





First Grade Arabic

Unit 1: Greetings and Introductions Lesson 1 : Say Hello to the Arab World

Language Objectives:

1. SWBAT understand, give, and reply to a common Arabic greeting.
2. SWBAT understand and answer when someone asks their name.
3. SWBAT say goodbye, and understand when someone says goodbye.

Culture Objectives:

1. SWBAT recognize two famous people from the Arab world.
2. SWBAT recognize some common Arabic first names.

Essential Vocabulary	
New Words and Phrases:	
اهلاً وسهلاً	hello and welcome
اهلاً بك	response to a male
أهلاً بك	response to a female
كيف الحال؟	How are you?
أنا بخير	I'm fine
تشرفنا	nice to meet you
مع السلامة	goodbye
ولد	boy
بنت	girl
Structures:	
Difference between the response when speaking to a male, and response when speaking to a female.	

A. Warm-up Activity

Greet students as they come in by saying, " اهلاً وسهلاً ". Use gestures to encourage students to repeat the greeting. Play the Arabic Alphabet song as background music (show video, if desired).

<http://www.youtube.com/watch?v=ifktT2RAVtg>

B. Greeting Song (Ahalan waSahalan)

Use two puppets to teach the words to the greeting song. First, act out and speak the entire conversation with the two puppets, Jamila and Ali. On "مع السلامة" (goodbye), hide the puppets behind your back.

علي: اهلاً وسهلاً

جميلة: اهلاً بك

جميلة: اهلاً وسهلاً

علي: اهلا بيك
علي: كيف الحال؟
جميلة: أنا بخير
جميلة: كيف الحال؟
علي: أنا بخير
(الاثنتين): تشرفنا
مع السلامة

Now, sing the song while acting it out with the puppets (or play a recording of the song, if you are unable to sing it).

Teach the song by saying the first line, and having the students repeat, then sing the first line, and have the students repeat. Continue with each line of the song. Now sing the entire song with the class, while acting it out with the puppets.

C. Take Turns with Puppets

Choose two students and give each of them one of the puppets. Let the students use the puppets to act out the song while the class sings. While the two students are using the puppets, use your thumbs to act out the song, having the thumbs bend as is talking to each other. Encourage students to use their thumbs also. On "مع السلامة", hide thumbs behind your back. Repeat three times, giving different students a chance to use the puppets each time.

D. English OK Sign

Post the "English OK" sign. Tell the students (in English) that this is the sign that tells them it is OK to speak English. Ask the student to raise their hands if they have heard some words they didn't understand. Point out that everyone heard words they didn't understand. Tell the students that it's OK not to understand everything, and that they can guess what you are saying from your actions, like a game. Turn the sign back over to the "انجليزي ممنوع" side.

E. Boys and Girls

Show the boy puppet, and say, "ولد" (boy). Have students repeat. Show the girl puppet and say, "بنت" (girl). Have students repeat. Choose three boys to come up front, pointing to each and saying, "ولد", then gesturing for them to come forward. Choose three girls in the same way, saying, "بنت". Have the girls stand on one side, and the boys on the other side. Point to each student, and say, "ولد" or "بنت". Pause as you point, giving students a chance to say the right word out loud before you say it.

F. Greeting Boys and Girls

Have the first boy say, "اهلاً وسهلاً". Respond directly to him with "اهلاً بيك". Have the class repeat the response. Repeat with the other boys. Have the first girl say "اهلاً وسهلاً". Respond directly to her with "اهلاً", emphasizing the "kee" sound at the end. Have the class repeat the response. Repeat with the other girls. Have the students return to their seats. Choose three more boys and three more girls. Proceed with the other boys and girls the same way. Then, to reinforce the difference, go down the line of students at the front, saying directly to each one, اهلاً بيك, or اهلاً بيك, as appropriate. Have students go back to their seats.

G. I'm a Boy/I'm a Girl

Use a moustache and wig to pretend to be a boy or a girl. Put on the wig. Approach a student and say, "اهلاً وسهلاً". Student should respond with "اهلاً بيك". If the student forgets the "kee," point to the wig on your head and say, "انا بنت" (I'm a girl). Repeat with other students, sometimes using the wig, and sometimes using the

moustache.

Show the students the pictures on Queen Noor and King Hussein. Hold a picture in front of your face, and greet a student. Student should answer with the right greeting, depending upon which face you chose. Have students stand up and walk around the room, practicing the greeting and response with each other. Let them take turns using the wig and moustache, and the pictures of Queen Noor and King Hussein.

H. My Name is...

Have the boy puppet say, "أنا اسمي علي" (my name is Ali).

Have the girl puppet say, "أنا اسمي جميلة" (my name is Jamila). Choose a boy and a girl to come up front. Point to the girl, and say, "جميلة". Point to the boy and say, "علي". Help the students repeat the dialogue, acting as Ali and Jamila..

Tell the class, "أنا اسمي أستاذ/أستاذة _____" (my name is Mr./Ms. _____). Ask a student, "ما اسمك؟". If the student doesn't know how to answer, say, "أنا اسم أستاذ/أستاذة _____" again. Then point to a student, and say, "هو اسمها _____" (student's name). "ما اسمك؟". Toss a ball to a student. Student says, "اسمي _____" and tosses the ball back to you. Repeat with several more students.

I. Dismissal

Instruct the students to line up (in Arabic). Use gestures to convey the meaning. Sing the goodbye song to the students. This will familiarize them with it. They will learn it in a future lesson. At the end say, "مع السلامة", and wave goodbye to the students. Have the students repeat "مع السلامة" as they leave.

