



First Grade Arabic
Unit 7: Qatar
Lesson 1 : Where is Qatar?

Language Objectives:

SWBAT recognize and begin to use numbers above ten.

SWBAT name the country of Qatar.

Content Objective:

SWBAT know where to find the Arab World on a map.

Essential Vocabulary	
New Words and Phrases:	
Numbers 11-20	
The Arab World	العالم العربي
Qatar	قطر
Egypt	مصر
Review:	
Numbers 1-10	
Structures:	
Formation of numbers 11-20	
Comparison to “teens” in English	

A. Warm-up Activity: Whose Name Is It? (See Unit 2) Choose one name, and have that student complete the Weather Board (see unit 5) with the local weather. After the student has put the picture(s) for the day’s weather in place, show the students a weather forecast (projected, from the internet, if possible) which gives the forecast for the local high temperature in both Fahrenheit and Celsius, or write the numbers for the predicted high temperatures on the board.

B. Qatar

Show the students a map of the world. Point out to students your area on the map, and say the name of your state. Point to each of the places you used during the weather unit, saying the names out loud. Point to the Arab World, and say, “العالم العربي”. Have students repeat. Move your hand over the area on the map in a circle, indicating that this is the name of the entire area. Point to Egypt, and say, “مصر” Have students repeat. Now point



to Qatar and say "قطر". Circle your hand over the entire area again, saying, "العالم العربي". Have students repeat. Point to your state and say its name. Circle your hand over America, and say, "أمريكا". Point to Egypt, Qatar, and the Arab world, saying each name as you point.

Point to a place, and encourage the students to call out the name of that place. Repeat with all of the places.

C. Map Race

Be sure the map is positioned in a place where students can reach it. Divide the class into two teams. Give the first student on each team a fly swatter. Say the name of one of the places on the map. The first student to swat the correct place gets a point. Continue until every student has had a turn.

D. Weather in Qatar

Choose a second name to write on the board, and play the Name Game. When the students guess the name, invite that student to come tell about the weather in Qatar. You will need to tell the student what the weather is like, or show a picture. You may want to make a second weather chart for Qatar weather, or the students can put Qatar's weather at the bottom, below the weather for your area.

Write the numbers for the high temperature forecast for Qatar next to the numbers you wrote for your weather. Students can compare the temperature forecast for both locations (in both Celsius and Fahrenheit). This first day, they can just see the written numbers in English, and hear the teacher pronounce them. Have students repeat the numbers.

E. Let's Go To Qatar!

Tell the students the class will now travel to Qatar. If you are good with Google Earth, show the trip from where you are to Qatar. Otherwise, point to the map, and show how you would fly to Qatar.

Show part of the Qatar video.

Post the "English OK" sign. Ask for several students to tell the class what they liked best about Qatar in the video. At the end, take down the "English OK" sign.

F. Number Review

Sing "Wahed Ithnayn Thalatha" with the students (see Unit 1). Write the numbers 1-10 on the board in Arabic. Sing the song again, pointing to each number as the class sings it.

G. More Numbers

Count from one to ten, then go on. As you say each number from 11-20, pause and have students repeat. Now count again. Write each number from 11-20 on the board as you say it.



Now count, saying three numbers at a time, and have student repeat each set of three. for example:

احد عشر , اثنا عشر (students repeat)

ثلاثة عشر , اربعة عشر (students repeat)

Next, count slowly from 1-20, together with the students. Point to each number as you say it.

H. Toss Game

Point to one of the numbers on the board. Indicate for students to raise their hands to say the number. When a student says an incorrect number, tell the class the correct number, and have the entire class repeat the number as you point to it. When a student says the number correctly, that student gets to “shoot a basket” Give the student a ball. Let the student try to toss the ball into the magic hat. Continue practicing the numbers with this game, in random order, as time allows.

I. Dismissal

Count the students to line them up. Each time you point to a student and say a number, the student should repeat the number, and go line up. Sing the Goodbye Song with students as they exit.

Materials Needed:

- Internet weather forecast (optional)
- Large map of the world
- Second Weather Board for Qatar weather (optional-see unit 5)
- Fly swatter
- “English OK” sign
- Computer and projector
- Video http://www.youtube.com/watch?v=55Ap_Ps7sLs (if you download the video, you will not have to worry about having an internet connection)
- Magic Hat
- Ball

Interpretive Assessment - Activity C

Students swat the correct place on the map

Presentational Assessment - Activity G

Students say the correct number.

ACTFL Standards :

Standard 1.2 Students understand and interpret spoken language on a variety of topics.

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.



Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

New York Social Studies Standards:

Standard 3.1a, 3.1 b Places in a community can be located on a map and globe.



First Grade Arabic
Unit 7: Qatar
Lesson 2 : Qatari Riyal

Language Objectives:

SWBAT understand numbers up to 100.

SWBAT count to 100 with assistance.

Content Objective:

SWBAT recognize currency from Qatar.

Essential Vocabulary

New Words and Phrases:

Qatari Riyal ريال قطري

US dollar دولار امريكي

Money فلوس

Change نقود

Numbers up to 100

I want أريد

Please (to a man/boy) من فضلكَ

Please (to a woman/girl) من فضلكِ

Be my guest (to a man/boy) تفضّل

Be my guest (to a woman/girl) تفضّلي

Thank you شكراً

You're welcome عفواً

Review:

Numbers 1-20

Structures:

Formation of numbers 20-100

Comparison to numeral order in

English

A. Warm-up Activity: Whose Name Is It? (See Unit 2) Choose two names, and have those students complete the Weather Board (see unit 5) with local weather, as well as weather in Qatar. Students can compare the temperature forecast for both locations, and practice numbers up to 100. Write the numbers for the high temperatures on the board (Arabic style), and have the students repeat the pronunciation after you.

B. Tens

Sing “Wahed Ithnayn Thalata” as a class.

