary words. Introduce words to students by pointing to the pictures, and having students repeat the words. Have students stand. Act out each occupation, while saying the occupation, for example hold out arms like a plane and say "أنا طيار." (I am a pilot.) Have students repeat each word with each action. Post the pictures from the previous lesson on the board as well, and create actions for these as well.

D. Acting with the Song

Play the video again, and have students act out each occupation as it comes up in the song. Encourage students to sing along with the repeated parts of the song. Ask for volunteers to act out the video in front of the class. Play the video, with the students up front as the "leaders" and everyone else following their actions. Repeat with another set of student volunteers.

D. What am I?

The teacher acts out an action for one of the occupations on the board, and calls on someone to say the word. Raise your hand and put your finger to your lips to signal to the students that they are to raise their hands, and not call out the answer. When a student guesses the right occupation, invite that student to come to the front and act out an occupation. Repeat with other students, letting each student who guesses correctly have the next turn.

E. What is missing?

Choose a student to leave the room. Choose another student to come up and remove one of the pictures from the board. Invite the student back in and ask, "ما هو غائب؟" (What is missing?). The student should figure out which picture is missing, and tell the class. Send another student out of the room, and repeat the activity by having a student remove a different picture. Repeat as time allows.

G. Dismissal

Invite students to line up. As each student leaves, say an occupation, and have the student act it out.

Materials Needed:

- Magic hat, name cards
- Large pictures representing vocabulary from this lesson and review vocabulary (or PowerPoint slide)
- Computer and projector
- Video - http://www.youtube.com/watch?v=rzyOM_HL11Y

Presentational Assessment - Activity D

Students correctly identify the occupation when they see the action.



Presentational Assessment - Activity E

Students say the word for the missing occupation.

Interpretive Assessment - Dismissal

Students recognize the word for the occupation, and perform an appropriate action.

ACTFL Standards :

Interpersonal Communication:

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Interpretive Communication:

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

Presentational Communication:

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

Language Comparisons:

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

Cultural Comparisons:

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



Second Grade Arabic
Unit 3: Places and Professions in My Neighborhood
Lesson 4: Where Do I Work?

Language Objectives:

- 1.SWBAT name several places in a typical city.
- 2.SWBAT explain where people work.
3. SWBAT recognize and write the word “in”.

Essential Vocabulary	
Sight word:	
في	in
New Words and Phrases:	
مستشفى	hospital
مدرسة	school
مطار	airport
مركز شرطة	police station
بحيرة	lake
مطعم	restaurant
أعمل	I work
Review (include masculine and feminine forms):	
صياد	fisherman
طباخ - طبخة	cook
طبيب - طبيبة	doctor
طيار	pilot
شرطي - شرطية	police officer
أستاذة	teacher
طالب/ة	student
في	in
Structures:	
First person singular of “to work.”	

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

B. Sight word



Write the word “في” on the board. Use it in a sentence.

Hand out the sight word worksheets. The students should follow along as the teacher models writing the word. While students are writing, write several other words on the board. Include the sight words students have learned so far. Write "في" a few more times, mixed in with the other words.

C. Find the Sight Words

Invite a student volunteer to come up and circle "في" on the board (have the student only circle it once, even though it is written several times). Say another sight word, and have a student come up and circle it. Repeat until each sight word, including each "في", is circled.

D. Team Writing

Erase the words on the board. Write "في" at the top of the board as an example. Divide the class into three teams. Have teams line up in three lines, from the front of the room to the back. Give the first student on each team a white board marker. Students at the front of the line will go to the board, write "في", and then give the marker to the next student in line. Avoid making it a contest to see who finishes the fastest, or the students will not take time with their writing.

E. Where Do I Work?

Perform the action of an occupation, and say to the students, “أنا صياد. أين اعمل؟” (I am a fisherman. Where do I work?) Invite a student to come up and point to the appropriate picture (the lake). Help the student say, “في بحيرة” (at a lake). Class repeats, “في بحيرة.” Invite a student to come up and perform the action of an occupation. Help the student state the occupation, and ask the class, “أين أعمل؟” Students raise their hands, and the student at the front calls on someone to answer. Repeat as time allows, helping students who are hesitant.