Materials Needed

Puppets (one boy and one girl)

Moustache

Wig

Picture of Queen Noor (mounted on a craft stick, if desired)

Picture of King Hussein (mounted on a craft stick, if desired)

Alphabet song and projector, if desired. <http://www.youtube.com/watch?v=ifktT2RAVtg>

"English OK" sign - Green on one side, with "English OK," with a picture of a stop sign on the other side, and "انجليزي ممنوع"

Presentational Assessment - Activity C

Students sing the Hello Song.

Interpersonal Assessment - Activity F

Students exchange greetings, using the appropriate form.

Interpersonal Assessment - Activity G

Students tell others their names.

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.



First Grade Arabic
Unit 1: Greetings and Introductions
Lesson 2 : Middle Eastern Greetings

Language Objectives:

1. SWBAT understand and respond to several Arabic greetings.
2. SWBAT exchange information about names.
3. SWBAT sing the Goodbye Song.

Culture Objectives:

1. SWBAT identify differences between gestures used with greetings in America and in the Middle East.
2. SWBAT understand that different greeting gestures are used depending on the relationship.

Essential Vocabulary	
New Words and Phrases:	
السلام عليكم	peace be upon you
(traditional greeting)	
وعليكم السلام	and upon you peace
(traditional response)	
Review:	
اهلاً وسهلاً	hello and welcome اهلاً
بك	response to a male
أهلاً بك	response to a female
كيف الحال؟	How are you?
أنا بخير	I'm fine
تشرفنا	nice to meet you
Structures: Greeting/response construction	

A. Warm-up Activity: What's my name?

Prepare name cards with Arabic names for several students in the class (see details in the Materials section). Place name cards in the magic hat before class. When students arrive, explain to them (in English) that they will each have a special Arabic name that you will use in Arabic class. Choose a name card out of the hat. Ask the student to come up front. Read the name card to the student. Give the student the name card to wear or place on desk. Have the student and the class repeat the name out loud. Have the student say, "اسمي"



____". Help the student, and give praise (ممتاز). Have the student stay up front while you repeat this process with two other students' names (for a very large class, repeat with enough students so that all students will have their names within about 6 class periods). After you have drawn all of the names, go down the line, pointing to each student and saying the name. Have the class repeat each name.

B. Song

Play or sing the "Ismee" song for the students. Sing the song without the recording, or with the "minus track" recording. Have the students who just received their names sing their names in the song, and have the class echo (as in the example recording).

C. Greeting Review

Greet a student with "اهلا وسهلا". Student should respond with "اهلا بيك", using the correct form for masculine or feminine. Greet another student, while wearing the wig or moustache to represent the opposite gender. Have students walk around and greet at least three other students.

D. Peace Be Upon You

Walk up to a student in a casual way, and say, "اهلا وسهلا". Student should respond with "اهلا بك/ بك"

Straighten your tie, shirt, skirt, etc. and approach a student in a more formal way. Say, "السلام عليكم" (peace be upon you), giving the idea that this is considered a more formal greeting. Give the student the response, "وعليكم السلام" (and upon you peace), and have the student repeat. Have the class repeat both phrases.

Go to the door of the classroom. Turn around and walk, as if entering the room. Say, "السلام عليكم". Help students respond properly as a class. Walk to the door again and repeat this exercise.

E. Culture Discussion (English)

Post the "English OK" sign, indicating that this is a time when it is OK to speak English in the classroom.

Explain different types of greetings as follows. Add your own experience and knowledge as desired.

1. Someone you just met, person of the opposite gender who is not a family member:
Shake RIGHT hands, or place hand on heart and give small bow.
2. Close friends of the same gender, family members:
Kiss on both cheeks (Egypt, Lebanon, one kiss on each cheek; Iraq, two or three kisses on one cheek).
3. Bedouin Greeting - Men (explain who Bedouins are and where they live):
Touch noses together three times.

Have each student pair up with another student to practice the greetings. Tell the class



who they are greeting, for example, “two close friends,” “two men who just met,” etc. Students should say a greeting and use the appropriate gestures. Practice each type of greeting.

F. Greeting Line

Have students form two lines, facing each other, so that each student is across from a partner. Instruct students to greet each other. They can choose they type of greeting to use. After about 20 seconds, instruct the students in one line to move to the left so that they are standing across form a new partner. Students greet their new partners. Continue to switch partners in this manner, as time allows.

G. Goodbye Song

Teach the students the goodbye song you introduced in the last lesson. Have them repeat the words, and sing the phrases, one phrase at a time.

G. Dismissal

Call each of the students who have received their Arabic name by their Arabic name. Collect their name cards (or have them place them in a designated area). Then invite the rest of the class to line up. Sing the Goodbye song with the students as they leave.

Materials Needed:

Name cards

Assign each student in the class an Arabic name. Try to assign names that sound somewhat like their American names, if possible. Prepare name cards with the name written in Arabic script. Include the student’s American name, written smaller, below the Arabic name. Although the use of transliteration in class is discouraged, this is one case where you may want to include a transliterated version of the name in one corner of the card. The cards can be made out of cardstock, and folded like a tent to sit on the desks. Or you can purchase plastic name card holders with clips, so that students can clip the name on their clothing each day. Keep the name tags of each class in a special location, so that later a student can be assigned to pass out name tags at the beginning of class. You will give 3-4 students their Arabic names at the beginning of each class period, and practice these names with the class. Once a student has received his or her Arabic name, use that name every time you address the student.