Teach the “tens” numbers as follows:

Write the numbers on the board (10, 20, 30. . . 100) Write the numerals used in Arabic, and write them from right to left. Point to each number in order, and say it out loud. Have the students repeat each number.

Students should get used to the sound of each number. They may not be able to remember these numbers well enough to read them on demand, but they should understand them, and be able to make a guess at reading any number from 1-100, if given enough time.

C. Counting to One Hundred

Have the students count with you from 1-20. Repeat any numbers they do not know well. Continue on counting, encouraging students to join in when they get the idea. Count slow enough to be sure students can hear and process the numbers. Keep counting in this way, recognizing those who start to count along with you by pointing and smiling. When you get to each “tens” number, point to that number on the board. Count all the way to 100. Feel free to walk around, move your arms, dance, clap, or whatever you like to keep a rhythm while you count. Encourage the students to move with you.

D. Counting Challenge

Ask for six volunteers for a counting challenge. Have the volunteers stand in a circle at the front of the classroom. Have them start counting by each student saying one number in turn, around the circle. When a student is unable to say the correct number, that student sits down. It is likely that all of the students will be “out” long before 100 - that is just fine. Write down the highest number the students in the circle were able to reach in a corner of the board. Tell the students they will all get a chance to play during the next class period, and they can try to beat the record.

C. Qatari Riyal

Project a PowerPoint slide of Qatari riyal, large enough so students can see the details. Include 1, 5, 10, 20, 50, and 100. Point out each number, and have students raise their hands to identify the numbers.

Teach them “ريال قطري.” Show them an American dollar, and say, “دولار امريكي” Point to the Qatari Riyal and say, “ريال قطري”. Have students repeat.

Hold the American and Qatari money in your hands, and say, “فلوس”. Have students repeat.

E. Money, Please!

Have the following conversation with a puppet, as a demonstration:

Puppet: أريد فلوس من فضلك

Teacher: تفصل (gives puppet some money)

Puppet: شكراً

Teacher: عفواً

Now, let a student hold the puppet. Say the dialogue again. Have all of the students repeat

each line of the dialogue after you say it. The student with the puppet acts out the dialogue as everyone says the words.

Take some of the bills you have prepared. Hold your hand out, as if offering them to a student. Help the student say, “أريد فلوس, من فضلك” Give the student one of the bills.

Repeat this activity with two more students, so that each of them has a bill. Have these three students stand at the front of the room, facing the class. They are the “bankers” for this activity. Divide the class into three groups. Have each group form a line in front of one of the three bankers at the front of the room. Give each of the bankers a stack of bills. The first student in each line asks the banker at the front of the line, “أريد فلوس, من فضلك”. The student at the front of the line then gives that student a bill (and says *تفضل* or *تفضللي*, if the student remembers that part). The receiving student should say, “شكراً”, to which the other student should reply, “عفوا”. The student who just received the bill goes back to his seat, and the next student in line repeats the activity.

F. What is On My Bill?

Have the students examine their money, and see if there is anything on it that they can name. Point to items on the PowerPoint slide that they might have on their individual bills (specific numbers, *شجرة*, *عصفور*, *جمل*). Have students raise their hands if they have that item on their bill.

G. Optional Activity

If time remains, show part of a video about Qatar.
Select the video showing the boats.

H. Dismissal

Say the name of an item on a Qatari bill. Invite students who have that item on their bill to turn in their bill and line up. Say other items, and have students line up, until all of the students are lined up.
Sing the Goodbye Song with students as they exit.

Materials Needed:

- PowerPoint slide showing Qatari bills (<http://banknotesinfo.com/qatar>)
- Fake Qatari Riyals (enough for one for each student). Make these bill by copying pictures from the website above. Make some from each side of a Qatari Riyal, so that students can see the different pictures. Use different denominations as well, just be sure to keep them separate for lesson 6 where everyone will use “One Riyal” bills.
- Puppet
- Video, projector <http://www.qatartourism.gov.qa/en-us/aboutqatar/Videos.aspx> (optional)

Presentational Assessment - Activity D

Students say the correct number.

Interpersonal Assessment - Activity E

Students ask for money, using the proper polite language.



Interpretive Assessment - Activity F

Students raise their hands when they hear an item that is on their bill.

ACTFL Standards :

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2 Students understand and interpret spoken language on a variety of topics.

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Math Standards:

Standard 2.MD3 Work with time and money.



First Grade Arabic
Unit 7: Qatar
Lesson 3 : Qatari Clothing

Language Objectives:

SWBAT describe traditional Qatari clothing.

Content/Culture Objective:

SWBAT recognize the flag of Qatar.

Essential Vocabulary	
New Words and Phrases:	
flag	علم
hat	قبعة
sandal	صندل
shoe	حذاء
Review:	
he wears/is wearing	يلبس
she wears/is wearing	تلبس
clothing (Unit 4)	
Structures:	
Conjugation of to wear/wearing	
	لبس

A. Warm-up Activity: Whose Name Is It? (See Unit 2) Choose two names, and have those students complete the Weather Board (see unit 5) with local weather, as well as weather in Qatar. Students can compare the temperature forecast for both locations, and pronounce the numbers in the forecasts.

D. Counting Challenge

Divide the class into groups of 5-7 students. Have each group stand in a circle, and complete the counting challenge by each student saying one number in turn, around the circle. When a student is unable to say the correct number, that student sits down. It is likely that all of the students will be “out” long before 100 - that is just fine. See which group can reach the highest number, and record that number on the board. This activity can be repeated during other class periods whenever you have extra time. Keep a record on the board of the highest number reached.

C. Pair Activity

Describe the clothing you are wearing, including color, and any clothing items the students learned in unit 4. Invite a student to come up front. Ask the student to describe

the clothing he or she is wearing.

