Thematic Unit for Kindergarten

I AM UNIQUE

Lesson Plans 8-17

Lessons Designed by:
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Contributing Authors:
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Handouts prepared by:
Iman Hashem & Hadia Abdullah Attar
Daily Lesson Plans

<table>
<thead>
<tr>
<th>Name of the Teacher</th>
<th>Iman Arabi-Katbi Hashem</th>
<th>Language Level</th>
<th>Novice-Low</th>
<th>Grade Level</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic</td>
<td>Important Numbers</td>
<td>Day in Unit</td>
<td>8-9</td>
<td>Minutes</td>
<td>90</td>
</tr>
</tbody>
</table>

STAGE 1: What will learners be able to do with what they know by the end of this lesson?

<table>
<thead>
<tr>
<th>DO</th>
<th>KNOW</th>
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<tbody>
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<td>What are the learning targets for this lesson?</td>
<td>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</td>
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Interpretive Communication:
- Students listen to a segment of a children cartoon and identify the names of the character that was sent to solve the problem.
- Students watch couple children introducing themselves. They identify their names and age. (Differentiation: depending on the ability and readiness of the group)

Interpersonal Communication:
- Students ask and answer each other their age and the age of the cartoon characters as it is listed.
- Students ask and answer each other about how many cents, or M&M, skittles they have. Students asks and answer question about the age of various children. (Differentiation)

Presentational Communication:
- Students sing the number song and the BD song

Recycled vocabulary
مرحبا – أهلا وسهلا – أهلا – أهلاً من أنت؟ من أنت؟
حرف الألف وحرف الميم وحرف الباء
كيف حالك؟ كيف حالك؟ بخير و الحمد لله ..
ما اسمك؟ ما اسمك؟ اسمي .. تشرفنا .. مع السلامه
صباح الخير – صباح النور – مع السلامه
غائب/ غائبة – أنا هنا

New vocabulary and phrases
الأعداد: ١ - ١٠
كم عمرك/ كم عمرك __ عمري ... سنوات - كم عمر أحمد؟ عمر أحمد ... سنوات.
كم ... معك؟ معي ...
Students write the age of couple children according to the candle on the cake.

- Complete a worksheet by writing the age number of the listed cartoon or imaginary characters according to the candles on the cake.
- Ask and answer questions regarding how old is each one of their listed characters.
- Complete a worksheet related to the letter س
- Complete a fact sheet about the children who introduced themselves in the videos choosing their names, types of greetings used, and ages. (Optional)

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

- The numbers used in the US are the Arabic numbers.
- Some people in the Muslim world don’t celebrate birthdays.

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

How will you facilitate the learning?

What activities will be used to ensure learners accomplish the lesson can do? What will the teacher be doing? What will the students be doing?
<table>
<thead>
<tr>
<th>Lesson Sequence</th>
<th>Activity/Activities</th>
<th>Time*</th>
<th>Materials • Resources • Technology</th>
</tr>
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</table>
| **Gain Attention / Activate Prior Knowledge** | ♦ The teacher greets the students while entering the classroom.  
♦ The students greet each other and sing the song where is _{(name)}_. the students his name is called says I am here ... if he/she is not there the whole class says –(s)he absent.  
♦ They pick their names and put them in the chart. | 10 min | Two puppets – girl / boy |
| **Provide Input**               | ♦ The teacher counts how many students are absent and says its name. One student is absent.  
♦ The students listen to the song couple times.  
♦ The teacher counts with the students, stopping in some places for students to figure it out. | 10 min | Number song: Teacher can choose to use the Arabic numbers (1-10) or the Hindi numbers (١ -١ )  
https://www.youtube.com/watch?v=KuzaW5nhx4  
https://www.youtube.com/watch?v=XuUFRRNet1Q  
Sheet that has the numbers for both types of numbers. |
| **Elicit Performance / Provide Feedback** | ♦ The students sing the number song.  
♦ The students listen to the teacher and circle the number on the worksheet.  
♦ The students get a bag of cents/beans they listen to the teacher telling how many cents they need to take. They will count the beans/cents (countable objects). Students check their partners to see if they are correct. | 10 min | Song numbers  
https://www.youtube.com/watch?v=NZ2iGuMdWCo  
Worksheet  
Dried Garbanzo Beans – Bags of cents – M&M |
| **Input**                      | ♦ The teacher shows the letter س and tells the students lets meet our letter today.  
♦ Ahmad says I have this letter in my name – Amina says the same.  
♦ The teacher shows Ahmad and Amina name and color the letter. | 10 min | Board and marker |
<table>
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<tr>
<th>Standards-Based Unit Template</th>
<th>Elicit Performance / Provide Feedback</th>
<th>Input</th>
<th>Elicit Performance / Provide Feedback</th>
<th>Closure</th>
</tr>
</thead>
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<tr>
<td>♦ The teacher asks whose name starts with س؟!! The teacher picks a student whose name starts with س. Then choose another one who doesn’t. ♦ The students who have س in their names standup. They name them and clap for each one correct. ♦ The teacher shows the word اسمي and point to the letter س ♦ The teacher tells the students to notice that the letter connect from both sides. She writes the letter on the board in two shapes.</td>
<td>♦ The students listen and circle the picture that its name has س ♦ The student find the hidden letter س and color it ♦ Circle the letter س in words. ♦ The students trace the letter س</td>
<td>♦ The teacher shows the students cake and puts the English/Arabic song for BD. ♦ She model how old are you with Ahmad and Amina. ♦ Then she would model with couple students.</td>
<td>♦ The students ask each other about their ages. ♦ The students complete a worksheet that has pictures of various cartoon characters with a cake next to them that state their age. ♦ The students compare and contrast what they have on their sheets until they find the matching person. <strong>Watch video of children introducing themselves and complete a fact sheet about types of greetings they used, name, and age. (Optional)</strong></td>
<td>♦ The students sing the number song – or Sana Hilwa Ya Jameel كم – عمري ....</td>
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### Daily Lesson Plans

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<td>Lesson Topic</td>
<td>Using Words to Express Feelings</td>
<td>Day in Unit</td>
<td>10-11</td>
<td>Minutes</td>
<td>90</td>
</tr>
</tbody>
</table>

**STAGE 1: What will learners be able to do with what they know by the end of this lesson?**

#### DO
What are the learning targets for this lesson?

- **Interpretive Communication:** Students watch a segment from Aljazeera for children's TV program about the importance of expressing feelings by words and not by showing faces. They will match the words for five feelings with the faces they represent.

