

Ms. Amany Malek / Arabic 1

August / September Unit Plan

Level: Novice

Class/ Time: Five times a week/ an hour

Module Name: All About Me (It contains 4 units)

Week 1 / Unit 1: Greetings and introductions

Week 2/ Unit 2: My Family

Week3/ Unit 3: Numbers

Week4/ Unit 4: My Body

Theme/Topic:

Talk about topics that immediately touch their lives such as their names, their families and the names of their body parts.

Goals (What should students know & be able to do by the end of the module?)

- Greet each other using some basic greetings for any part of the day
- Introduce themselves in Arabic.
- Present their family members to their friends.
- Count from 1 to 10 in Arabic
- Talk about their body parts.
- Write letters أ-ب

Summative Performance Assessment: create at least 1 performance task for interpretive, interpersonal, and presentational communication

Reference pg. 18-23

Interpretive

(reading, listening, and/or viewing)

- 1—Watch a video of how people in the Arab world greet each other.
- 2-Listen to A boy named Zakarya talk about his family members.
- 3- Listen to a song about family members
- 4- watch Zakarya play football and counting from 1 to 10.
- 5- view some cultural items that are related to number 5 in Egyptian Culture
- 6- Listen to a song about body parts.
- 7- Listen to a song about the Arabic Alphabet.
- 8- Listen to a song hello hello Helal.

Interpersonal

(Speaking and/or writing)

- 1-Ss work in pairs to greet each other and introduce one another.
- 2- Ss work in pairs to shape numbers using clay.
- 3- Ss work in pairs to teach each other two new greetings.
- 4- Ss work in groups to teach reach other numbers from 1 to 10.
- 5- Ask and answer simple yes or no questions in pairs.
- 6- Ask and answer How are you in Arabic in pairs.

Presentational

(Speaking and/or writing)

- 1-Watch 3 videos, choose two new greetings (not taught in the classroom), practice them very well, identify their English meanings and Finally they have to teach them to either a family member (record a video using flip grid) or to a class mate and report to the teacher.
- 2- Small Quiz in which they listen and circle the correct picture.
- 3- Write letters ا، ب، ت، ث in their notebooks (prepared by the teacher)
- 4- Create a digital dictionary for Arabic Alphabet on their google drive. (Ss already added Arabic language and Arabic Keyboard stickers to their Chrome books).
- 5- Draw their family trees.
- 6- Record a video on flip grid using the drawing in which they talk about their family members.
- 7- Work in pairs to design a dialogue (with specific criteria), draw the place in which this dialogue takes place and perform it before the whole class.

		<p>8- Draw themselves, write their First name in Arabic (on their name tags) and in English.</p> <p>9- Perform these songs alone: Hello Helal (they used Jack instead, family members, numbers and body parts)</p> <p>10- Ss write numbers from 1 to 10 on blank cards. The teacher held a class show in which students present their talents and the students rate their performance.</p>
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Week 1

<p>Weekly Can-Dos for Students: (at least 1 & no more than 3)</p>	<p>1-Great each other</p> <p>2-Introduce themselves telling their names</p> <p>3- Express simple feelings in Arabic such as Happy, sad, fine, not fine</p>
<p>Formative Assessment Tasks:</p>	<p>1- Pair work.</p> <p>2- Clock buddies</p> <p>3- Name wave</p> <p>4- Hello Bingo</p> <p>5- Line up</p> <p>6- Draw yourself</p> <p>7- Who really are you?</p> <p>8- A quiz</p>
<p>Standards: Communication Connections Culture Comparisons Communities</p>	<ul style="list-style-type: none"> ❖ *Communication: Ss use Arabic to greet each other and get introduced to each other ❖ Culture: How men and women greet each other in the Arab world. Arabs are addressed by their first names. ❖ Comparisons: Compare between Arabic and English Names. Arabic names have meanings. American start with their last names, but Arabs with their first names.
<p>Vocabulary:</p>	<p>مرحبا- أهلا- أنا أستاذة أماني- أنت- أنت- مع السلامة- كيف الحال- بخير – سعيد- حزين- لست بخير- سعيدة – حزينه- ولد بنت- هل أنت/ أنت (اسم- سعيد- حزين....)؟- نعم- لا</p>
<p>Grammar/Sentence patterns: (write these in the target language)</p>	<p>أنا (و يقول اسمه)- أنت/ أنت/ لمخاطبة المذكر و المؤنث- هل أنت/ أنت.....؟- أنا بخير/ لست بخير المذكر و المؤنث (سعيد- سعيدة- حزين- حزينه) -</p>
<p>Materials Needed:</p>	<p>videos- ball- sheets of paper- Chromebook- PPT</p>