Have students find a partner. Each pair should tell each other what they are wearing, including color. After they have told each other what they are wearing, students must find another partner and have the same conversation. Help students find new partners quickly, and participate in the activity with any student that does not have a partner.

D. Arabic Clothing Items

Review the Arabic clothing items learned in Unit 4 (عباية , حجاب , ثوب , غترة). Show the item (or a picture, if you don't have the item), and ask the students to raise their hand if they remember the word. Call on a student to say the word. If the student is correct, give praise, and have the class repeat the word as you show the item. Introduce the new clothing words (قبعة , صندل , حذاء) by showing the item, saying the word, and having the students repeat.

E. Describe the Clothing

Divide the class into groups of three students. Each group needs to decide who is "واحد", who is "اثنين", and who is "ثلاثة". Show the first picture of a Qatari (male) in the PowerPoint (see materials). Demonstrate the activity by describing what the person is wearing, for example, "هو يلبس ثوب ابيض وصندل". Have the students repeat "هي يلبس", then each of the clothing items. Change to the next picture (female), and describe what she is wearing. Have the students repeat "هي تلبس" as well as the clothing items.

Ask the students who are number "واحد" to raise their hands. Change to a new picture, and have each number one student describe the clothing the person is wearing to the other students in the group. Now ask for one volunteer to describe it for the class.

Ask the number twos to raise their hands. Change the picture, and instruct the number twos to describe the clothing to the others in the group. Ask for a volunteer to describe it to the class. Repeat the same process, having the students take turns describing the pictures, until each student has had two turns to describe the picture to the group.

F. The Flag of Qatar

Point to the American flag (or show a picture of it, if there is not a flag in the room). Say, "علم امريكا" and have students repeat. Show a picture of the flag of Qatar, and say, "علم قطر". Have students repeat. Point to each flag in turn, and say, "علم", having students repeat. Point to each of the colors in both the American flag and the flag of Qatar, and ask for students to raise their hands to say the color. Show the students the white points on the flag. Count them in Arabic as a class.

G. Coloring Activity

Give each student a flag coloring page, and a maroon (or dark red) crayon, colored pencil, or marker. Instruct students to color their flag just like the real flag of Qatar in the picture. Play some music from Qatar as the students color.

H. Dismissal

Invite students who are finished coloring to put away their coloring supplies and line up. If you would like to use the flags to decorate the classroom, collect them from the



students, otherwise, they may take the flags home. Give students who are not finished a few minutes to complete their flag. After that, if they still are not finished they can finish coloring at home.

Sing the Goodbye Song with students as they exit.

Materials Needed:

- Arabic clothing items (عباية, حجاب, ثوب, غترة, قبعة, صندل) or pictures, if you do not have access to the items
- PowerPoint with one picture of a Qatari person on each slide. These pictures can be found through a Google search. Include a variety of people, including men, women, and children; some wearing traditional clothing, and some wearing more modern clothing.
- Flag of Qatar coloring pages (copied from page included with this unit)
- Maroon (or dark red) crayons, colored pencils, or markers - in order to get enough for each student in the class, you may need to borrow from other teachers in the school

Interpersonal Assessment - Activity C

Students tell each other about the clothing they are wearing.

Presentational Assessment - Activity D

Students say the correct number when it is their turn.

Presentational Assessment - Activity E

Students describe the items of clothing and colors, using the proper form of the verb "لبس".

ACTFL Standards :

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2 Students understand and interpret spoken language on a variety of topics.

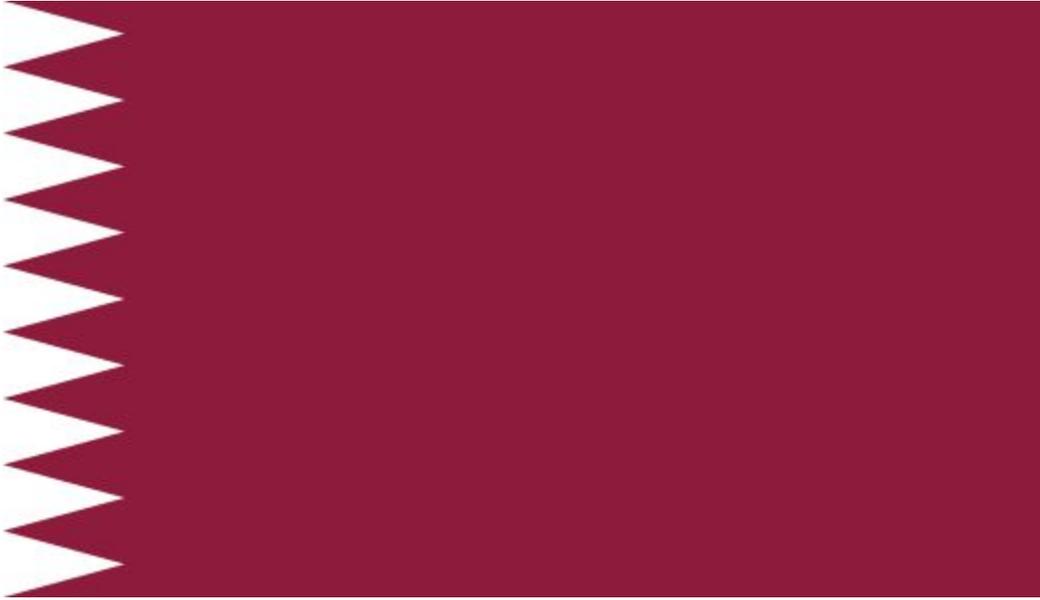
Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Social Studies Standards:

Standard 3.1a Clothing styles.

Standard 1.1a, 1.2b Cultural heritage, people are diverse.



(Image from wikimedia commons)

http://en.wikipedia.org/wiki/File:Flag_of_Qatar.svg



First Grade Arabic
Unit 7: Qatar

Lesson 4 : Qatar Begins With ق

Language Objectives:

SWBAT recognize the letter "ق" in all of its forms (initial: قَلَم (pencil), middle: نقود (money), standalone: ورق (paper) .