- **Interpersonal Communication:** Students complete a survey about how five of their classmates feel today.

#### KNOW
What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?

- **Recycled vocabulary**
  
  مرحبًا – أهلا وسهلاً – أهلاً أنتِ؟ من أنت؟ من أنت؟؟ حرف الألف وحرف الميم وحرف الباء وحرف السين

  كيف حالك؟ كيف حالك؟ بخير والحمد لله ..

  ما اسمك؟ ما اسمك؟ أسمى .. تشوفنا .. مع السلمًا

  صباح الخير – صباح النور – مع السلمًا

  غائب / غائبة – هنا حاضر / حاضرة

  كم عمرك؟ كم عمرك .. عمرك .. سنوات

  الأرقام 1 - 10 سنه حلوة يا جميل

- **New vocabulary and phrases**

  مدهش ، سعيد ، حزين ، محتار ، خائف

  هل أنت....؟ هل أنت ....؟ نعم أنت ....؟ لا أنا نست ...
STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

- Match the feeling words with the face representing it. The matching could be on a worksheet or flash cards that have faces or pictures and flash cards that have the words.
- Students ask the listed names on their sheet about their feelings and check the face of how they feel.
- Complete worksheets and activities focusing on literacy

Cultural and Content Knowledge:
- You still need to say “Alhamdu lil Allah” even if you are tired or unhappy

Feminine and masculine form for feelings

حرف النون مع الفتحة والضمة والمد بالألف والواو


http://www.baraem.tv/hourouf-wa-rousoum/
### STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

#### How will you facilitate the learning?
What activities will be used to ensure learners accomplish the lesson can do? What will the teacher be doing? What will the students be doing?

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</table>
| **Gain Attention / Activate Prior Knowledge** | ♦ Circle time: Greetings, singing number song, and taking attendance by students choosing their name cards.  
♦ The teacher spread the numbers on the floor, she picks number and reads it then she puts it pack. Students take turn.  
♦ The teacher distributes two or three sets of numbers. Each set has one color or printed on different color sheet (depending on the number of students in the class). The students get in groups that have the same color and they stand in order from lower to larger number. They say the numbers inside their groups. (game variation) If a number is missing from a group they need to figure it out. What is the missing number at each group. The group who discover it first wins. | 10 min | Flash cards of numbers in three different colored sets. Name tags of the students to be put on the attendance sheet |
| **Provide Input** | ♦ The teacher brings posters of different faces showing: Happy – Sad – Scared – Tired – Hungry – Surprised – Sick  
♦ The teacher asks the student what this face is telling us. Yes he is happy. Are you happy ya Ahmad, ya Amina. The students who feels happy they can raise their hands and the teacher says the word for them or they can say that if they are up to say it. However, the students have to show it on their faces. | 10 min | Poster, popsicle sticks that have various faces on each one |
<table>
<thead>
<tr>
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<tr>
<td>♦ Repeat for four feelings first then add according the students absorbance.</td>
<td>♦ The teacher says the feelings and the students act it out. 5 min</td>
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</tr>
<tr>
<td>♦ The students watch the video silently and guess the feelings of the main characters. ♦ Students listen and count how many feelings the Bard has shown. ♦ The teacher act out that “Iman” the person who is making the cake is drawing on the cake the faces “Bard” is showing. ♦ The teacher stops the video at the end of each face he makes and asks yes/no and either/or questions.</td>
<td>♦ Students watch again and put the faces of feelings in order. ♦ Students listen to the teacher and number the faces she is saying the words that express them. ♦ The teacher matches the words with the faces. Then mixes them and ask students to help her matching them. Then students matche them alone. ♦ Variation: play memory game</td>
<td>♦ Elicit Performance / Provide Feedback ♦ The teacher shows the letter ن and tells the students lets meet our letter today. ♦ Ahmad says I have this letter is not in my name – Amina says the it is in my name. ♦ The teacher shows Amina name that has the ن colored in it. ♦ The teacher asks whose name starts with ن?!! The teacher picks a student whose name starts with ن . Then choose another one who doesn’t. ♦ The students who have ن in their names show a happy face. ♦ The asks the students to listen to the feelings or say a feelings that has the letter in them and show a happy face if they hear or see a word that has the letter ن in it.</td>
</tr>
</tbody>
</table>