Week 2

<p>Weekly Can-Dos for Students: (at least 1 & no more than 3)</p>	<p>1- Introduce their family members.</p> <p>2- Express their love for their family members.</p> <p>3- Write the letter ا</p>
<p>Formative Assessment Tasks:</p>	<p>1- jeopardy</p> <p>2- Run to the pictures.</p> <p>3- Point to the right picture.</p> <p>4- Draw your family tree</p>

	<p>5- Perform a song about family members.</p> <p>6- Record a video of themselves talking about their family members.</p> <p>7- Choose 2 new greetings, teach them to a friend and report to the teacher.</p> <p>8- Pelmanism</p> <p>9- Your superhero member of the family</p>
<p>Standards:</p> <p>Communication</p> <p>Connections</p> <p>Culture</p> <p>Comparisons</p> <p>Communities</p>	<p>*Communication: Introduce their family members to their classmates.</p> <p>*Culture: Families everywhere are based on love. Families can take different shapes, but all are based on love, care and sharing responsibilities. Focus on teaching I love during this week, not I do not love.</p> <p>Comparison: compare between two different writing systems Arabic and English.</p>
Vocabulary:	أب- أم- أخت- أخ- أبي – أمي -أختي-أخي- جدي -جدتي- أنا أحب أمي (و يقول اسمها)- العائلة
Grammar/Sentence patterns:	إستخدام (ى) للتعبير عن الملكية- التفريق بين المذكر و المؤنث بإستخدام ة- تقديم هذا و هذه (التركيز عليها في الوحدة الرابعة)
Materials Needed:	Videos- PPT- notebooks for writing- Chromebook- colored cards-

Week 3

<p>Weekly Can-Dos for Students:</p> <p><i>(at least 1 & no more than 3)</i></p> <p>Reference pg. 24-36</p>	<p>1-Count from 1-10</p> <p>2- Add Arabic to their Chrome books</p>
Formative Assessment Tasks:	<p>1- Create their digital Arabic dictionaries.</p> <p>2- Challenge</p> <p>3- Pictionary</p> <p>4- Grab the tissue</p> <p>5- Exchange numbers</p> <p>6- Shape the numbers using clay</p> <p>7- Hopscotch</p> <p>8- Class show</p> <p>9- Regroup with the correct number</p>
<p>Standards:</p> <p>Communication</p> <p>Connections</p> <p>Culture</p> <p>Comparisons</p> <p>Communities</p>	<p>*Communication: answer questions using How many?</p> <p>*Culture: The cultural value of number 5 in Egyptian culture.</p>
Vocabulary:	١٠-٩-٨-٧-٦-٥-٤-٣-٢-١ أأرتب
Grammar/Sentence patterns:	كم العدد؟
Materials Needed:	videos- ball- Chromebook- PPT- number cards

Week 4

<p>Weekly Can-Dos for Students: (at least 1 & no more than 3) Reference pg. 24-36</p>	<ol style="list-style-type: none"> 1- Name different body parts. 2- Write in their note books ب 3- Add a new word to their digital dictionaries بطيخ
<p>Formative Assessment Tasks:</p>	<ol style="list-style-type: none"> 1- Blind toss. 2- Kahoot 3- Monster making 4- Twister 5- Listen and draw 6- A quiz 7- Stuck on you
<p>Standards: Communication Connections Culture Comparisons Communities</p>	<p>*Communication: talk about their body parts *Culture: Identify some important Fictional Characters in Egyptian literature. Comparison: compare between non- verbal signs used by Americans and Egyptians.</p>
<p>Vocabulary:</p>	<p>رأس- أنف-أذن- عين- فم- يد -ذراع- بطن- ساق-قدم- كتف</p>
<p>Grammar/Sentence patterns:</p>	<p>تقديم هذا- هذه تقديم المثلى (أذنان- عينان- ذراعان- ساقان- قدمان- كتفان)</p>
<p>Materials Needed:</p>	<p>Videos- ppt- Chrome books- flip charts- notebook for writing</p>