SWBAT recognize the word "قطر" .

Essential Vocabulary	
New Words and Phrases:	
(a sheet of) paper	ورقة
Review:	
Qatar	قطر
pen/pencil	قلم
Structures:	
Writing - ق	

A. Warm-up Activity: Whose Name Is It? (See Unit 2) Choose two names, and have those students complete the Weather Board (see unit 5) with local weather, as well as weather in Qatar. Students can compare the temperature forecast for both locations, and pronounce the numbers in the forecasts.

B. Alphabet Song

Show the alphabet video (song starts at :35) Follow along with the song by pointing to the letters on a classroom alphabet poster. Encourage students to sing along as much as they can.

C. ق

Write the letter "ق" on the board. Tell the students its name. Write "قطر" on the board. Point to the word, and pronounce it. Have students repeat. Point to the letter again, say its name, and have students repeat. Go around the room, saying the sound of "ق". Point to your throat, and have students listen carefully to the sound. Approach each student, and have him or her repeat the sound individually.

Hold up a pencil, and say, "قلم". Have students repeat. Point to your foot and say, "قدم". Have students repeat. Point to Qatar on the map, and say, "قطر", Point to the word "قطر" on the board, and say "قطر" again. Write "قلم" on the board. Hold up the pencil, and point to the word. Say "قلم" and have students repeat. Write "قدم" on the board. Point to your

foot, and point to the word. Say the word, and have students repeat. Now alternate between pointing to a word, and pointing to an item. Each time you point, pause for the students to call out the word.

D. Alphabet Jump

Instruct students to jump when they hear the letter "ق" in the alphabet song. Play the video again. Students should sing along as much as possible, and jump each time they hear "ق".

E. Writing ق

Write "ورقة" on the board, and say the word. Hold up the piece of paper. Have students repeat "ورقة".

Have the following conversation with a puppet, as a demonstration:

Puppet: أريد ورقة من فضلك

Teacher: تقبل (gives puppet a piece of paper)

Puppet: شكراً

Teacher: عفواً

Puppet: أريد قلم من فضلك

Teacher: تقبل (gives puppet a pencil)

Puppet: شكراً

Teacher: عفواً

Now, let a student hold the puppet. Say the dialogue again. Have all of the students repeat each line of the dialogue after you say it. The student with the puppet act out the dialogue as everyone says the words.

Choose three students and have them stand at the front of the room, facing the class. Have these three students ask you for paper and pencil. Give them each a stack of paper and a handful of pencils. Divide the class into three groups. Have each group form a line in front of one of the three students at the front of the room. Each student should ask for pencil and paper when it is their turn. The receiving student should say, "شكراً", to which the other student should reply, "عفواً". The students who just received the paper and pencil goes back to her seat, and the next student in line repeats the activity, until all students have pencil and paper.

Write "ق" on the board in its initial, medial, and final forms. Have the students pay attention to how you form each one. Have the students practice writing the letter. Draw attention to the circular shape, and the two dots. Write each of the words on the board again, showing students how to start the word, and how to form each letter. Encourage students to practice writing these words on their paper as many times as they can.

F. Word Search

While students practice writing, write more words on the board that contain "ق". Try to fill the board with as many words as there are students in the class. You can write the same word several times, in different places on the board. Students do not need to know these words.

Invite students to come up and circle a "ق" - any "ق" they can find. Students can come up two or three at a time, as long as you have two or three white board markers for them to use. Give each student a chance to circle a "ق".



G. Dismissal

Have students hold up their papers, to show you what they have written. Choose students who have written the words many times to line up first. Continue calling on students to line up until they are all lined up. Praise each student for their writing, even those who line up last.

Sing the Goodbye Song with students as they exit.

Materials Needed:

- Computer and/or projector
- <http://www.youtube.com/watch?v=ifktT2RAVtg> (if you download the video, you will not have to worry about having an internet connection)
- Alphabet poster - if you do not have one, make one by writing the letters of the alphabet on a large poster
- Puppet
- Paper for each student
- Pencils

Presentational Assessment - Activity C

Students say the correct word when you point to a written word or an item.

Interpretive Assessment - Activity D

Students jump when they hear "ق".

Interpersonal Assessment - Activity E

Students ask for pencil and paper, using polite language.

Presentational Assessment - Activity E

Students write "ق" and several words which contain "ق".

Interpretive Assessment - Activity F

Students find and circle "ق".

ACTFL Standards :

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2 Students understand and interpret spoken language on a variety of topics.

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.

Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.



First Grade Arabic
Unit 7: Qatar
Lesson 5 : The Music of Qatar

Language Objectives:

SWBAT name some traditional instruments.

Culture Objective:

SWBAT recognize differences between the music of Qatar and music in America.

Essential Vocabulary

New Words and Phrases:

drum طبلة

tambourine دف

cymbals صنج

music موسيقى

dance الرقص

Lute عود

Zither قانون

Review:

Qatar قطر

Clothing items

A. Warm-up Activity: Whose Name Is It? (See Unit 2) Choose two names, and have those students complete the Weather Board (see unit 5) with local weather, as well as weather in Qatar. Students can compare the temperature forecast for both locations, and pronounce the numbers in the forecasts.

B. Qatari Music

Play the video of Qatari music and dance.

Introduce the words "موسيقى" and "رقص" by referring to the video. Encourage students to clap or dance with the music. Pause the video periodically to ask questions and make comments, such as:

ماذا يلبس؟ ماذا تلبس؟

هذه طبلة كبيرة

C. Group Discussion

Divide the class into groups of four or five students. Post the "English OK" sign. Ask the students to share what they liked about the music, and how the music and the dancing differed from what they are used to.

Ask each each group to choose a student to share one thing they thought of with the rest

of the class.