**Sources:**
- http://www.baraem.tv/ahlasa-bah/vod/
- http://www.baraem.tv/hourouf-wa-rousoum/
- Posters of the faces

**Variations:**
- Flash cards – faces and feeling words
- PPT or board
- Puppets
- Flash cards or PPT slide with the words that have the letter in them
<table>
<thead>
<tr>
<th>Activity</th>
<th>Activity Description</th>
<th>Duration</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elicit Performance / Provide Feedback</strong></td>
<td>♦ The teacher tells the students to notice that the letter connect from both sides. She writes the letter on the board in two shapes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ The students listen and circle the picture that its name has ن.</td>
<td>10 min</td>
<td>Worksheet</td>
</tr>
<tr>
<td></td>
<td>♦ The student find the hidden letter ن and color it</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ Circle the letter ن in words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ The students trace the letter ن.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Input</strong></td>
<td>♦ The teacher shows the survey sheet to the students and models what they need to ask their friends with Ahmad and Amina.</td>
<td>10 min</td>
<td>Survey sheet</td>
</tr>
<tr>
<td></td>
<td>♦ The teacher ask one or two students كيف حالك؟ هل أنت سعيد؟ نعم أنا سعيد. لا، أنا لست سعيدا. أنا حزين.</td>
<td></td>
<td>Puppets</td>
</tr>
<tr>
<td><strong>Elicit Performance / Provide Feedback</strong></td>
<td>♦ Students stand in lines and ask each other and mark their answers on the paper. They move to talk to another partner.</td>
<td>10 min</td>
<td>Survey sheet</td>
</tr>
<tr>
<td><strong>Closure</strong></td>
<td>♦ The have the sheet of the faces with the words on them and name at least three to their friend.</td>
<td>5 min</td>
<td>Worksheet of faces that has the words under them.</td>
</tr>
</tbody>
</table>
Daily Lesson Plans

Name of the Teacher | Iman Arabi-Katbi Hashem | Language Level | Novice-Low | Grade Level | K
---|---|---|---|---|
Lesson Topic | Talking about my Feelings | Day in Unit | 12-13 | Minutes | 90

**STAGE 1: What will learners be able to do with what they know by the end of this lesson?**

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**Interpretive Communication:**
- Students listen to the story and identify the name of the girl and what made her happy, sad, surprised, and puzzled. Then students tell how they would feel if they were in the same position.

**Interpersonal Communication:**
- Students talk to at least three of their classmates about how they feel now. Or...
- Pretending game: Receive a bag with a picture of various feelings. Students need to pretend to have that feeling according to the pictures they received in their gift bag.

**Presentational Communication:**
- Students cut one of the feeling faces that represent how they feel, paste it on the worksheet and complete the statement of how they feel. Students can choose more than one if they like.

**Recycled vocabulary**
مرحبا – أهلا وسهلاً – أهلا – من أنت؟ من أنت؟
حرف الألف وحرف الميم حروف السين وحرف الباء وحرف النون
كيف حالك؟ كيف حالتك؟ بخير والحمد لله ..
حرف الميم حروف الباء وحرف النون
ما اسمك؟ ما اسمتك؟ اسمي ... تشترفنا ... مع السلامه
حرف السين وحرف الباء وحرف النون
صباح الخير – صباح التسر – مع السلامه
حرف السين وحرف الباء وحرف النون
صباح النور – هننا حاضر/ حاضرة
حرف السين وحرف الباء وحرف النون
غائب / غائبة – هنا حاضر/ حاضرة
حرف السين وحرف الباء وحرف النون
ندمجه .. سعيد ، حزين ، محترم ، خائف
حرف السين وحرف الباء وحرف النون
هل أنت ...؟ هل أنت ......؟ تعن أنت ......؟ لا أنا لست ......
حرف السين وحرف الباء وحرف النون
وممكن أن يسألوا كيف حالك؟ أنا نعسان ونوعان، الحمد لله
حرف السين وحرف الباء وحرف النون
أنا نعسان/ أنا نعسانة ، أنا جوعان/ أنا جوعانة ، أنا عطشان/ أنا عطشانة.
Differentiation for HS: Students draw their faces of how they feel today and express their feelings in words saying today I am happy, in the morning I was tired now I am not tired, I am tired but happy, I am not happy and I am not sad, I am tired.

New vocabulary and phrases

هدية .. علبة .. وجه مها السعيد .. وجه مها الحب .. وجه مها المدهش .. وجه مها الغضبان

أصبحت مها سعيدة

أنا لست جوعان .. لست عطشان .... لكن

في الصباح كنت ............ لكن الآن أنا ................ الحمد الله

في الصباح كنت ............ . والآن أنا ................ الحمد الله

حرف الكاف

Cultural and Content Knowledge:

You still need to say “Alhamdu lil Allah” even if you are tired or unhappy.

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

- Students match each incident happened in the story to the girl to the feeling associated with.
- Students ask and answer questions about feelings according to the distributed pictures.
- Students use the template sheet to draw their face representing how they feel and complete the provided statements.
- Complete activities and worksheets related to learned letters.
STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

How will you facilitate the learning?
What activities will be used to ensure learners accomplish the lesson can do? What will the teacher be doing? What will the students be doing?

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| Gain Attention / Activate Prior Knowledge | ♦ The teacher greets students while entering the class.  
♦ Circle time: attendance and counting to ten to get ready to start.  
♦ The teacher asks how are doing today?  
♦ The teacher pulls some pictures of people having different feelings on their face. She asks the students how are “Snoopy” feels? This way the teacher review all the vocabulary learned before. | 10 min | Pictures of cartoon characters that represents different feelings. |
| Provide Input                     | ♦ The teacher shows part of the video without sound. She asks questions like: who is she? What is her name? What is she doing with these children? Is she a teacher? Are they students?  
♦ The teacher point to the picture of the main story character and they predict. She got a gift the student would answer? How would you feel if you got a gift?  
♦ Students listen to the story first time and tell what words they recognize.  
♦ Students are encouraged to repeat the feelings after each step and act out the feelings. | 10 min | Pictures from the story. Screenshot of the different part of the story. |
<p>| Elicit Performance / Provide Feedback | ♦ The students receive the pictures of the different parts of the story, they will put them in order and to match them with the faces. | 10 min | Envelope that has the screenshot of different part of the story especially |</p>
<table>
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<tr>
<td>5 min</td>
<td>The teacher model the questions the pretending game with the puppet.</td>
</tr>
<tr>
<td>10 min</td>
<td>Students work in pairs. Receive a bag with a picture of various feelings. Students need to respond according to the pictures they received in their gift bag.</td>
</tr>
<tr>
<td>10 min</td>
<td>The teacher distributes the worksheet and models to them what they need to do to complete the task. She asks the students to help her create one sentence about her self-using the phrase provided.</td>
</tr>
<tr>
<td>10 min</td>
<td>Students complete their pictures and write about their feelings. The teacher provide support if needed. Students are encouraged to color and decorate their pages.</td>
</tr>
<tr>
<td>10 min</td>
<td>The teacher shows the letter ك and tells the students lets meet our letter today. The teacher asks whose name starts with ك?! The teacher picks a student whose name starts with ك. Then choose another one who doesn’t. The students who have ك in their names show a happy face. The asks the students to listen to the feelings or say a feelings that has the letter in them and show a happy face if they hear or see a word that has the letter ك in it. The teacher tells the students to notice that the letter connect from both sides. She writes the letter on the board in two shapes.</td>
</tr>
<tr>
<td>10 min</td>
<td>The students listen and circle the picture that its name has ك. The student find the hidden letter ك and color it. Circle the letter ك in words. The students trace the letter ك.</td>
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<tr>
<td>5 min</td>
<td>The students read what they wrote to a partner.</td>
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<td>Lesson Topic</td>
<td>I Love Colors</td>
<td>Day in Unit</td>
<td>14-15</td>
<td>Minutes</td>
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**Stage 1:** What will learners be able to do with what they know by the end of this lesson?

