Getting to Know People from the Arabic Speaking World

Thematic Unit for High School and Post-Secondary

Getting to Know People from the Arabic Speaking World

Lesson Plans 1-5

Created by: Iman Arabi-Katbi Hashem

Iman Arabi-Katbi Hashem 2015
Lesson Plan Template is adopted from ACTFL Keys to Planning for Learning by Clementi & Terrill © 2013 and STARTALK Lesson Plans for Students Program
Getting to Know People from the Arabic Speaking World

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>Level 1 Arabic - High School &amp; Post-Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic</td>
<td>Greetings</td>
<td>Day in Unit</td>
<td>1</td>
<td>Minutes</td>
<td>90 min</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?

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

**Interpretive Communication**
Students watch video segments from Arabic TV series and
- Identify three types of greetings used by Arabic speaking orally and in writing
- Identify the physical interactions that accompany greetings within and between genders in different parts of Arabic speaking world.
- Compare and contrast the way of greetings from various Arab countries.

**Interpersonal Communication**
- Greet classmates in culturally appropriate ways.
- Introduce self by giving your name

**Vocabulary and Phrases:**
- اهلا وسهلا – اهلا - مرحبا - أنا - من أنت؟ من أنت؟ sound of the letter أ

**Language:** Writing from right to left.

**Cultural and Content Knowledge:**
- Geography: Recognize that there are 22 Arabic speaking countries.
- Recognize that there are different ways of greetings throughout the Arabic speaking world.

**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?

- Listen to video and identify the greeting words orally and in written format and the way they greet.
- Greet each other in culturally appropriate ways and introduce their names.
- Identify the letter أ orally and in written format.

Iman Arabi-Katbi Hashem 2015
Lesson Plan Template is adopted from ACTFL Keys to Planning for Learning by Clementi & Terrill © 2013 and STARTALK Lesson Plans for Students Program
Getting to Know People from the Arabic Speaking World

- Write in English about what they have learned about greetings and about people in the Arab world.

### 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>
| **Opening Activity**  
*How can you capture the students’ energy and commitment for today’s lesson?* | ♦ Teacher starts by stating her name and greeting the students. | 5 min | Class decoration: Pictures of people greeting each other from various parts of the Arab world |
| **Gain Attention / Activate Prior Knowledge** | ♦ Setting the stage and interesting students: The teacher shows video about the cities in the Arabic speaking world from various Arabs countries in the Arab world. (1 minute)  
♦ Teacher shows a map of the world and names it contents while talking about countries from different parts of the world to activate students’ previous knowledge about the contents and countries. Then the teacher introduces the concept of the Arab world and that the Arab world is made of various countries.  
♦ The teacher shows a map of the Arabic speaking world and asks students to identify previous knowledge including names of Arabic speaking countries.  
♦ The teacher lists the names of the Arabic speaking countries. Students add countries they did not list and remove the countries listed incorrectly. | 10 min | The Arab world map  
Activity sheet 1  
Slides 1-2  
PPT – video of people and places from various part of the Arab world. |
## Getting to Know People from the Arabic Speaking World

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
</table>
| Provide Input | The teacher shows pictures of Arabs from throughout the Arabic speaking world. The teacher provides the following information using pictures, and gestures:  
- Arabs have various cultural practices and products  
- They write and read the same form of Arabic  
- They speak using an informal dialect that varies a bit from region to region and country to country. |
| **Provide Input** |  
- The teacher starts by saying “Marhaban” and modeling the greeting.  
- The teacher points to how the word is written from right to left vs. left to right. She models writing the word on the board while sounding out each letter.  
- The teacher introduces the other two forms of greetings one at a time. She models how these types of greetings can be used by themselves or in combination. Students listen and respond to the teacher’s greetings using one of the forms.  
- Teacher models writing these words the same as the first word.  
- Teachers use flash cards to check for comprehension and to introduce this vocabulary as sight words. |
| **Activity 1** |  
- In groups, students practice greeting each other using one of the greeting forms learned.  
- In groups, students challenge each other to identify written forms of greetings. |
| Activity |  
- The teacher shows students a short video of people entering a home in the Arabic speaking world. Students identify the form of greeting used by the actors.  
- As the result of multiple viewings, the teacher guides student observations about the host’s use of the three forms of greeting to mark happiness and hospitality upon receiving guests.  
- Students reflect on how the women exchanged kisses and how the man says hello from a distance. |

Iman Arabi-Katbi Hashem 2015  
Lesson Plan Template is adopted from ACTFL Keys to Planning for Learning by Clementi & Terrill © 2013 and STARTALK Lesson Plans for Students Program
# Getting to Know People from the Arabic Speaking World