Magic Hat

“English OK” sign

Pictures of Arabs greeting each other in the ways presented during the lesson

Conversational Assessment - Activities C, D

Students will give the proper response to the greeting.

Presentational Assessment - Activity E

Students will greet their partners in the manner they have learned for the type of relationship given.

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 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 4.1 Students demonstrate understanding of the concept of culture through comparisons of the culture studied and their own.





First Grade Arabic
Unit 1: Greetings and Introductions
Lesson 3 : Where I Live

Language Objectives:

1. SWBAT understand and answer when asked about where they live
2. SWBAT ask someone how they are doing, and reply appropriately.

Culture Objectives:

1. SWBAT identify greeting words in authentic listening material.
2. SWBAT identify Arabic names.

Essential Vocabulary	
New Words and Phrases:	
اسكن في	I live in...
كيف حالك؟	How are you?
ممتاز	excellent
Review:	
اهلاً و سهلاً	hello and welcome
اهلا بك	response to a male
أهلا بك	response to a female
كيف الحال؟	How are you?
أنا بخير	I'm fine
تشرفنا	nice to meet you
Structures:	
First person singular conjugation of "I live"	
Preposition "في" (in)	

A. Warm-up Activity: What's my name?

Hand out the name cards of the students who have already received their Arabic names. As you hand them out, say the name out loud, and have the class repeat.

Choose a name card out of the magic hat. Ask the student to come up front. Read the

name card to the student. Give the student the name card to wear or place on desk. Have the student and the class repeat the name out loud. Have the student say, " _____ اسمي". Help the student, and give praise (!ممتاز). Have the student stay up front while you repeat this process with two other students' names. After you have given out all of the names for the day, sing the Ismee song, using the students who just received their names.

B. Song

Sing the Hello Song with the students. Choose two students to use the puppets during the song.

C. Greeting Practice

Greet a student with "اهلا وسهلا". Student should respond appropriately. Assist as needed. Greet another student with "السلام عليكم". Student should respond appropriately. As before, assist as needed. Instruct the students to walk around the class and greet each other, using any greeting and gesture they choose. Hold up the stop sign and say, "قف". Ask a pair of students to demonstrate their greeting for the class. Have the other students tell what kind of relationship they have shown by their greeting. Have students continue to greet others. Stop every 30 seconds and have a pair demonstrate.

D. Listening Activity

Show the video (or play sound only) from Alif Baa (description in Materials section), or a similar video. Have students just listen. Instruct students to put their heads down on their desks, close their eyes, and listen carefully. When they hear a word or phrase they know, they should raise their hands. Play the video again. Ask students to tell what words they heard. Listen to the video again, and point out the words that the students remembered. Ask students to listen for the name of each of the people in the video. Play the first part, pausing the video after the first individual says his name. See if a student can repeat the name (Hosni). Repeat with the other clips, encouraging the students to listen for "أنا اسمي" (my name is).

E. I live in New York

Show a photo of a house; preferably your actual house, or another house in the area where your school is located. Say, "ان اسمي أستاذ _____ أنا اسكن في نيو يورك" (My name is _____ I live in New York). Have the students repeat "أنا اسكن في نيو يورك", then "أنا اسكن". Approach a student, and say, "اسمي أستاذ _____ ما اسمك؟" Student should answer with "اسمي _____". Assist as needed. Toss a stuffed animal or ball (something that is easy to catch) to a student and say, "اسمي أستاذ _____ ما اسمك؟" When the student answers, he or she should toss the object back to you. Repeat with several more students. Now repeat the activity with "أنا اسكن في نيو يورك. وانت؟" Help the students say "أنا اسكن في _____" They can answer with their city or state, or even the name of their neighborhood or borough. Giving the students examples of what to say will help them understand the meaning.

F. How Are You?

Use puppets to act out the following short dialogue:
اهلا وسهلا

اهلا ببيك

أنا اسمي علي

أنا اسمي جميلة

كيف حالك؟

ممتاز

مع السلامة

مع السلامة

Use one puppet to ask a student "كيف حالك؟" Have the student repeat "ممتاز" (excellent). Have the entire class repeat, "ممتاز". Use the puppet to ask the same question of several students.

Now use the puppet to give greetings and ask students different questions (كيف حالك؟ ما اسمك؟, أنا اسكن في نيو يورك وانت؟). Student should reply to the greeting and question appropriately.

G. Partner Greetings and Questions

Ask students to form two lines, facing each other, so that each student is across from a partner. Give students 30 seconds to have a short conversations with their partner. Assist them if they get stuck. After 30 seconds, have students in one line move to the next student in the facing line, forming new pairs. Students have a conversation with the new partner. Continue switching ever 30 seconds until time is up. Ask a pair to present to the class if desired.

H. Dismissal

Call each of the students who have received their Arabic name by their Arabic name. Collect their name cards (or have them place them in a designated area). Then invite the rest of the class to line up. Sing the Goodbye song with the students as they leave.

Materials Needed:

Magic Hat

Name cards

Puppets

DVD from Alif Baa (Brustad, et al)

Unit One, Dialogue, Ahalan Wa Sa Halan (formal)

Interpersonal Assessment - Activity C

Students are able to greet one another and respond appropriately to the different greetings and gestures.

Interpretive Assessment - Activity D

Students recognize words they have learned and raise their hands.

Interpersonal Assessment - Activity E

Student answer appropriately when asked where they live.

Interpersonal Assessment - Activity G



Students are able to carry on a short conversation with a partner.