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**Interpretive Communication:**
- Students listen to a song and identify the colors mentioned.
- Students watch children program that talks about colors and identify the colors mentioned, and match the color with the fruits that represent the color.
- **Students listen to a story similar to the Brown Bear Brown Bear what do you see, and color the animal according the color was described in the story.**

**Interpersonal Communication:**
- Students ask and tell what color they like and don’t like.

**Presentational Communication:**
- Label a rainbow with the color they have learned.
- Color a picture and name the colors they used and why.

**Recycled vocabulary**
- مرحبا – أهلا وسهلاً – أهلاً أنا – من أنت؟ من أنت؟
- حرف الألف وحرف الميم حرف السين وحرف اليمين وحرف الكاف
- كيف حالك؟ كيف حالك؟ بخير والحمد لله...
- ما اسمك؟ ما اسمك؟ اسمي ... تشرفنا .... مع السلام
- صباح الخير – صباح النور – مع السلام
- غائب / غائبة - هنا حاضر/ حاضرة
- مندهش ، سعيد ، حزين ، محتار ، خائف
- هل أنت ...... ؟ هل أنتِ .......؟ نعم أنا ....... ، لا أنا ليست ..... وممكن أن يسألوا كيف حالك؟ أنا نعسان وجوعان، الحمد الله
- أنا نعسان/أنا نعسانة ، أنا جوعان/ أنا جوعانة ، أنا عطشان / أنا عطشانة.
STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

New vocabulary and phrases

ما لون ....؟ لون .... - أرى لون أحب اللون ..... لا أحب اللون ........
أي لون تحب؟ أي لون تحبين؟
حرف الراء

Cultural and Content Knowledge:

- The importance of color green and white color in the Arab culture.
- The color orange is close to the name of the orange fruit - one fruit that its name close to its color.
- The magic of colors mixing red and yellow make the color orange. Mixing yellow and blue gives us green.
- Colors make the world more beautiful. Rainbow has 7 colors.
- Saying “Subhan Allah” when we see how many colors in the nature around us.
### What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

- Students name the color of their balloons.
- Students match the words of the colors with its matching color.
- Students ask and answer questions about the color they like and don’t like.
- Complete worksheets that focus on building literacy skills of letter ر.

### STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

### How will you facilitate the learning?

#### What will the teacher be doing? What will the students be doing?

<table>
<thead>
<tr>
<th>Lesson Sequence</th>
<th>Activity/Activities</th>
<th>Time*</th>
<th>Materials • Resources • Technology</th>
</tr>
</thead>
</table>
| **Gain Attention / Activate Prior Knowledge** | ♦ The teacher greets students while entering the class.  
♦ Students sit in a circle. The teacher brings the puppets again and greets the students in the voice of the puppets.  
♦ The students will exchange greeting with the teacher and the puppet.  
♦ Setting the stage and making students interested: The teacher decorates the class with colorful balloons (أحمر أخضر أصفر أزرق أسود).  
♦ The teacher hold set of balloons in one hand and the puppet on the other. She starts by what do you see in the class today? The students respond saying balloons. Yes بالونات ملونة that have beautiful colors الأوان جميلة. | 5 min | Colorful balloons.  
Picture of a rainbow |
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide Input</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ The teacher asks the student to count the colors: واحد، اثنان، ثلاثة، أربعة، خمسة، ستة، she repeats. The color of this balloon is red. The color of the heart is red. Raise your hand if you like red. Sara likes red, Krista likes red, etc. The goal is to make students listen to the word red. The teacher pulls a flash card that says red and posts it on the board or a chart.</td>
</tr>
<tr>
<td></td>
<td>♦ The teacher points to real objects in class and name the color: لون الكرسي أزرق.</td>
</tr>
<tr>
<td></td>
<td>♦ The teacher gives the balloon to each student.</td>
</tr>
<tr>
<td></td>
<td>♦ The teacher will ask the students question with yes/no answer: هل لون بالونك أحمر؟</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Elicit Performance / Provide Feedback</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ The teacher will ask the students question with either/or: هل لون بالونك أحمر أم اصفر؟</td>
</tr>
<tr>
<td></td>
<td>♦ Students interact with the teacher.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Input</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>♦ The teacher shows colorful and black and white pictures of garden filled with various colored flowers, a plate of fruits, various types of animals, sea and life in the sea. She asks the students which one is more beautiful, then she says “subhan Allah” He created beautiful things.</td>
</tr>
<tr>
<td></td>
<td>♦ The teacher presents parts of the song without the sound and asks the students questions related to the colors in the song: ماذا اللون؟</td>
</tr>
<tr>
<td></td>
<td>♦ The teacher stops the song on every color and raise the balloon that match the color.</td>
</tr>
<tr>
<td></td>
<td>♦ The teacher will present the cards with the colors and with the name of the colors.</td>
</tr>
<tr>
<td><strong>Variation:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. The teacher chooses one of the stories, and she tells the story while drawing, coloring or pasting cut out on a scene.</td>
</tr>
<tr>
<td></td>
<td>2. The teacher brings fruits that represent the learned colors (Red apple or strawberries, banana or Pineapple, Orange, Kiwi, black grapes, coconut or sugar).</td>
</tr>
</tbody>
</table>