If a student does not bring it up, you may want to talk about different instruments, the fact that only men were dancing, and the clothing they were wearing.

D. Instruments

Show the image cards for music and dance, and practice those words with the students. Introduce the instrument vocabulary. If you have any of these instruments, show them to the class to teach the vocabulary. Otherwise, use the image cards. Show the students an instrument, and say the word. Create an action for each instrument (as if you are playing that instrument). Show each action to the students. Students should repeat the word and do the action.

Say the name of an instrument, but do not do the action. Students should respond by repeating the word and doing the action. Now hold up an instrument, and have students call out what it is. Repeat with each of the instruments several times, in random order.

E. Make an Instrument

Give each student two paper plates. Instruct the students to draw a picture on the under side of each plate. Students should also write their names on one of the plates. Encourage students to practice writing their names in Arabic, as well as practicing the letter "ق", and any other letters they remember.

Students who are finished coloring can come to the front and get a handful of beans. Students should put the beans in one plate, then put the other plate upside down on top of the first plate. Help the students staple the plates together, all around the outside. Play Qatari music while students make the instruments. Collect the instruments for use in lesson ten.

F. Dismissal

Students should clean up and put away all coloring supplies, and any beans that may have fallen on the floor. When an area is clean, invite the students in that area to line up. Sing the Goodbye Song with students as they exit.

Materials Needed:

- computer, projector
- <http://www.youtube.com/watch?v=Y1S8Sz88G5g>
- “English OK” sign
- Image cards of the vocabulary for this lesson
- Paper plates (small size is best)
- Stapler
- Dry beans
- Crayons, colored pencils or markers

Teacher references:

http://en.wikipedia.org/wiki/Music_of_Qatar



<http://www.qatarliving.com/node/288445>

<http://en.wikipedia.org/wiki/Ardah>

<http://www.khafif.com/rhy/>

Interpersonal Assessment - Activity B

Students answer questions about the clothing worn in the video.

Interpretive Assessment - Activity D

Students respond to the instrument word by doing the appropriate action

Presentational Assessment - Activity D

Students say the name of the instrument.

ACTFL Standards :

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2 Students understand and interpret spoken language on a variety of topics.

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Social Studies Standards:

Standard 3.1a Leisure time, entertainment.

Standard 1.1a, 1.2b Cultural heritage



First Grade Arabic
Unit 7: Qatar
Lesson 6 : Welcome to the Coffee Shop

Language Objectives:

SWBAT name common items ordered in an Arabic coffee house

SWBAT request typical coffee house items.

Essential Vocabulary	
New Words and Phrases:	
coffee shop	مقهى
coffee	قهوة
tea	شاي
juice	عصير
sugar	سكر
sweet/dessert	حلوى
date (the fruit)	تمر
date dessert	حلوى التمر
Review:	
I want	أريد
Please (to a man/boy)	من فضلك
Please (to a woman/girl)	من فضلك
masculine and feminine	
Thank you	شكراً
water	ماء
Structures:	
Conjugation of “want” - first person singular	

A. Warm-up Activity: Whose Name Is It? (See Unit 2) Choose two names, and have those students complete the Weather Board (see unit 5) with local weather, as well as weather in Qatar. Students can compare the temperature forecast for both locations, and pronounce the numbers in the forecasts.

B. The Arabic Coffee Shop

Show students a picture of a coffee shop in Qatar. Point out anything in the picture that the students know how to say (clothing items, colors). Count the number of people in the picture along with the students. Tell students the word "مقهى". Show a picture of an American coffee shop. Tell the students, "مقهى في امريكا". Show the first picture again, and say, "مقهى في قطر".

C. New Vocabulary

Introduce the coffee shop vocabulary by showing each picture, saying the word, and having students repeat. If the item is in one of the coffee shop pictures, point out the item there. Choose six students to come to the front of the room. Give each student one of the image cards for the coffee shop vocabulary. Have the students spread out across the front of the room. Point to each student, and say the word for the image card that student is holding. Have the class repeat. Now say one of the words without pointing. The class should point to the student with that card. Say each word several times, in random order.

D. I Want Tea

Use two puppet to demonstrate a coffee shop dialogue, a ‘boy’ and a ‘girl’ puppet::

Teacher: اهلاً وسهلاً

Puppet: اهلاً بيك

Teacher: ممكن قهوة؟

Puppet: لا. أنا أريد شاي من فضلك

Teacher: سكر؟

Puppet: نعم

Teacher: طيب

(Teacher takes the image card for tea, and gives it to the girl or boy puppet)

تفضل - تفضلي

Puppet: شكراً

Teacher: عفواً

E. At the Coffee Shop

Choose a student volunteer. Sit in a chair at a desk or table, to act as the customer. The student will act as the waiter. Greet the student, and ask for a coffee shop item, for example:

مرحباً. أريد قهوة مع سكر من فضلك

The student should respond appropriately to the greeting, and give you what you asked for.

Practice asking for things at the coffee shop with the class by having them repeat entire phrases after you, such as:

أنا أريد شاي من فضلك

أنا أريد قهوة من فضلك

سكر؟ نعم

سكر؟ لا

أنا أريد ماء من فضلك

أنا أريد حلوى التمر

أنا أريد حلوى التمر وقهوة

Show the pictures of what you are requesting as you say each phrase.

F. Partner Activity

Count the students off by twos. Have all of the “ones” stand up, and go stand in front of a “two” (who will be sitting down). “Ones” will be the waiters, and “twos” will be the customers. Instruct students to practice ordering, and taking an order. Move around the room and listen to the students, assisting as needed. When they are finished, have the



“ones” return to their seats. The “twos” now stand up, and go stand in front of a seated student. Repeat the coffee shop ordering activity, with the “twos” as the waiters, and the “ones” as the customers.