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.



First Grade Arabic
Unit 1: Greetings and Introductions
Lesson 4 : Mine and Yours

Language Objectives:

1. SWBAT understand and use possessive endings.
2. SWBAT recognize letters “yaa” and “kaaf” in the final position.

Essential Vocabulary	
New Words and Phrases:	
قلم	pen or pencil
كتاب	book
Review:	
اهلاً و سهلاً	hello and welcome
اهلاً بك	response to a male
أهلاً بك	response to a female
كيف الحال؟	How are you?
أنا بخير	I'm fine
تشرفنا	nice to meet you
اسكن في	I live in...
كيف حالك؟	How are you?
ممتاز	excellent
Structures:	
Possessive pronouns "أنا" and "أنت"	

A. Warm-up Activity: What's my name?

Hand out the name cards of the students who have already received their Arabic names.

As you hand them out, say the name out loud, and have the class repeat.

Choose a name card out of the magic hat. Ask the student to come up front. Read the name card to the student. Give the student the name card to wear or place on the desk.

Have the student and the class repeat the name out loud. Have the student say, "اسمي _____". Help the student, and give praise (!ممتاز). Have the student stay up front while you repeat this process with two other students' names.

After you have given out all of the names for the day, sing the Ismee song, using the students who just received their names.

B. Song

Sing the Hello Song with the students. choose two students to use the puppets during the song.

C. My Name and Where I Live

Toss a stuffed animal or a ball to a student and ask "ما اسمك؟" (what is your name) or "اين تسكن؟" (where do you live). Student answers, and tosses the ball back. Model answers for students, as necessary. Repeat with several students. Then let a student toss the ball and ask the questions.

D. Greetings Song

Post images (or powerpoint) representing the individuals in the song (Hanan, Sawsan, Yunis). Model asking the picture of Hanan his name, and have students ask with you. Answer with "اسم حنان" (My name is Hanan). Repeat with the other pictures. Use a different character voice for each of the pictures when they answer to tell the class their names. Play the song (see materials) and have students listen. Teach the chorus of the song by having the students repeat each phrase after you, then sing each phrase after you. Sing the song as a class, with the recording.

E. Sing-off

Divide the class into groups (side of the room, or boys vs. girls). Have each group sing the song (with actions if desired). Recognize the group that does the best job. Also compliment the group that was the best audience while the others were singing.

F. My Name, Your Name

Write "اسمي" and "اسمك" on the board. Point out to the students how the writing goes from right to left. Read each word out loud, and have students repeat, emphasizing the difference in the endings. Ask a student, "ما اسمك؟" (point to the word on "اسمك"). When student answers, point to the word, "اسمي".

Teach the words "قلم" (pencil) and "كتاب" (book) by holding up the items, and having students repeat the words. Take a pencil that belongs to a student, and say to him or her, "قلمك". Hold up your own pencil, and say, "قلمي". Repeat this process with "book". Write "قلمك", "قلمي", "كتابك", "كتابي" on the board. Circle the "yaa" or "kaaf" at the end of each word. Have the students repeat the words, "قلمي, قلمك" and "كتابي, كتابك", pointing to themselves when it's "yaa", and pointing to someone else when it's "Kaaf". Have two to three boys and two to three girls come to the front of the room. Give each one a pencil or a book. Demonstrate the difference between the feminine and masculine endings by pointing to each item, and saying the right form of "your book," depending on whether you are talking to a boy or a girl. Call on a student, and point to a book or pencil that one of the students has. Help the student tell whose item it is, using the right form.

G. Writing

Hand out worksheets. Show students where to begin when writing the letters. Students trace the letters. Walk around the room, and say things like, "كتابي", and "قلمك" and have the student point to which letter corresponds to the ending of that word.

F. Dismissal



Have students put their name tags and any other supplies away and line up. Sing the Goodbye Song with the class as they exit.

Materials Needed:

Name cards

Magic hat

Images: boy from Lebanon, girl from Yemen, boy from Tunisia

Greetings Song from Sing & Learn Arabic! Songs and Pictures to Make Learning Fun! [S.I.] ABC Melody:

Recorded Books: 2008

Tracing Worksheets for “kaaf” and “yaa”

Interpersonal Assessment - Activity C

Students answer appropriately when asked where they live.

Presentational Assessment - Activity E

Students sing the chorus of the song correctly.

Interpretive Assessment - Activity G

Students identify correctly whether the word spoken by the teacher ends in “kaaf” or “yaa”.

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 written and 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 1: Greetings and Introductions
Lesson 5 : My Family

Language Objectives:

1. SWBAT name the family members.
2. SWBAT understand when someone talks about family members.

Essential Vocabulary	
New Words and Phrases:	
أم/أمي	mother/my mother
اب/ابي	father/my father
أخت/أختي	sister/my sister
اخ/اخي	brother/my brother
جد/جدي	grandmother/my grandmother
جدة/جدتي	grandfather/my grandfather
Review:	
قلم	pen/pencil
كتاب	book
Possessive pronouns "ي" and "ك"	
Structures:	
First person singular of "to love"	

A. Warm-up Activity: What's my name?

Hand out the name cards of the students who have already received their Arabic names. As you hand them out, say the name out loud, and have the class repeat.

Choose a name card out of the magic hat. Ask the student to come up front. Read the name card to the student. Give the student the name card to wear or place on desk. Have the student and the class repeat the name out loud. Have the student say, "اسمي ____". Help the student, and give praise (! ممتاز). Have the student stay up front while you repeat this process with two other students' names.