|   | Cards with the colors |
|   | Card with the names of the colors. |
|   |   |
|   | https://www.youtube.com/watch?v=jnARnVO01iU |
|   | **Stories about colors** |
|   | قصة الألوان الحائرة |
|   | قصة ودرس ابتسام البديري |
|   | قصة أيها الدب البني ماذا ترى؟ |
|   | قصة محكمة الألوان |
| Elicit Performance / Provide Feedback | The teacher will present the song with sound; the students will raise the card when they hear the color. ترفع البطاقة الحمراء عندما يسمع اللون الأحمر في الأغنية. ♦ Twin game: the students match between the cards and the name of the colors. 
Variation: 1. Students respond to the story by matching the events in the story with the color |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Flashcards</td>
<td>10 min</td>
</tr>
<tr>
<td>Elicit Performance / Provide Feedback</td>
<td>♦ The teacher brings cards that have the seven colors students learned.</td>
</tr>
<tr>
<td></td>
<td>♦ She says what colors do you like Amina (the puppet). Amina says like yellow and blue. The teacher put two checks one in the first square that labeled blue and first yellow.</td>
</tr>
<tr>
<td></td>
<td>♦ Then she models the questions and answers with the puppet Ahmad and repeats the same with Amina.</td>
</tr>
<tr>
<td></td>
<td>♦ The teacher marks her preferences too. Then she counts how many out of three like red, yellow and don’t like brown and green.</td>
</tr>
<tr>
<td>Input</td>
<td>5 min</td>
</tr>
<tr>
<td>Colored cards</td>
<td>Graph that has the names of the colors on each column</td>
</tr>
<tr>
<td>Elicit Performance / Provide Feedback</td>
<td>♦ Students ask 3 – 5 classmates and check in the provided graph.</td>
</tr>
<tr>
<td></td>
<td>♦ The teacher asks students to ask five of their friends.</td>
</tr>
<tr>
<td></td>
<td>♦ The teacher goes around and ask how many they like red, yellow, etc</td>
</tr>
<tr>
<td></td>
<td>10 min</td>
</tr>
<tr>
<td>Graph with the colors</td>
<td></td>
</tr>
<tr>
<td>Input</td>
<td>♦ The teacher pulls the flashcards that has the names of the colors that has the letter ﺑ in them. She names each color with the help of the students. Then she asks the students to listen carefully and tell her which sound they can hear in each word.</td>
</tr>
<tr>
<td></td>
<td>♦ The teacher point to the letter ﺑ in each word while reading it.</td>
</tr>
<tr>
<td></td>
<td>♦ The teacher shows the letter ﺑ and tells the students let’s meet our letter today.</td>
</tr>
<tr>
<td></td>
<td>♦ The teacher asks whose name starts with or has the letter ﺑ!! The teacher picks a student whose name starts with ﺑ. Then choose another one who doesn’t.</td>
</tr>
<tr>
<td></td>
<td>♦ The students who have ﺑ in their names show a happy face ﻓرحانة.</td>
</tr>
<tr>
<td>Flashcards</td>
<td>5 min</td>
</tr>
<tr>
<td>أحمر – أخضر – أصفر – أزرق – برتقالي</td>
<td>ملون بالونك؟ لون بالوني ....</td>
</tr>
</tbody>
</table>

Standards-Based Unit Template by Clementi & Terrill November 2013
Iman Arabi-Katbi Hashem

ACTFL Keys to Planning for Learning by Clementi & Terrill © 2013
The teacher tells the students to notice that the letter connect from one side. She writes the letter on the board in two shapes.

- The students circle the letter ر
- The students clap when they hear the letter ر as the teacher pronounces the colors أصفر
- The students listen and circle the picture that its name has ر
- The student find the hidden letter ر and color it
- Circle the letter ر in words.
- The students trace the letter ر
- The students match the color with the name of the color. Then they color the letter ر with the color of the word. For example, they color the letter ر in the word red in red.

Elicit Performance / Provide Feedback

- The teacher color the stars with the two colors she likes on the page and cross the colors she doesn’t like and model what the students need to do. She draws heart around the colors she likes and crosses out the colors she doesn’t like.
- She completes the sentence by pasting the words in the sentence. She color inside the word with the matching color.

Input

- The teacher color the stars with the two colors she likes on the page and cross the colors she doesn’t like and model what the students need to do. She draws heart around the colors she likes and crosses out the colors she doesn’t like.
- She completes the sentence by pasting the words in the sentence. She color inside the word with the matching color.

Elicit Performance / Provide Feedback

- Students paste the color in the sentence the teacher provided
- Students read their sentences to their partner.

Closure

- The teacher goes around the class while students working on their sentences and asks them what colors they like and don’t like.
  Or
- The puppets ask each other we learned today ....
- Tell the colors they have learned.
## Daily Lesson Plans

<table>
<thead>
<tr>
<th>Name of the Teacher</th>
<th>Iman Arabi-Katbi Hashem</th>
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<th>Novice-Low</th>
<th>Grade Level</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic</td>
<td>I am Beautiful inside outside</td>
<td>Day in Unit</td>
<td>16-17</td>
<td>Minutes</td>
<td>90</td>
</tr>
</tbody>
</table>

### STAGE 1: What will learners be able to do with what they know by the end of this lesson?

<table>
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<tr>
<th>DO</th>
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<td>What are the learning targets for this lesson?</td>
<td>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</td>
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#### Interpersonal Communication:
- Students ask and answer questions about their mystery cartoon characters or children from around the world.