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Time</th>
</tr>
</thead>
</table>
| **Elicit Performance / Provide Feedback** | ✦ The students notice the slight difference in pronouncing the greeting forms in Syrian dialect.  
✦ The teacher shows pictures of people from the four region of the Arabic speaking world and how they greet each other according to gender and age: Kissing the head, the hand, etc.  
In pairs, students practice greeting according to age and Arabic speaking country. | 10 |
| **Provide Input** | ✦ The teacher introduces herself using “I name ...”  
✦ The teacher uses the puppet to model a conversation starting with greeting, stating her name, asking “and you?”, and then replying “tasharrafna.”  
✦ The teacher points to a student and asks him/her “I am .... and you?” | 5 minutes |
| **Elicit Performance / Provide Feedback** | ✦ Students greet other students, state their names and ask “and you?”  
✦ Students move around the class and meet three classmates. They practice greetings, state their names, ask for others names, and reply “tasharrafna.” | 5 minutes |
| **Provide Input** | ✦ The teacher shows the student the Arabic alphabets. Students count the numbers of letters.  
✦ The teacher plays the song “Alf –Baa-Taa”  
✦ The teacher sounds out each letter. Students circle the letters that have similar sounds in English and underline the sounds that are unique to Arabic.  
The teacher writes the words learned and which have those letters الحرف آ ـ أهلاً .. أنا ... أنت الحرف آ ـ أهلاً .. أنا ... أنت | 10 minutes  
Song: Alif baa taa  
Sheet that has the Arabic alphabets. |
| **Elicit Performance / Provide Feedback** | ✦ The students give examples of names that has the letter آ (Alex, Ana, ...)  
✦ In groups, the students name countries or cities that starts or have a letter آ in them. For example (America, Asia, Argentina, etc) | 10 minutes  
Worksheet |
### Getting to Know People from the Arabic Speaking World

| **Closure** | Students circle the letter Alif on a worksheet that contains various Arabic words. | Students complete a cartoon with their choice of greeting. Students either draw a picture or use clip art. Under the greeting, they write what they have learned about greeting in the Arabic speaking world. | In their notebooks, students match what they have learned with objectives of the day. Or Students use a checklist to mark the things they have learned very well, things they have learned somewhat but need to practice, and things they are having difficulties understanding or producing | 10 minutes |

---

Iman Arabi-Katbi Hashem 2015
Lesson Plan Template is adopted from ACTFL Keys to Planning for Learning by Clementi & Terrill © 2013 and STARTALK Lesson Plans for Students Program
**Getting to Know People from the Arabic Speaking World**

**Daily Lesson Plans**

<table>
<thead>
<tr>
<th>Name of the Teacher</th>
<th>Iman Arabi-Katbi Hashem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Level</td>
<td>Novice-Low</td>
</tr>
<tr>
<td>Grade Level</td>
<td>HS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Topic</th>
<th>What is your Name?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day in Unit</td>
<td>2</td>
</tr>
<tr>
<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?**

**KNOW**

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

### Recycled vocabulary

مرحبا – أهلا وسهلاً – أهلاً السلام عليكم وعليكم السلام – أنا – من أنت؟ من أنت؟؟

### New vocabulary and phrases

 السلام عليكم .. وعليكم السلام – مع السلماء
ما اسمك؟ ما اسمك؟ اسمك؟ اسمك؟anna ... تشرفا ..
شو اسمك؟ اسمك؟ اسمك؟ اسمك؟義
حرف الثوـن وحرف اليم مع المدود ا – و – ي

- Compare and contrast the forms used to ask males and females about their names and how the answer for my name.

### Cultural and Content Knowledge

- Formal and Informal ways of greetings.
- Comparing and contrasting letters in Arabic and in English
- Compare and contrast the English cursive writing and the Arabic writing.

---

Iman Arabi-Katbi Hashem 2015

Lesson Plan Template is adopted from ACTFL Keys to Planning for Learning by Clementi & Terrill © 2013 and STARTALK Lesson Plans for Students Program
## 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?

- Watch videos and complete a worksheet filling in the greetings used and choose the name out of listed names.
- Complete a worksheet about letters.
- Exchange names and greetings formally and informally.
- Use the letter chart to sound and write their names.