F. What’s My Job?

Give the students a clue to an occupation by saying, “أنا أعمل في مطعم.” (I work in a restaurant.) Then ask, “من أنا؟” (Who am I?) Call on a student to answer. Student should answer, “طباخ” (a cook). Give a different clue, and call on a student to answer. Repeat until students seem comfortable. Then invite a student to give a clue, and have another student answer.

G. Dismissal

Invite students with a certain color of shoes to line up. Repeat with other colors until all are lined up.

Materials Needed:

- Magic Hat, name cards
- Puppet
- Image cards representing places



Interpersonal Assessment - Activity C

Students should answer with the correct place.

Interpersonal Assessment - Activity D

Students should answer with the correct occupation.

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Interpretive Communication:

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



Second Grade Arabic
Unit 3: Professions and Places in My Neighborhood
Lesson 5: Place Race

Language Objectives:

- 1.SWBAT respond to a place name by going to the designated place in the room.
- 2.SWBAT tell where people work who have specific occupations.

Essential Vocabulary	
Review:	
مستشفى	hospital
مدرسة	school
مطار	airport
مركز شرطة	police station
بحيرة	lake
مطعم	restaurant
أعمل	I work
صياد	fisherman
طباخ - طبّاخة	cook
طبيب - طبيبة	doctor
طيار	pilot
شرطي - شرطية	police officer
أستاذة	teacher
طالب/ة	student
في	in
Structures:	
Absence of “to be”	
First person singular of “to work”	

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

B. Place Race

Post pictures of the places vocabulary in different spots around the room. For a large class, have only half the class play at a time. Student who are playing stand at the front of the room. Call out a place name. Students must run to that place before you count down “. ثلاثين اثنين, واحد”. Students who do not make it to the correct place in time sit back down.

C. Matching Activity

Show the students the image cards for places and occupations. Spread the cards face down on a table or desk. Model turning over a card, and saying the occupation or place it represents. Turn over another card, and check for a match. A “match” is when someone turns over an occupation and the place where that person would work. Ask a student to come up and help you, and model taking turns, turning over two cards, saying the word the card represents. Divide the class into groups of three to five students and give each group a set of cards. Students will place the cards face down on a desk, and take turns trying to find a match. Each student must say the word for each card they turn over. When a group has turned over all of their cards, they can turn them back face down and begin again.

D. Find your Partner

Give each student one image card representing a place or an occupation. Model going up to one student, and saying, for example, "أنا شرطي." The student then responds by saying what is on his or her card, for example, "أنا طبيب" or "مطار". Students walk around the room having a similar exchange with one other student at a time, until they find their match - the occupation with the place that person would work. They may trade their card for a new one and repeat.

E. Puppet Activity

Ask students to sit in a circle, "إجلسوا في دائرة." Toss the cube, prepared with occupation cards, in the center. If the cube lands on the pilot have the puppet say, for example, "أنا. أعمل في مطار." (I am a pilot. I work at an airport.) Hand the puppet and the cube to a student in the circle. Student will toss the cube, and say the appropriate sentence.

F. Dismissal

Ask students to return quietly to their desks. Choose either boys or girls to line up first, based on who is the quietest.

Materials Needed:

- Magic Hat, name cards
- Image Cards for places and occupations
- Copies of image cards, so that there will be one copy for each group in Activity C
- Cube

Interpretive Assessment - Activity B

Students will move toward the appropriate place when they hear the vocabulary word.

Presentational Assessment - Activity C

Students will identify the cards correctly.

Interpersonal Assessment - Activity D

Students will provide and obtain information about professions and places to find the student with the corresponding card.



Presentational Assessment - Activity E

Student will say an appropriate sentence according to the picture on the cube.