After you have given out all of the names for the day, sing the Ismee song, using the students who just received their names.

B. Song



Post the pictures of the people from the new Greeting Song. Review their names. Sing the Greeting Song with the students.

C. New Vocabulary

Teach the family words by showing an image of each family member, saying the word, and having students repeat. Teach "أحب" (I love) by showing the students a picture of a heart.

Play the Family Song: Point out the "yaa" ending you hear at the end of the family member words in the song. Demonstrate the meaning by a review of "قلم", "قلمي", "قلمك". Hold up your pencil close to your chest and say, "قلمي". Hold the picture of "mother" close to your heart, and say, "أمي". Use pictures and gestures to explain an entire sentence, as follows: "أنا" (point to self) "أحب" (point to heart) "أمي" (point to picture of mother). Have students repeat the sentence.

D. Family Members Song

Teach the song to the students by holding up the picture of a family member, and having the students repeat the part of the song that talks about that family member. Then sing each phrase, and have students repeat.

Give each family member picture to a student. Have the students with the pictures line up at the front of the room. Sing the Family Song with the students. Have each student hold up the picture when that family member is mentioned. Choose new students to hold the pictures, and repeat.

E. Fly Swatter Game

Post the Family Member pictures on the board, or project a PowerPoint slide with all of the family members. Divide the class into two teams. Have one student from each team come to the board. Give each of them a fly swatter. Say the name of a family member. The first student to swat the correct picture earns a point for the team. Continue as time allows.

F. I Love My Mother

Point to the picture of Mother. Say, "أنا أحب أمي." Ask for a student volunteer. Have that student point to a family member, and say, "أنا أحب..." Have the class repeat. Invite other students to come up and say they love a family member. Give all students a turn if time allows.

G. Dismissal

Have students put name tags away and line up. Stand at the door with the family member pictures. As students exit, show each student a family member, and have them say the name (assist as needed).

Materials Needed:

- Name Cards
- Magic Hat



- CD Player
- Greetings Song (see lesson 4)
- Images: mother, father, brother, sister, grandmother, grandfather, heart
- Family Song: <http://www.youtube.com/watch?v=XdOSv1vtAM0>
- Computer and projector

Presentational Assessment - Activity D

Students remember and are able to sing at least part of the Family Members Song.

Interpretive Assessment - Activity D, E

Students hold up the correct picture when singing the part about that family member.

Students swat the correct picture.

Presentational Assessment - Activity F

Students express love for a specific family member.

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 written and 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 1: Greetings and Introductions
Lesson 6 : What I Like

Language Objectives:

1. SWBAT express likes and dislikes.
2. SWBAT understand when someone tells about likes and dislikes.

Culture Objectives:

1. SWBAT explain some differences between families in America and families in the Middle East.

Essential Vocabulary	
New Words and Phrases:	
الشوكولاتة	chocolate
البيتزا	pizza
نعم	yes
لا	no
بيت/بيتي	house/my house
Review:	
أم/أمي	mother/my mother
اب/ابي	father/my father
أخت/أختي	sister/my sister
اخ/اخي	brother/my brother
جد/جدي	grandmother/my
grandmother	
جدة/جدتي	grandfather/mygrandfather
اهلا وسهلا	hello and welcome
اهلا بيبك	response to a male
أهلا بك	response to a female
...إنا اسمي	My name is. . .
تشرفنا	nice to meet you
اسكن في	I live in...
كيف حالك؟	How are you?
ممتاز	excellent
Structures:	
First person plural of “to like”	
Possessive “yaa”	

A. Warm-up Activity: What’s my name?

(If you have already handed out all of the names, use the “Whose Name?” activity in lesson 7).

Hand out the name cards of the students who have already received their Arabic names. As you hand them out, say the name out loud, and have the class repeat.

Choose a name card out of the magic hat. Ask the student to come up front. Read the name card to the student. Give the student the name card to wear or place on desk. Have the student and the class repeat the name out loud. Have the student say, "اسمي ____". Help the student, and give praise (! ممتاز). Have the student stay up front while you repeat this process with two other students' names.

After you have given out all of the names for the day, sing the Ismee song, using the students who just received their names.

B. Song

Sing the Greeting Song with the students. Choose students to act out the parts of the children in the song.

C. Greetings and Questions

Toss a ball to a student and ask a question or give a greeting. Student should give an appropriate response, and toss the ball back. Repeat with enough students to review all of the greetings and questions learned so far.

D. I Like Chocolate

Post the heart picture on the board. Give some examples of things you like, that the students can understand, as follows:

"أنا أحب الشوكولاتة"

"أنا أحب البيتزا"

"أنا أحب ديزني"

Ask a student to come to the front. Say, "أنا أحب الشوكولاتة. وانت؟" (I like chocolate, and you?). Demonstrate “نعم”(yes) and "لا"(no) by nodding and shaking your head. Ask similar questions to several more students. Have all of the students repeat, nodding or shaking their heads, as appropriate.

E. In My House

Sing the Family Song with the students.

Draw a very large house on the board. Teach students the word, "بيت". Post the family member pictures on the board. Use a puppet to tell about the family members that live in the house, as follows:

أنا اسمي علي

أنا السكون في ينو يورك

...في بيتي

أمي وابي وأختي واخي وجدتي وجددي

Move each picture into the house as you say it.



Have a student come up. Move all of the family members out of the house. Help the student tell about the people who live in his or her house, and move the pictures. Repeat with two or three more students. Help the class to notice if the students' grandparents live with them.