#### Presentational Communication:
- Students draw themselves and color their skin, eyes and hair and complete sentences with cutout words that describe them.

مرحباً– أهلا وسهلاً – أهلا، أنا – من أنت؟ من أنت؟
حرف الألف وحرف الميم حرف السين وحرف الباء وحرف الكاف وحرف الراء
كيف حالك؟ كيف حالك؟ بخير والحمد لله...
ما اسمك؟ ما اسمك؟ اسمي ... تشرفنا ... مع السلام...
صباح الخير– صباح النور– مع السلام...
غانب/ غانبته– هنا حاضرة/ حاضرة...
مدهش ، سعيد ، حزين ، محترم ، خائف
هل أنت.....؟ هل أنت.....؟ نعم أنا.....، لا أنا لست.....
وممكن أن يسألوا كيف حالك؟ أنا نعسان وجوعان، الحمد لله
أتنا نعسان/أتنا نعسانة، أنا جوعان/أتنا جوعانة، أنا عطشان/أتنا عطشانة.
Standards-Based Unit Template by Clementi & Terrill November 2013

Iman Arabi-Katbi Hashem

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?
- Students draw themselves and color their drawings and complete statements that describe them.
- Students ask and answer questions about the mystery person or cartoon characters.
- Complete worksheets that focus on literacy skills and phonemic awareness.

**STAGE 3: What will prepare learners to demonstrate what they can do with what they know?**

**How will you facilitate the learning?**
What activities will be used to ensure learners accomplish the lesson can do? What will the teacher be doing? What will the students be doing?

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<tr>
<th>Lesson Sequence</th>
<th>Activity/Activities</th>
<th>Time*</th>
<th>Materials • Resources • Technology</th>
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</table>
| **Gain Attention / Activate Prior Knowledge** | ✦ The teacher greets students while entering the class.  
✦ Circle time: attendance and counting to ten to get ready to start.  
✦ Let’s remember the numbers and the colors: How many pens in the picture, etc. | 5 min | Pens, balloons, cents, M&M, etc. Items they can count and it comes in multiple colors.         |
| **Provide Input**            | ✦ The teacher shows a picture or a toy “Sponge Bob” and starts to ask the students: Who is he? What is his color?  
✦ The teacher asks is he a boy or a girl? Amina is a girl, Ahmad is a boy? Alex is a boy? Sarah is a girl? She points to each student and tells if he is a boy or girl. The teacher would pause after couple examples the students start to help say boy/ girl.  
✦ The teacher write on the board:
  ✦ هذا سبونج بوب. سبونج بوب صبي. لون سبونج بوب أصفر - هو قصير – هو لطيف  
✦ The second picture would be Winnie the Pooh | 10 min | Picture of Sponge Bob, Winnie the Pooh, and flipper. |
<table>
<thead>
<tr>
<th>Elicit Performance / Provide Feedback</th>
<th>♦ In groups students describe their characters then they share them with the whole class.</th>
<th>10 min</th>
</tr>
</thead>
</table>
| Input                                | ♦ The teacher brings black and white pictures (flowers, nature, and people). She asks what colors you do see, which place you think it is more beautiful and you would like to live in.  
♦ The teacher introduce that we are the same but different. This way God made it more beautiful and special.  
♦ The teacher brings pictures of children from different part of the world including the Arab world.  
♦ The teacher introduce the words: أبيض – بيضاء – أسمر – سمراء – حنطي – حنطية  
♦ طويل / طويلة ، قصير / قصيرة ،  
♦ The teacher pulls the first picture and puts it on the felt board or on the board. She pulls the word boy or a girl to complete the statements. The she asks the students yes/no questions. Is he white? The teacher asks is he white or dark while holding the two words in her hands? | 10 min |
| Elicit Performance / Provide Feedback | ♦ The teacher picks a student who would choose the written word and complete the sentence with it.  
♦ The students help the teacher in completing two more.  
♦ In groups students take a picture and describe it. | 10 min |
| Input                                | ♦ Guess who game: the teacher gives each group six pictures of three girls and three boys. She lays them on the table. The teacher bring the puppet and make her holds in her hand a picture that is identical to one of these pictures.  
♦ She models these questions: هل هو صبي؟ هل هي بنت؟ هل هو أبيض؟ هل هو أسمر؟  
♦ هل هو صبي؟ هل هي بنت؟ هل هو أبيض؟ هل هو أسمر؟  
♦ هل هو صبي؟ هل هي بنت؟ هل هو أبيض؟ هل هو أسمر؟  
♦ هل هو صبي؟ هل هي بنت؟ هل هو أبيض؟ هل هو أسمر؟  
♦ هل هو صبي؟ هل هي بنت؟ هل هو أبيض؟ هل هو أسمر؟  
♦ هل هو صبي؟ هل هي بنت؟ هل هو أبيض؟ هل هو أسمر؟ | 5 min |
| Elicit Performance / Provide Feedback | ♦ With a partner, students play “Guess who” game. | 10 min |
| Input                                | ♦ The teacher draws herself and model how to describe herself.  
♦ أنا بنت – أنا بيضاء – أنا طولة – الحمد الله | 5 min |
<table>
<thead>
<tr>
<th>Elicit Performance / Provide Feedback</th>
<th>Each student draws themselves and pastes the words to complete the statement about self.</th>
<th>10 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Input</td>
<td>The teacher lists the letters learned so far. She pronounces each one with the short and long vowel, and then she asks the students to give her a word that has this letter.</td>
<td>5 min</td>
</tr>
<tr>
<td>Elicit Performance / Provide Feedback</td>
<td>Flash cards on the table: The teacher says pick a word that starts with the letter ...., the student who picks it get one point and if he reads it two.</td>
<td>8 min</td>
</tr>
<tr>
<td>Closure</td>
<td>Each student reads what he wrote about himself to a partner.</td>
<td>2 min</td>
</tr>
</tbody>
</table>

**Input**

- The teacher lists the letters learned so far. She pronounces each one with the short and long vowel, and then she asks the students to give her a word that has this letter.