G. Dismissal

Invite the “twos” to line up. Then invite the “ones” to line up. Sing the Goodbye Song with students as they exit.

Materials Needed:

- Power point slides/pictures: coffee shop in Qatar, coffee shop in America
- Image cards for coffee shop vocabulary

Interpretive Assessment - Activity C

Students point to the person holding the image card for the word.

Interpersonal Assessment - Activity F

Students use new vocabulary to effectively communicate a coffee shop order.

ACTFL Standards :

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2 Students understand and interpret spoken language on a variety of topics.

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Social Studies Standards:

Standard 3.1a Food, leisure time, entertainment.

Standard 1.1a, 1.2b Cultural heritage

Standard 5.1c Community workers provide services



First Grade Arabic
Unit 7: Qatar
Lesson 8 : Buying Drinks and Sweets

Language Objectives:

- SWBAT order drinks and treats at a coffee shop.
- SWBAT takes someone's order at a coffee shop.
- SWBAT ask and answer questions about cost.

Culture Objective:

- SWBAT recognize an Arabic Coffee shop.
- SWBAT note the different styles of clothing worn in Qatar.

Essential Vocabulary	
how many/how much?	كم
Review: All Unit 7 vocabulary clothing emotions	
Structures: Elements of a simple conversation between strangers, ordering	

A. Warm-up Activity: Whose Name Is It? (See Unit 2) Choose two names, and have those students complete the Weather Board (see unit 5) with local weather, as well as weather in Qatar. Students can compare the temperature forecast for both locations, and pronounce the numbers in the forecasts.

B. Let's Go to the Coffee Shop!

Show pictures from Coffee Shops in Qatar by following links in materials section. While you display each picture, invite students to volunteer to come up and name something in the picture in Arabic (clothing, colors, etc.)

C. A Coffee Shop Conversation

Draw pictures on the board to represent elements of a typical Coffee Shop conversation. Give examples of each part of the conversation to go with the pictures you draw:
At the top (first on the list) draw a hand waving to represent a greeting. Use different greetings to greet students in the class. Students should give an appropriate response to the greeting.

Draw a smiling face and a sad face, followed by a question mark. This represents "كيف



How are you?

Order (each student who is not the waiter should order something)

Waiter should bring the order

Students ask the price

Waiter tells each one how much

Students pay

Goodbye

Divide the class into groups of 3-5 students. Give each group the following:

small note pad

pencil

apron (optional)

small paper plates

paper cups

Qatari Riyals

Students should plan a skit, including who will be the waiter, and which items each student will order. Allow students to use the mugs and bottles as props, and any Arabic clothing you have as well. When they have finished planning, students should practice their skit as time allows. Listen to each group, and assist, as needed.

E. Dismissal

Choose one group that has been working together well, and invite them to put away the items they have been using and line up. Call on each group one at a time, until they are all lined up. Tell students that if they have any Arabic clothing they would like to bring for their skit, they may bring it for the next class period.

Sing the Goodbye Song with students as they exit.

Materials Needed:

- Computer and projector
- <http://www.flickr.com/photos/hulivili/2947236334/>
- <http://www.powerofpeace.com/regions/qatar>
- http://commons.wikimedia.org/wiki/File:Starbucks_CityCenter_Doha.jpg
- Coffee mug
- Tea cup
- Water bottle
- Juice bottle
- small paper plates
- paper cups
- Qatari Riyals - photocopies of 1 Riyal bills. Enough for each group to have at least 8-10 bills
- Small note pads - one for each group
- Pencils
- Aprons - one for each group (optional)
- “English OK” sign



- Arabic clothing

Presentational Assessment - Activity B

Students accurately describe something in the picture.

Interpersonal Assessment - Activity C

Students should respond appropriately to greetings and questions.

Interpersonal Assessment - Activity C

Students order a drink or sweet, or take an order.

Interpersonal Assessment - Activity D

Students ask and answer questions about cost.

ACTFL Standards :

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

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Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Social Studies Standards:

Standard 3.1a Food, leisure time, entertainment.

Standard 1.1a, 1.2b Cultural heritage

Standard 5.1c Community workers provide services

Standard 3.1a Clothing Styles

Math Standards:

Standard 2.MD3 Work with time and money

Standard 2.0A2 Add and subtract within 20.



First Grade Arabic
Unit 7: Qatar
Lesson 9 : Coffee Shop Skits

Language Objectives:

SWBAT order drinks and treats at a coffee shop.

SWBAT takes someone's order at a coffee shop.

SWBAT ask and answer questions about cost.

Essential Vocabulary
Review: All Unit 7 vocabulary
Structures: Elements of a simple conversation between strangers, ordering

A. Warm-up Activity: Whose Name Is It? (See Unit 2) Choose two names, and have those students complete the Weather Board (see unit 5) with local weather, as well as weather in Qatar. Students can compare the temperature forecast for both locations, and pronounce the numbers in the forecasts.

B. Skit Practice

If the pictures you drew on the board during the last class period have been erased, draw them again. these pictures will help the groups remember everything that should be in their skits.

Have students get into their groups, gather what they need for their skit, and practice.

Remind students that if another group is using a costume or other item they would like to use, the groups can take turns.

C. Skit Presentation

Have students sit down, and remind them to be a good audience for the presentations.

Have each group present. Use the assessment rubric provided to record results.

E. Unrehearsed Skits

If time remains, ask for volunteers to perform an unrehearsed skit. Assign one student to be the waiter, and several students to be customers. Repeat as time allows.

F. Dismissal

Have students put away all of the costumes and props used. Choose a group to line up first. Call each group, until all of the students are lined up. Sing the Goodbye Song with students as they exit.