ACTFL Standards :

Interpersonal Communication:

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

Interpretive Communication:

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

Presentational Communication:

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



Second Grade Arabic
Unit 3: Professions and Places in My Neighborhood
Lesson 6: Making a Map

Language Objectives:

- 1.SWBAT create a map, and talk about the places on the map.
- 2.SWBAT describe the location of a place using cardinal directions (north, south, east, west).

Content Objectives:

1. SWBAT understand that maps provide information and have special purposes.
2. SWBAT describe location using cardinal directions (north, south, east, west).

Essential Vocabulary	
New Words and Phrases:	
شمال	north
جنوب	south
شرق	east
غرب	west
خريطة	map
Review:	
مستشفى	hospital
مدرسة	school
مطار	airport
مركز شرطة	police station
بحيرة	lake
مطعم	restaurant
بجانب	beside
Structures:	
Describing location using "في" "في شمال الخريطة"	

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

B. Map Activity

Post the shower curtain map on the board (use strong magnets, clips at the top of the board, or strong tape).

Say, "خريطة" and have students repeat. Place the compass rose in the middle. Teach the cardinal directions - شمال, جنوب, شرق, غرب - by pointing to the various arrows on the

compass rose, and having students repeat. Point to a compass direction and pause, indicating to students that they can call out the answer. Repeat with all of the directions several times.

C. Places on the Map

Hold up the picture of the school. Ask the students, "أين المدرسة؟" (Where is the school?) Hold the picture in the north part of the map, and ask, "في شمال الخريطة؟" (Is it in the North part of the map?) Hold the picture in the east part of the map, and ask, "في شرق الخريطة؟" (Is it in the East part of the map?) Help the students understand through your body language and comments that they can choose any spot for the school. Call on a student to choose the location of the school, or have the class vote on the location. Fasten the picture of the school in the chosen location. (Hint: laminated pictures with a loop of tape on the back can be fastened, removed, and re-fastened easily.) Continue in this way, adding more items to the map. For items that will be placed in the same area of the map as another item, be sure to use "بجانب" from Unit 2.

D. Create Maps

Assign students a partner. Give each pair a poster board or large piece of paper. Instruct students to make their own map, including at least five items from the "places" vocabulary. As students work, ask them questions individually about the location of items on their maps. Students who finish early can practice talking about the location of items on their map, for example "المطار في الشمال." (The airport is in the north.) Collect maps and put them away for use in subsequent lessons.

E. Video

Play the video "خالي عنده سبعة اولاد." Have the students count with the video, and repeat the occupations with the song.

F. Dismissal

Hold up one finger, and say, "أول" (first). Choose a student to line up first. Say, "ثاني" (second). Choose a student to line up second. Repeat until you have seven students lined up. Point to each student in the line, and repeat the ordinal numbers (... أول, ثاني, ثالث) while counting off the kids in line. Have class repeat each of the ordinal numbers. Invite the rest of the class to line up.

Materials Needed:

- Magic Hat, name cards
- Butcher paper, poster board, or other large paper
- Shower curtain liner, prepared with "empty" map, with lines to represent streets where you can place the pictures.
- Image cards representing places
- Arabic Numbers Song Video: http://www.youtube.com/watch?v=rzyOM_HL1IY
- Picture of a compass rose (symbol on a map to indicate north, south, east, west)



Interpretive Assessment - Activity C

Students will understand cardinal directions on a map.

Presentational Assessment - Activity D

Students will describe the location of places using cardinal directions.

ACTFL Standards :

Interpersonal Communication:

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

Interpretive Communication:

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

Presentational Communication:

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

Making Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (3.1)

NY Social Studies Standards:

Standard 3.1c Location can be described using cardinal directions.

Standard 3.2b Maps provide information and have special purposes.

NY State Social Studies Standards, Grade 2:

Geography, Humans, and the Environment

2.5d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary. Students will use a compass rose to identify cardinal (North, South, East, West) and intermediate (Northeast, Southeast, Southwest, Northwest) directions on maps and in their community.