**Elicit Performance / Provide Feedback**

- Flash cards on the table: The teacher says pick a word that starts with the letter ...., the student who picks it gets one point and if he reads it two.

**Closure**

- Each student reads what he wrote about himself to a partner.
Daily Lesson Plans

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<tr>
<td>Lesson Topic</td>
<td>I like to Eat – I like to drink</td>
<td>Day in Unit</td>
<td>18-19</td>
<td>Minutes</td>
<td>90</td>
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**STAGE 1: What will learners be able to do with what they know by the end of this lesson?**

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**Interpersonal Communication:**
- Students ask and answer questions about favorite food and drinks.

**Presentational Communication:**
- Students cut and paste the pictures of their favorite food and drinks to complete the section of likes and dislikes in their page about themselves.

مرحبا – أهلا وسهلاً – أهلاً أنا – من أنت؟ من أنت؟ حرف الألف وحرف الميم وحرف السين وحرف الراء وحرف الكاف وحرف المد والتشكيل 
كيف حالك؟ كيف حالك؟ بخير والحمد لله .. 
ما اسمك؟ ما اسمك؟ اسمي .. تشرفا .. مع السلام

صباح الخير – صباح التور – مع السلام

لغز بناء / غائب – هنا حاضر / حاضرة

مندهش ، سعيد ، حزين ، محتار ، خائف

هل أنت ...؟ هل أنت ...؟ نعم أنت ...؟ لا أنا ليست ......

وممكن أن يسألوا كيف حالك؟ أنا نعسان ووجوان، الحمد لله

أنا نعسان/أنا نعسانان أنا جوعان/ أنا جوعانة، أنا عطشان / أنا عطشانة.

هدية .. علبة .. وجه مها السعيد .. وجه مها الحكيم .. وجه مها المندهل .. وجه مها الغضبان
أصبحت مها سعيدة
أما لست جوعان ... لست عطشان ... لست
في الصباح كنت ........... لكن الآن أنا ........... الحمد لله
في الصباح كنت ........... ولكن الآن أنا ........... الحمد لله
الألوان : أحمر - أخضر - أزرق - أسود

New vocabulary and phrases
- دجاج
- لحم
- خضار
- فواكه
- حليب
- عصير
- ماء

طعامي المفضل هو (أكلتي المفضلة) هي - مشروبي المفضل هو ...

Cultural and Content Knowledge:
- Saying “bism Allah” before starting eating or drinking and saying “Al Hamdu lil Allah” after finishing eating or drinking.
- It is ok to have favorite food and drinks but it is not ok of giving bad remarks about other choices.
- Part of being unique is liking various food and drinks.
- Food and drinks are important for living and enjoyment.

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?

- Students complete the section about what food and drink they like on their class book page. They complete the statements by cutting and pasting the picture of the food and drink they like.
- Students ask and answer questions regarding what their likes and dislikes regarding food and drink.
- Complete worksheets that focus on literacy skills and phonemic awareness.
### STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

#### How will you facilitate the learning?
What activities will be used to ensure learners accomplish the lesson can do? What will the teacher be doing? What will the students be doing?

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</table>
| **Gain Attention / Activate Prior Knowledge** | ♦ The teacher greets students while entering the class.  
♦ The teacher shows pictures of various foods and starts naming them. The teacher says that every person is unique and likes different food and drinks. She tells students that we should respect other people choice of what they like to eat. God created us differently and we like different things. That is why most people in the Arab world says “bism Allah” at the beginning of the food and thank God at the end. | 5 min | Pictures of dishes from various part of the world. (Hamburger, Pizza, Pasta, Samosa, Kabsa, etc.) Pictures of drinks: water, juice, milk |
| **Provide Input** | ♦ The teacher starts with cognate food such as hamburger, taco, macaroni /spaghetti, etc.  
♦ She states what her favorite food is. (The students are encouraged to say the names of the food they like from their culture)  
♦ She asks the puppets Amina and Ahmad about their favorites too. | 5 min | Various dishes and food pictures – using mostly cognates |
<p>| <strong>Elicit Performance / Provide Feedback</strong> | ♦ The teacher throws the ball to one student, she states her favorite food and asks and you, the student would answer. She repeats with two more students. | 10 min |  |</p>
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Duration</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Input</strong></td>
<td>The teacher puts students into groups of four using number head model. She gives each group a ball and each group plays the same game. The teacher input the words for drinks: حليب – عصير – ماء. The teacher shows the first drink and asks yes/no questions.</td>
<td>5 min</td>
<td>Puppets Paper bags with cut out pictures</td>
</tr>
<tr>
<td><strong>Elicit Performance / Provide Feedback</strong></td>
<td>The teacher asks either/or questions to make sure students that they can notice the way they are written and how to say them. Students match pictures of the words with its names. Students in groups continue their ball game and asking and answering each other what is their favorite drinks.</td>
<td>5 min</td>
<td></td>
</tr>
<tr>
<td><strong>Input</strong></td>
<td>The teacher model provides students with pictures of food and model how to complete the two statements of what is their favorite food and drinks.</td>
<td>3 min</td>
<td>Cutout or clip arts of food pictures from magazine.</td>
</tr>
<tr>
<td><strong>Elicit Performance / Provide Feedback</strong></td>
<td>Students complete their page about themselves by cutting and pasting the pictures of food and drinks they like.</td>
<td>10 min</td>
<td>Handout</td>
</tr>
<tr>
<td><strong>Input</strong></td>
<td>The teacher shows the letters the students have learned so far and reminds them with their sounds with vowels and with “taskeel”. The teacher model for students how they can form words out of the letters they have learned so far.</td>
<td>3 min</td>
<td>* if time permits</td>
</tr>
<tr>
<td><strong>Elicit Performance / Provide Feedback</strong></td>
<td>The students picks from (magnet letters, blocks, cards) the letters they have learned so far. The share with the class words they know that starts, ends, or contains these letters. Students listen to the teacher saying the word and they have to make it using blocks, magnet letters, or flashcards.</td>
<td>7 min</td>
<td>* if time permits</td>
</tr>
<tr>
<td><strong>Closure</strong></td>
<td>Each student tells his partner the name of their favorite food and drink</td>
<td>2 min</td>
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Daily Lesson Plans