Materials Needed:

- Tea cup
- Water bottle
- Juice bottle
- small paper plates
- paper cups
- Qatari Riyals
- Small note pads
- Pencils
- Aprons (optional)
- Arabic clothing

Assessment Rubric - Unit 7

Names of students in the group:

Required Element of Skit:	Excellent	Good	Fair	Poor
1. Greeting				
2. How are you?				
3. Ordering				
4. Price/payment				
5. Goodbye				

ACTFL Standards :

- Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
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- Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.
- Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Social Studies Standards:

- Standard 3.1a Food, leisure time, entertainment.
- Standard 1.1a, 1.2b Cultural heritage
- Standard 5.1c Community workers provide services



First Grade Arabic
Unit 7: Qatar
Lesson 7 : I Drink Water

Language Objectives:

SWBAT talk about drinks they like and dislike.

SWBAT Say what they are drinking.

SWBAT understand when others talk about drinks.

Essential Vocabulary	
New Words and Phrases:	
I drink	اشرب
Review:	
I like	انا أحب
coffee	قهوة
tea	شاي
sugar	سكر
water	ماء
emotions	
Structures:	
First person singular of “to like” and “to drink”	

A. Warm-up Activity: Whose Name Is It? (See Unit 2) Choose two names, and have those students complete the Weather Board (see unit 5) with local weather, as well as weather in Qatar. Students can compare the temperature forecast for both locations, and pronounce the numbers in the forecasts.

B. Greetings Review

Greet a student with "اهلاً وسهلاً". Student should respond appropriately.

Greet other students with "مرحباً" and "السلام عليكم". Each student should give an appropriate response. Continue greeting students, using different greetings. If students have trouble with a certain response, use that greeting more often for additional practice.

C. How Are You?

Sing the Ahalan WaSahalan song with the class.

Review the emotions from Unit 3 by saying the emotion and doing the action. Have students repeat the emotion and action. Call on a student to choose an emotion for the



song. Sing the song again as a class, using that emotion in place of "بخير" and acting out the emotion as you sing it.

Choose a group of six volunteers. Have them get together and choose an emotion, then perform the song for the class, using the emotion they have chosen. Repeat with other groups of approximately six students until everyone has had a turn.

D. What Drink Do You Like?

Show students a coffee mug, a tea cup, a water bottle, and a juice bottle. Say, "أنا أحب قهوة" and hold up the coffee mug. Now ask, "من يحب القهوة؟" Have students hold up their hands to indicate if they like coffee.

Repeat with the other beverages, saying you either like or don't like each one, and asking students who likes each beverage.

Draw a big heart on the board. Draw another big heart on the board, and put a diagonal line through it.

Have students come up one by one, and tell the class one beverage they like or don't like. Students then place the image card of that beverage in the appropriate heart.

E. I Drink Juice

Teach the word "اشرب" by pretending to drink something, while saying the word. Have the students repeat the word, and do the action with you. Choose one of the beverage items (mug, bottle, etc.). Hold it up as if drinking. Say the appropriate sentence, for example, "أنا اشرب عصير". Choose four volunteers to come up front. Give each of them one of the beverage items. Say a sentence (...أنا اشرب). The student who has that drink pretends to drink it.

Toss a ball to a student in the class. That student must say a sentence about what he or she is drinking and toss the ball back to you. The student up front who is holding that drink should pretend to drink it. Have the class repeat the sentence. Toss the ball to another student and repeat the activity. After 5-6 students have had a turn, choose four new volunteers to hold the beverage items, and have the others sit down. Toss the ball to more students, and have them say what they are drinking. Repeat as time allows.

F. Dismissal

Place the four beverage items in four different places in the room. Tell students to go to the corner of the beverage they like. Call out one of the beverages, and have the students in that corner line up. Continue with the other beverages until all of the students are lined up. Sing the Goodbye Song with students as they exit.

Materials Needed:

- Coffee mug
- Tea cup
- Water bottle
- Juice bottle
- Image cards - beverages
- Ball



Interpersonal Assessment - Activity B

Students respond appropriately to greetings.

Presentational Assessment - Activity C

Students sing the song and perform the action that goes with their chosen emotion.

Presentational Assessment - Activity D

Students tell about a drink they like or don't like.

Interpretive Assessment - Activity E

The student who has the beverage mentioned responds by pretending to drink it.

Presentational Assessment - Activity E

Students tell what they are drinking, using the correct form of the verb.

ACTFL Standards :

Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 1.2 Students understand and interpret spoken language on a variety of topics.

Standard 1.3 Students present information, concepts, and ideas to an audience of listeners on a variety of topics.

Social Studies Standards

Standard 3.1a Food, leisure time, entertainment.

Standard 1.1a, 1.2b Cultural heritage



First Grade Arabic
Unit 7: Qatar
Lesson 10 : Qatar Party!

Language Objectives:

SWBAT name a common Arabic sweet.

Culture Objective:

SWBAT recognize Arabic music.

SWBAT understand what a date truffle tastes like.

Essential Vocabulary
Review: All Unit 7 vocabulary
Structures: Polite language (please, thank you, you're welcome)

A. Warm-up Activity: Whose Name Is It? (See Unit 2) Choose two names, and have those students complete the Weather Board (see unit 5) with local weather, as well as weather in Qatar. Students can compare the temperature forecast for both locations, and pronounce the numbers in the forecasts.

B. Date Truffles

Note: If a student in the class has a nut allergy, do NOT use any recipe with nuts in the classroom. Nut allergies are serious.

Show students the ingredients for the Date Truffles. Introduce each item by name, and have students repeat (students are not expected to remember the name of every item). Tell students the name of all the things you will use to make the truffles (bowl, spoon, etc.).

Invite different students to come up front and help with each step of the recipe. Students can count ingredients, add things to the bowl, stir, shape the balls, etc. Have each student wash hands with soap and water before helping. Make the truffles according to the recipe provided, or a recipe of your own. Be sure to make the truffles small enough so that there will be enough for each student to have one.