Second Grade Arabic
Unit 3: Professions and Places in My Neighborhood
Lesson 7: Talking about My Map

Language Objectives:

- 1.SWBAT talk about places on a map.
- 2.SWBAT describe the location of a place using cardinal directions (north, south, east, west).

Content Objectives:

1. SWBAT understand that maps provide information and have special purposes.
2. SWBAT describe location using cardinal directions (north, south, east, west).

Essential Vocabulary	
New Words and Phrases:	
أول	first
ثاني	second
ثالث	third
رابع	fourth
خامس	fifth
سادس	sixth
سابع	seventh
Review:	
شمال	north
جنوب	south
شرق	east
غرب	west
خريطة	map
مستشفى	hospital
مدرسة	school
مطار	airport
مركز شرطة	police station
بحيرة	lake
مطعم	restaurant
بجانب	beside
Structures:	
Describing location using "في"	
"في شمال الخريطة"	



A. As students enter, point to the first one to enter the room, and say, "أول" (first). Point to the second and say, "ثاني" (second). Continue with each of the first seven students.

B. Warm-up Activity: Name Game/song (see lesson 1).

C. Student Map Assessment

Ask the students who are ready ("جاهز" -from Unit 2) to tell the class about their map. In Arabic, ask, who wants to go first? Each pair will come up and show their map to the class, telling them about the location of the different places on the map. For example, "المستشفى في شمال الخريطة. المدرسة في شمال الخريطة. المدرسة بجانب المستشفى." Students in each pair should take turns telling about their map. For a large class, watch students to be sure they stay engaged. If the students lose interest in the activity, go on to activity D, and have remaining students present during the next class period.

D. Around the World

Have one student from each pair stand up. Leave maps accessible on desks. Instruct the students who are standing up to move and stand facing the desk next to them (indicate a direction for students to move, based on the layout of desks in the classroom). Say a "place" vocabulary word. If that place is on the map, students at the desk and students standing up should point to it. The student who points to the correct place first moves on to stand by the next desk, and the remaining student sits/stays sitting at the same desk. If the place is not on a map, those students remain where they are. Students who are moving go past the desks where both students remain, to the next available spot. Repeat with the rest of the "place" vocabulary.

E. Video

Show the video "خالي عنده سبعة اولاد." During the video, show the objects which represent each occupation, and encourage the students to sing the occupation words, and count along with the video.

F. Dismissal

Hold up one finger, and say, "أول" (first). Choose a student to line up first. Say, "ثاني" (second). Choose a student to line up second. Repeat until you have seven students lined up. Point to each student in the line, and repeat the ordinal numbers (... أول, ثاني, ثالث) while counting off the kids in line. Have class repeat each of the ordinal numbers. Invite the rest of the class to line up.

Materials Needed:

- Magic Hat, name cards
- Student maps from Lesson 6
- Objects to represent occupations in the song. Suggested items:
 - Fisherman - fishing pole and/or fisherman hat



- Carpenter - hard hat and/or toy hammer
- Cook - pot and spoon
- Artist - paint brush
- Pilot - toy plane and/or pilot hat
- Drummer - drum or empty margarine tub to use as a drum
- Doctor - white lab coat and/or stethoscope
- Arabic Numbers Song Video http://www.youtube.com/watch?v=rzyOM_HL11Y

Presentational Assessment - Activity C

Students correctly identify places, and use the proper ordinal directions to describe their locations.

Interpretive Assessment - Activity D

Students point to the proper place when they hear the word.

ACTFL Standards :

Interpersonal Communication:

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

Interpretive Communication:

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

Presentational Communication:

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

Making Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (3.1)

NY State Social Studies Standards, Grade 2:

Geography, Humans, and the Environment

2.5d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary. Students will use a compass rose to identify cardinal (North, South, East, West) and intermediate (Northeast, Southeast, Southwest, Northwest) directions on maps and in their community.



Second Grade Arabic
Unit 3: Professions and Places in My Neighborhood
Lesson 8: My Uncle Has Seven Kids

Language Objectives:

- 1.SWBAT talk about places on a map
- 2.SWBAT describe the location of a place using cardinal directions (north, south, east, west).
- 3.SWBAT tell where people work who have specific occupations.
- 4.SWBAT sing an authentic children’s song about occupations.