F. Culture Discussion

Post English OK sign. Ask the students who lives in their house, and have them answer by raising their hands, as follows: "Raise your hand if you have a brother that lives in your house." Repeat for each of the family members. Be sure not to single out students whose family situations are different from the others. Emphasize that all families are different and special. Take note of how many students have grandparents living with them. Explain that in the Arab world, grandparents, and sometimes even aunts, uncles, and cousins are part of the same household.

Remove the "English OK" sign at the end of the discussion.

F. Family Matching Game

Divide the class into groups of three or four students. Give each group a set of family member image cards. Have each group spread out their cards, face down. Students will take turns turning over a card, saying its name, and then turning over another card to see if it matches. Students should say the name of every card they turn over. If the two cards match, the student collects them. The student in each group who collects the most matches is the winner. If a group finishes playing before the others they can start again, and keep playing until the activity is over.

G. Dismissal

Have students put name cards away and line up. Sing the Goodbye Song with the students as they exit.

Materials Needed:

Name cards

Magic Hat

Ball

Family Members Song <http://www.youtube.com/watch?v=XdOSv1vtAM0>

Images of family members

"English OK" sign

Enough sets of family member image cards (two of each family member per set) so that each group of three or four students can use one.

Interpersonal Assessment - Activity C

Students respond appropriately to greetings and questions.

Presentational Assessment - Activity E

Selected students will correctly name the family members who live in their house, and select the corresponding pictures.



Presentational Assessment - Activity F

Students will correctly identify the family members as they turn over the cards.

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.

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



First Grade Arabic
Unit 1: Greetings and Introductions
Lesson 7 : He, She, and We

Language Objectives:

1. SWBAT understand and use several pronouns.
2. SWBAT respond to pronouns by performing an action that corresponds with the meaning.
3. SWBAT recognize “yaa” or “kaaf” at the end of a word.

Essential Vocabulary	
New Words and Phrases:	
نحن	we
هو	he
هي	she
Review:	
أنا	
انتَ / انتِ	
Structures:	
Pronouns	

A. Warm-up Activity: Whose Name Is It?

(If you have not finished handing out the names, use the “What’s My Name” activity from previous lessons instead).

Hand out students’ name cards. Say each name out loud, and have students repeat the name as you hand out the cards. Draw a name out of the magic hat, and write that student’s name on the board in Arabic script. Students raise their hands to guess whose name it is. If a student guesses an incorrect name, write the “guessed” name on the board, while pronouncing it slowly, and point out similarities and differences by indicating the letters and pronouncing the sounds (no explanation in English allowed!) When a student guesses correctly, the student whose name was drawn comes up front and chooses a song for the class to sing (Hello Song, Greeting Song, Family Song).

B. More Pronouns

Review and introduce new pronouns by showing the pictures, then using gestures, as follows (students should repeat each word and gesture):

أنا - point to self.

انتَ / انتِ - point directly to a boy for “anta,” and directly to a girl for “anti.”

نحن - move hands in a circle, palms down, at shoulder height.

هو - point directly to a boy on one side of the room, while looking at the students in the middle of the room

هي - point directly at a girl on one side of the room, while looking at the students in the middle of the room.

Repeat the words and actions several times. Then say a word without doing the action, and wait to see if the students will respond with the word and the action.

C. Pronoun Game

Have all of the students stand up. Say a pronoun, but do not do the action. Students must repeat the pronoun and do the action. Choose one of the fastest students to come up front and be the “Ustaz.” That student says a pronoun, and chooses a fast responder to be the new “Ustaz.” Continue the game for 5-10 minutes.

D. We Are the Family

Watch the Arabic Family Members Video again. Have students listen for "نحن." Sing the phrase, "نحن العائلة", while making the gesture for "نحن." Use the pictures of mother and father to illustrate ("أنا اسمي أستاذ ____ . هي أمي . هو ابي").

E. Alphabet Practice

Write some words with “yaa” and “kaaf” which the students know how to say (اسمي, اسمك, اسمي, قلبي, أمي, كتابك). Read the words, pointing to the “yaa” or “kaaf” at the end. Fill the board with words, most of which end in “yaa” or “kaaf,” but some which do not. If possible, include as many “yaa” and “kaaf” words as you have students. Have students line up in one long line. Give the first few students in the line a white board marker. Have them each circle one word that ends in “yaa,” and then give the marker to another student. Students should try to find and circle the words as fast as possible. When the students are sure all of the “yaa” words are gone, have them circle the “kaaf” words. Keep going until all of the “yaa” and “kaaf” words have been circled.

F. Letter Worksheets

Hand out the letter worksheets and pencils. Play the Arabic Alphabet Song while the students complete the worksheets. Students who finish early can turn their papers over and try copying some of the words on the board. Watch to make sure the students form the words from right to left. If not, give them a gentle reminder.

G. Dismissal

Have students put away name tags and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:

- Magic Hat
- Name cards
- Pictures representing the pronouns (I, you, we, he, she)
- Pictures of mother and father from previous lesson
- Letter worksheets

Interpretive Assessment - Activity C

Students respond to each pronoun with the correct action.

Interpretive Assessment - Activity E, F

Students circle the correct words.

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 written and 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.



أنا - I



هو - he



هي - she



نحن - we

اسم _____

Underline all words that end with ك circle words that end with ي

أحب عائلتي. أريد كتابك. من فضلك, أين
المدينة؟ فلوسي في جيب جارك. السفارة كانت
ممتعة. القهوة لذيذة وفيها حليب. الشباك واسع
وجميل. أمي تعمل في بنك في ميامي. كيف
حالك؟ انا بخير.