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<td>Grade Level</td>
<td>K</td>
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Lesson Topic: I like to Eat – I like to drink (Option B)

Day in Unit: 18-19

Minutes: 90

STAGE 1: What will learners be able to do with what they know by the end of this lesson?

**DO**
What are the learning targets for this lesson?

**KNOW**
What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?

Interpretive Communication:
- Students listen to a program about what they have in their lunch box and what they like to eat. Students compare it to their lunch.

Interpersonal Communication:
- Students complete a survey of what they like to eat and drink in the morning and in class and after the class.
- Students receive a bag as lunch box with different types of food and they state if they like or don’t like. They can trade with other students.

Presentational Communication:
- Students cut and paste food items from magazine

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New vocabulary and phrases

Cultural and Content Knowledge:

- Saying “bism Allah” before starting eating or drinking and saying “Al Hamdu lil Allah” after finishing eating or drinking.
- It is ok to have favorite food and drinks but it is not ok of giving bad remarks about other choices
- Part of being unique is liking various food and drinks
- Food and drinks are important for living and enjoyment.

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?
- Students match the picture of each child they see in the video with the food and drink they bring to class.
- Students complete the section about what food and drink they like on their class book page. They complete the statements by cutting and pasting the picture of the food and drink they like.
- Students ask and answer questions regarding what they like to eat and drink.
- Complete worksheets that focus on literacy skills and phonemic awareness.

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

How will you facilitate the learning?
What activities will be used to ensure learners accomplish the lesson can do? What will the teacher be doing? What will the students be doing?

<table>
<thead>
<tr>
<th>Lesson Sequence</th>
<th>Activity/Activities</th>
<th>Time*</th>
<th>Materials • Resources • Technology</th>
</tr>
</thead>
</table>
| Gain Attention / Activate Prior Knowledge | ♦ The teacher greets students while entering the class.  
♦ Circle time: attendance and review. | 10 min | Pictures of dishes from various part of the world. (Hamburger, Pizza, Pasta, Samosa, Kabsa, etc.)  
Pictures of drinks: water, juice, milk |
| Provide Input | ♦ Examine screen shot of the video and predict.  
♦ The teacher shows the first part of the video without sound. She asks the students what types of food they see. She teaches the names of some food and drinks they will hear the students say.  
♦ The teacher introduces the main food vocabulary they would hear in the video. جبة ، عصير ، ماء ، تفاحة ، خيار ، حليب  
♦ The teacher check for comprehension using yes/no questions. | 10 min |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Elicit Performance / Provide Feedback</strong></td>
<td>The students watch the first time and identify the words they identify the food they listed that is similar to English (chocolate, chips) The students listen the second time and match each child with the pictures of food they state they have for food or drink. Or Complete a graph what the children in the video have in their lunch box and what would they like to have.</td>
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<tr>
<td><strong>Input</strong></td>
<td>The teacher shows pictures of various foods and starts naming them. The teacher says that every person is unique and likes different food and drinks. She tells students that we should respect other people choice of what they like to eat. God created us differently and we like different things. That is why most people in the Arab world says “bism Allah” at the beginning of the food and thank God at the end.</td>
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<td><strong>Elicit Performance / Provide Feedback</strong></td>
<td>The students practice saying “bism Allah” and “Al Hamdu lil Allah”</td>
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<tr>
<td><strong>Input</strong></td>
<td>Modeling: The puppet Ahmad and Amina ask each of them have in their lunch box and what would they like to have. They ask and answer each other what food do you like? What drinks do you like?</td>
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<tr>
<td><strong>Elicit Performance / Provide Feedback</strong></td>
<td>Students receive the pretend lunch bag with items they like or don’t like to eat. They go and trade to get the lunch they like هل تحب البيتزا؟ لا، لا أحب البيتز شكراً. نعم أحب البيتزا. هل تريد بيترزا، نعم شكراً أنا سعيد لأن عندي بيتزا وشيبس وهامبرغر في الكيس</td>
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<tr>
<td><strong>Input</strong></td>
<td>The teacher model provides students with pictures of food and model how to complete the two statements of what is their favorite food and drinks.</td>
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<tr>
<td><strong>Elicit Performance / Provide Feedback</strong></td>
<td>Students complete their page about themselves by cutting and pasting the pictures of food and drinks they like.</td>
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<tr>
<td><strong>Input</strong></td>
<td>The teacher shows the letters the students have learned so far and reminds them with their sounds with vowels and with “taskeel”.</td>
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### Elicit Performance / Provide Feedback
- The teacher models for students how they can form words out of the letters they have learned so far.
- The students pick from (magnet letters, blocks, cards) the letters they have learned so far.
- The share with the class words they know that start, end, or contain these letters.
- Students listen to the teacher saying the word and they have to make it using blocks, magnet letters, or flashcards.

**10 min**

### Closure
- Each student tells his partner the name of their favorite food and drink

**5 min**