Content Objectives:

1. SWBAT understand that maps provide information and have special purposes.
2. SWBAT describe location using cardinal directions (north, south, east, west).

Essential Vocabulary	
New Words and Phrases: Song vocabulary (students are not expected to know the meaning of every word in the song).	
Review: Map vocabulary Places vocabulary Ordinal numbers	
صياد	fisherman
نجار	carpenter/builder
طباخ - طبخة	cook
رسام	artist
طيار	pilot
طبال	drummer
طبيب - طبيبة	doctor
Structures: He has عنده	

A. Warm-up Activity: Name Game/song (see lesson 1).
B. Student Maps Have students who have not yet presented their maps present to the class. If all students

presented in a previous class, invite two students to choose a map made by someone else, and come up front to talk about it. Repeat with several more students.

C. Song

Show the video “خالي عنده سبعة اولاد.” During the video, show the objects which represent each occupation, and encourage the students to sing the occupation words, and count along with the video. Teach the song to the students by singing a phrase slowly, and having them repeat.

D. Acting it Out

Invite seven students to come to the front, one for each occupation in the song. Tell each student which occupation they represent, and have them choose the item(s) that they need to act it out. Sing the song with the class, having the students act out the occupations when it is their turn. Have each student up front give their item(s) to another student, who will act out the occupation the next time through. Repeat until every student has had one or two turns to act out a character in the song.

E. Act Fast!

Have students stand up. Call out an occupation. Students strike a pose representing that occupation. At first, the teacher should strike a pose with the students. When students are comfortable, pause after say the occupation, then strike the pose so they will know if they are correct. Continue the game, asking student volunteers to take a turn as the teacher.

F. Where Do I Work Review

Choose a student map which contains the places corresponding with several occupations mentioned in the song. Hold/wear the item from one of the occupations. Say, for example, "أنا طبيب. أعمل في مستشفى." (I am a doctor. I work in a hospital.) Point to the place on the map, and describe it using cardinal directions, "في جنوب الخريطة" (or "المستشفى في الجنوب"). Ask for volunteers to come up and give a similar presentation.

F. Dismissal

Dismiss students by the color of their shirts, using ordinal numbers, for example, "أولاً، من. لايس قميص احمر"

Materials Needed:

- Magic Hat, name cards
- Student maps from Lesson 6
- Objects to represent occupations in the song (see list from lesson 7)
- Arabic Numbers Song Video http://www.youtube.com/watch?v=rzyOM_HL11Y

Presentational Assessment - Activity B

Students correctly identify places, and use the proper ordinal directions to describe their locations.

Presentational Assessment - Activity F



Students tell their occupation, and where they work.

Presentational Assessment - Activity C

Students sing the song, and act out the correct occupation.

Interpretive Assessment - Activity E

Students respond to occupation words by striking an appropriate pose.

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Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively. (3.1)

Language Comparisons:

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

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Second Grade Arabic
Unit 3: Professions and Places in My Neighborhood
Lesson 9: Preparing to Perform

Language Objectives:

1. SWBAT demonstrate knowledge about professions.
2. SWBAT demonstrate knowledge about places.
3. SWBAT demonstrate knowledge about maps and cardinal directions.

Essential Vocabulary
Review: All Unit 3 vocabulary
Structures: All Unit 3 structures

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

B. Prepare Presentation Guides

Give each student a presentation guide, and the map they created in Lesson 6. Draw an enlarged guide on the board, or project an image of the guide. Circle appropriate pictures on the guide, and model a presentation, using the guide and the map created by the class in Lesson 6.

Example: "أنا طبّاح. أنا أعمل في مطعم. المطعم في شمال الخريطة." (I am a cook. I work in a restaurant. The restaurant is in the north part of the map.)