First Grade Arabic
Unit 1: Greetings and Introductions
Lesson 8 : Things My Family Likes

Language Objectives:

1. SWBAT talk about what family members like.
2. Use the proper conjugations of “to like/love.”

Essential Vocabulary	
New Words and Phrases:	
يحب	he likes
تحب	she likes
الموسيقى	music
Review:	
هو	he
هي	she
الشوكولاتة	chocolate
البيتزا	pizza
بنت	girl
ولد	boy
Structures: Second person singular conjugations of “to like/love.”	

A. Warm-up Activity: Whose Name Is It?

(If you have not finished handing out the names, use the “What’s My Name” activity from previous lessons instead).

Hand out students’ name cards. Say each name out loud, and have students repeat the name as you hand out the cards. Draw a student’s name out of the magic hat, and write that student’s name on the board in Arabic script. Students raise their hands to guess whose name it is. If a student guesses an incorrect name, write the “guessed” name on the board, while pronouncing it slowly, and point out similarities and differences by indicating the letters and pronouncing the sounds (no explanation in English allowed!) When a student guesses correctly, the student whose name was drawn comes up front and chooses a song for the class to sing (Hello Song, Greeting Song, Family Song).

B. I Like. . .

Ask several students about things they like: أنا أحب الشوكولاتة. انتَ / انتِ؟ Help students

answer in Arabic. Give suggestions of things the students can understand (دزني, بيتزا, اس). Give each student a chance to tell one thing they like. Don't worry if students use English words, as long as they practice "أنا أحب".

C. He Is My Dad

Hold up the picture of mother. Ask, "الأم بنت أو ولد؟" (is mother a boy or a girl?). Students should answer, "بنت." Post the picture of mother on one side of the board. Repeat the question with the other family members, placing all of the boys on one side of the board, and all of the girls on the other side of the board. Review "هو" and "هي" by addressing each picture: "هو جدي. هي أختي." etc. Point to a picture, and ask a student to identify it. Help the student say a complete sentence: "هو أبي." Repeat with the other pictures.

D. She Likes Chocolate

Point to yourself and say, "أنا أحب الشوكولاتة." Point to a feminine member of the family, and say, "هي تحب الشوكولاتة." Write a small "t" in English above the feminine family members. Have students repeat the sentence. Point to a masculine member of the family, and say, "هو يحب الشوكولاتة." Write a small "y" in English above the masculine family members.

Ask the class, "من يحب الشوكولاتة؟" (Who likes chocolate?) and have them raise their hands. Choose three to five students who like chocolate to come to the front of the class. Point to each boy, and say, "هو يحب الشوكولاتة," and have the class repeat. For each girl, say, "هي تحب الشوكولاتة" and have the class repeat.

Practice the pronouns and verbs in rapid succession, pointing to a girl, and saying, "هي تحب" then pointing to a boy and saying, "هو يحب." Point to a student and pause, giving the class a chance to respond with the pronoun and verb. Repeat with several students to be sure the class understands.

E. Family Drawing

Model drawing a family on the board. Draw a simple figure and say, for example, "أمي جان. هي تحب الموسيقى." (my mother is Jane. She likes music). Draw the thing that person likes (a music note, for example). Draw two other members of the family with pictures of something they like, that the students can say. Say the appropriate sentences as you draw. Use familiar names so that the students will understand they are to tell the family member's name.

Point to each picture and say the sentence that corresponds with the picture. Have students repeat each sentence.

Give each student a large piece of paper. Instruct them to draw each of their family members, with something that person likes. Tell the students they must draw at least three family members. They can make a "pretend" family, if they do not have that many family members, or if they simply wish to be creative. Assist students in thinking of a simple thing each family member likes, that they can say in Arabic.

F. Presentation Practice



Model a presentation with the following elements:

Greeting

Talk about at least three family members

Tell the person's name

Tell one thing they like

Say goodbye

For example:

اهلا وسهلا

ابي مايكل

هو يحب الشوكولاتة

أختي مريم

هي تحب دزني

أمي ميشيل

هي تحب الموسيقى

مع السلامة

Have a student volunteer come to the front. Help the student present his or her picture.

Have students practice in pairs. Walk around the room and help those who need help.

G. Dismissal

Collect student pictures and store for later practice and presentations. Have students put away name tags and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:

Magic Hat

Name cards

Pictures of family members

Large paper

pencils, crayons, or markers

Presentational Assessment - Activity B

Students tell one thing they like, using the proper conjugation.

Presentational Assessment - Activity F

Students speak in full sentences about their families, and use the proper verb forms.

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.





First Grade Arabic
Unit 1: Greetings and Introductions
Lesson 9 : I Can Count

Language Objectives:

1. SWBAT count to ten in Arabic
2. SWBAT recognize written numbers 1-5.

Culture Objectives:

1. SWBAT understand that Arabic uses a different system for writing numbers.

Essential Vocabulary	
New Words and Phrases:	
واحد	one
اثنين	two
ثلاثة	three
اربعة	four
خمسة	five
ستة	six
سبعة	seven
ثمانية	eight
تسعة	nine
عشرة	ten
Review:	
أم/أمي	mother/my mother
اب/ابي	father/my father
أخت/أختي	sister/my sister
اخ/اخي	brother/my brother
جد/جدي	grandfather/my grandfather
جدة/جدتي	grandmother/my grandmother
اهلا وسهلا	hello and welcome
يحب	he likes
تحب	she likes
Structures:	
Counting	

A. Warm-up Activity: Whose Name Is It?

(If you have not finished handing out the names, use the “What’s My Name” activity)



from previous lessons instead).