C. Let's Eat!

Play Arabic music (with or without a video). Choose several students to be the waiters. Have them put on an apron (optional). As they hand out a truffle (on a napkin or paper plate) to each student, students should use their "polite words" vocabulary.



D. Let's Dance!

As students finish eating their truffles, have them clean their hands and their desk or table. Allow them to get their instrument, and dance to the music. Students may choose Arabic clothing items to wear as they dance. Be sure that students take turns, so many students will have a chance to wear the items.

F. Dismissal

Be sure that students clean the classroom well, and put away all costumes. When an area is clean, invite those students to line up. Students may take their instruments home. Leave the music playing, so that students may dance as they exit. If this is the last class period of the school year, Have students take home their name tags, and anything they have made to decorate the classroom throughout the year.

Materials Needed:

- Computer, speakers (projector if showing video)
- Arabic music

<http://www.qatarliving.com/node/288445>

<http://en.hibamusic.com/Qatar/hassan-al-ahmed/hassan-al-ahmed-2131.htm>

<http://www.youtube.com/watch?v=0xYy3D6zYgY>

- Ingredients and utensils to make the recipe you choose
- Printout of the recipe and instructions
- Large platter for finished truffles
- Napkins or small plates
- Aprons (optional)
- Arabic clothing
- Instruments made by students in lesson 5

Recipe suggestion:

Easiest Date Truffles

(Nut free, unless you roll them in nuts)

Ingredients:

10-15 good quality soft dates

2 tbsp unsweetened cocoa powder

1-2 tbsp of coconut oil/vanilla (optional)

some extra unsweetened cocoa, coconut, or chopped nuts to roll the truffles.

This is simple! Just de-seed the dates and blend them in a food processor with cocoa powder into a smooth paste. If it's too hard (depends of your dates) use a bit of oil to help it come together. Once done, scoop small bits out with a spoon and roll it between your palm to make truffles. Roll them over the unsweetened cocoa, coconut, powdered sugar or chopped nuts and store in an air-tight container.

Other recipes:



<http://blog.fatfreevegan.com/2006/05/cherry-date-nut-balls.html>

<http://www.sproutedkitchen.com/home/2012/9/20/almond-date-truffles.html>

Interpersonal Assessment - Activity C

Students use polite vocabulary.

ACTFL Standards :

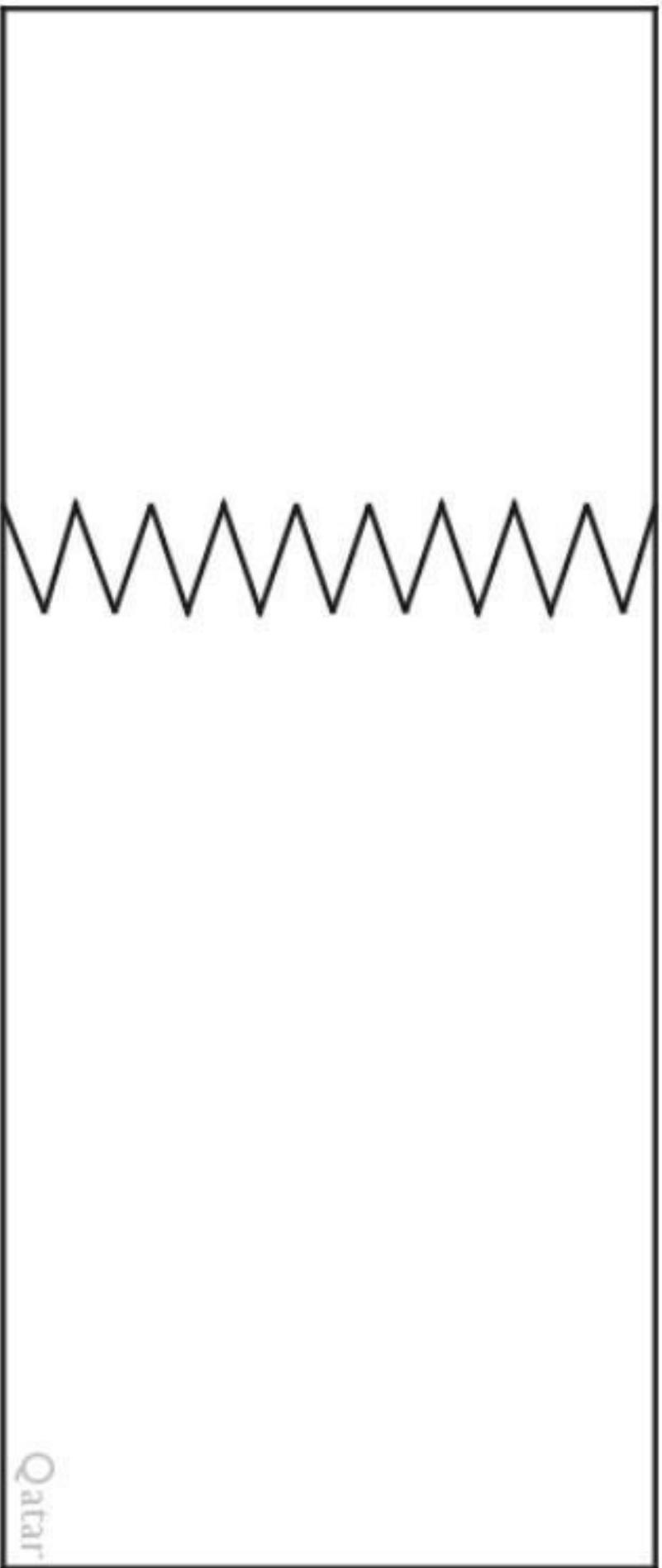
Standard 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Social Studies Standards:

Standard 3.1a Food, leisure time, entertainment.

Standard 1.1a, 1.2b Cultural heritage



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رئیسال واحد

وزیرتجهه ضرورت القومیه بحریه اتاناره

طابعه
وزیرتالاتیه

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