Have students circle the picture of the occupation they would like to talk about (first row of presentation guide). Then have each student find the picture in the next row that shows the place where a person who had that occupation would work. Then students look at their maps and figure out where that place is on the map they created, and circle the appropriate direction on the compass rose on their presentation guide. Have each student practice their presentation with their map partner. Check each student's presentation guide, to make sure their plan makes sense. Students should have circled one occupation, the correct place where that person would work, and the correct cardinal direction on the compass rose to describe the location on their map. Listen to students as they practice. Do not worry about small mistakes, such as omission of definite article "ال". Do assist students who do not remember the occupation, place, or cardinal direction.

C. Song Practice

Practice singing "خالتي عنده سبعة اولاد." Choose a student to act out each occupation for the final performance. Practice several times, with the same students acting out their parts,



and all students singing.

D. Invitations

Have students fill out the “to” and “from” sections of the prepared invitations (see materials section) for family members or friends to come and watch their Map Presentation during the next class period.

E. Song Practice

If time remains, practice the song one more time before dismissal.

F. Dismissal

Have students place their maps, presentation guides, and any costume items in a safe place where they will easily find them for the next class period. When everything is put away, invite students to line up. Check to be sure students have their invitations as they leave the class, or give all of the invitations to the classroom teacher to distribute at the end of the day for students to take home.

Materials Needed:

- Magic Hat, name cards
- Student maps from Lesson 6
- Objects to represent occupations in the song (see list from lesson 7)
- Presentation guides: Each paper should have the following:
 - A line for student name
 - 2. A row of the images representing occupations
 - 3. A row of the images representing places
 - 4. A compass rose
 - These presentation guides will help the students remember what to say for their presentations, and serve as a personalized “script.”
- Invitations: Simple invitations to invite family members to the next class period to watch the presentation
 - Invitations should contain the date, time, and place. Schedule the time of the presentation to be the last 20-30 minutes of the class period, depending on the size of the class. If your school has a larger room that would be a better location for a presentation, check with school administration to see if you can schedule this room.

Presentation Assessment - Activity B

Students sing the song, using the occupation words and ordinal numbers.

Presentation Assessment - Activity C

Students use the correct vocabulary to describe an occupation, a place, and a location on the map.

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School and Global Communities:

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. (5.1)

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Second Grade Arabic
Unit 3: Professions and Places
Lesson 10: Showing What I Know

Language Objectives:

- 1.SWBAT present information about professions and places in front of an audience.
- 2.SWBAT sing an authentic song about occupations.

Essential Vocabulary
Review: All Unit 3 vocabulary
Structures: All Unit 3 structures

A. Ready to Perform!

Help students locate their maps, presentation guides, and costume items. If you are presenting the program in another location, have students line up, and carry their things with them to the location. If you are presenting in your classroom, arrange the room so that visitors will have a place to sit and watch, for example, student desks can be stacked at the sides of the room. Students can sit on the floor, and family members can sit in chairs.

Choose a confident student to practice in front of the class. Have the class practice being good audience members while they listen to the presentation. Next, choose some students who might need a little practice, and have them present to the class, assisting as needed. Decide on the order of the presentations, and communicate this to students before family members arrive. Students should present with their map partners. Students should take turns holding the map, while the other presents.

B. Performance

1. Greet visitors, and thank them for coming.
2. Sing the song, "خالي عنده سبعة اولاد" as a class, with the designated students acting out the occupations.
3. Have students give their individual map presentations.

C. Dismissal

If possible, give students time to greet visitors after the presentation. Then invite students to line up, and exit the room. Thank visitors once again for coming. If you have time, allow visitors to remain for a few minutes and ask you questions they may have about the Arabic program at your school.



Materials Needed:

- Student maps from Lesson 6
- Presentation Guides
- Objects to represent occupations in the song (see list from lesson 7)

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Unit 3: Professions and Places Assessment Rubric

Student Name: _____	Confident	Hesitant	Needed help	Unable to complete
1. Student says the proper occupation.				
2. Student tells the place where they would work.				
3. Student uses cardinal directions to describe where the place is located on the map.				