Hand out students' name cards. Say each name out loud, and have students repeat the name as you hand out the cards. Draw a student's name out of the magic hat, and write that student's name on the board in Arabic script. Students raise their hands to guess whose name it is. If a student guesses an incorrect name, write the "guessed" name on the board, while pronouncing it slowly, and point out similarities and differences by indicating the letters and pronouncing the sounds (no explanation in English allowed!) When a student guesses correctly, the student whose name was drawn comes up front and chooses a song for the class to sing (Hello Song, Greeting Song, Family Song).

B. Number Song

Play the numbers song video (first 20 seconds only) Teach the numbers by holding up the appropriate number of fingers, saying the number, and having students repeat. Teach the song by singing one phrase at a time, then having students sing the phrase with you. Sing the song with the students slowly several times. Then play the first 20 seconds of the video again and sing along.

C. Ball Toss

Have the class form a big circle. Have students toss a ball around the circle as they count. Each student must say the next number as they toss the ball to the student next to them. If a student does not know the number, say it for them, and have them repeat.

Divide the class into three or four groups. Give each group a ball, and have them play the game.

D. Number Tracing

Give students a number worksheet with numbers one through five. Show the students on the board how to form the numbers, starting on the right. Give students time to trace the numbers. Play the number song as background music.

E. Family Presentation Practice

Hand out the family pictures made by the class. Model a presentation for the class, including the necessary elements. Choose two volunteers to present to the class. After the two presentations, have each student present to a partner. Gather and store the pictures for the presentation assessment in the next lesson.

F. Dismissal

Have students put away name tags and line up. Sing the Goodbye Song with students as they exit.

Materials Needed:

Magic Hat

Name cards

Numbers video http://www.youtube.com/watch?v=fJ50Po9_yYo



Projector and speakers
Three or four balls
Number worksheets
Pencils

Family member posters from previous lesson

Presentational Assessment - Activity C
Students say the correct number when it is their turn.

Presentational Assessment - Activity D
Students trace the numbers, starting on the right.

Presentational Assessment - Activity E
Students use the proper verb forms, and include all the required elements of the presentation.

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 written and 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 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.



First Grade Arabic
Unit 1: Greetings and Introductions
Lesson 10 : Family Presentations

Language Objectives:

1. SWBAT talk about family members.
2. SWBAT talk about things their family members like.

Essential Vocabulary
Review: All Unit 1 vocabulary

A. Warm-up Activity: Whose Name Is It?

Hand out students' name cards. Say each name out loud, and have students repeat the name as you hand out the cards. Draw a student's name out of the magic hat, and write that student's name on the board in Arabic script. Students raise their hands to guess whose name it is. If a student guesses an incorrect name, write the "guessed" name on the board, while pronouncing it slowly, and point out similarities and differences by indicating the letters and pronouncing the sounds (no explanation in English allowed!) When a student guesses correctly, the student whose name was drawn comes up front and chooses a song for the class to sing (Hello Song, Greeting Song, Family Song).

B. Number Review

Sing the Numbers Song with the students. Have students close their eyes. Say a number. Students hold up the corresponding number of fingers. Have students open their eye and see if they are correct. Repeat with numbers 1-10, in random order.

C. Sing-off

Divide the class into three or four groups. Give the students two minutes to get with their groups and talk about possible dance moves they can do to the number song. Have each group sing for the class, with their own dance moves.

D. Countdown to Presentations

Hand out the students' family posters. Start at one side of the room, and have students count off, each one saying a number. The student who says the number "عشرة" (ten) gets to present their family poster for the class. Use this as a chance to review the things that should be included in the presentation. Repeat the counting off game, starting where you ended, and have the next number ten present to the entire class also.

E. Family Speed Presentations

Have students take their posters with them, and form two long lines. Have the lines face each other so that each student has a partner (if a student is left with out a partner, teacher



should be the partner for that student). Students in the line on the right present to their partner in the line across from them simultaneously. When students seem to have finished, have the students on the left present. Then ask the students in the line on the right to move one step towards the front of the room, so that they are across from a new partner (the student at the front of the line will move to the back). Have students in each line present to their new partners. Repeat as time allows. During this activity, listen to the students present, and mark the assessment rubric for each student. Evaluate more than one student at a time, so that all students can be evaluated by the end of class.

F. Dismissal

Have students put away name tags and line up with their posters. Students may now take the posters home. Say a number between one and ten, and have that many students exit as a group. Count the students (with the help of the class) as they exit. Continue to call out a number and count off students until everyone has exited.

Materials Needed:

Magic Hat

Name cards

Students' family posters from previous lesson

Interpretive Assessment - Activity B

Students hold up the correct number of fingers when they hear the number.

Presentational Assessment - Activity C

Students will sing the numbers song, remembering all of the numbers.

Presentational Assessment - Activity D, E

Students use the proper conjugations, and include the necessary elements in the presentation (see rubric).

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.

Unit 1: Assessment Rubric

Student Name: _____	1 Did not attempt	2 Poor	3 Fair	4 Good	5 Excellent
1. Student has created a family poster including at least three family members.					
2. Student gives a greeting.					



3. Student speaks about three family members.					
4. Student uses the verb "to like/love" correctly.					