## 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 | ♦ Teachers will greet students while coming in using the three types of greetings.  
♦ Students will greet their classmates.  
♦ Class will listen to a song and identify the types of greetings. | 5 minutes | PPT, song, worksheet or greeting flashcards- marker, small white boards. |
| Provide Input | ♦ The teacher models how to use the formal way of greeting. She explains that this is an Islamic greeting that is used by Muslims Arab and non-Arabs.  
♦ The teacher models the use of “Asalaamu Alaykum” and the response “Wa-alykum Asalaam several times by talking to a puppet. | 10 minutes | White or smart board PPT |
## Getting to Know People from the Arabic Speaking World

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The teacher models how to ask what is your name then saying nice to meet you and recycling the greetings.</strong>&lt;br&gt;Teacher models asking the name for males and females and brings attention to the difference between masculine and feminine (كاف) (المخاطب) and the correct way to answer.&lt;br&gt;The teacher writes the questions and answers on the board while sounding each letter. Students copy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Elicit Performance / Provide Feedback</strong></td>
<td>Students copy the questions on their notebook or on a handout that has empty comic strip.&lt;br&gt;Students practice asking and answering about the names and saying nice to meet you.</td>
<td>10 minutes</td>
<td>Notebook or handout with a comic figure Flash cards</td>
</tr>
<tr>
<td><strong>Provide Input</strong></td>
<td>Students watch video clips and identify the type of greeting used. The teacher helps students to recognize the names of the people who are talking by asking yes/no and either/or questions, and then asking for the name.&lt;br&gt;Students listen and notice the difference between the ways they asked about names in three dialects.&lt;br&gt;Students are taught to notice the following: that the word اسمك is used in all dialects. The question form and syntax change in the Egyptian dialect. In dialects, similar to MSA rules, masculine and feminine are recognized from the “fatha” and “kasra”, but unlike MSA, they do not occur at the last letter. Instead, they appear at the penultimate letter. This is the same in all dialects.</td>
<td>10</td>
<td>Video clips from Arab Idol</td>
</tr>
<tr>
<td><strong>Elicit Performance / Provide Feedback</strong></td>
<td>Students circle the name of the person and the greeting they used for hello and goodbye. The teacher reads the two options for the names then asks the students to listen and choose.&lt;br&gt;Students practice asking names using dialects or MSA.</td>
<td>5</td>
<td>Worksheet</td>
</tr>
<tr>
<td><strong>Provide Input</strong></td>
<td>ما اسمك ... حرف الميم مع المد بالالف – حرف الميم مع الضم _ اسمي (ال مد بالياء) &lt;br&gt;The teacher shows a chart with letters and sounds, each letter marking sounds that are similar to English sounds and the letters that are special to Arabic letters.</td>
<td>10</td>
<td>PPT Worksheet</td>
</tr>
</tbody>
</table>

Iman Arabi-Katbi Hashem 2015<br>Lesson Plan Template is adopted from ACTFL Keys to Planning for Learning by Clementi & Terrill © 2013 and STARTALK Lesson Plans for Students Program
<table>
<thead>
<tr>
<th>Getting to Know People from the Arabic Speaking World</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ The teacher writes the words and asks the students to recognize the sound that exist in all words. (Name the sound you hear in each word)</td>
</tr>
<tr>
<td>♦ حرف النون .. أنا .. أنت .. أنتِ -</td>
</tr>
<tr>
<td>♦ The teacher shows students how these words are written and pronounced</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elicit Performance / Provide Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Students examine the flashcards that have the learned vocabulary and identify the words that have the letters in them.</td>
</tr>
<tr>
<td>♦ Students work with flash cards that have the three letters and create words with them.</td>
</tr>
<tr>
<td>♦ Students circle the new letters in words. They complete listed words with the missing letters (م - ن). Additionally they connect the letters and create learned vocabulary.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide Input</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Words are connected letters – Words in Arabic are written like cursive style.</td>
</tr>
<tr>
<td>♦ Class listens to the song or to the teacher pronouncing the alphabet in Arabic.</td>
</tr>
<tr>
<td>♦ Students color the letters that have similar sounds to the English letters and the letters that exists in Arabic and not in English and vice versa for example P-V and ح و ع و ض</td>
</tr>
<tr>
<td>♦ The teacher models how to write several names including writing famous names.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elicit Performance / Provide Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Students write their names while teacher walks around providing support.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Write the full letters of the greeting words.</td>
</tr>
<tr>
<td>♦ What did you learn about Arabic writing?</td>
</tr>
</tbody>
</table>

Iman Arabi-Katbi Hashem 2015
Lesson Plan Template is adopted from ACTFL Keys to Planning for Learning by Clementi & Terrill © 2013 and STARTALK Lesson Plans for Students Program
Getting to Know People from the Arabic Speaking World

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>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic</td>
<td>Telling about Country of Origin</td>
<td>Day in Unit</td>
<td>3</td>
<td></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>
</tr>
</thead>
<tbody>
<tr>
<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>
</tr>
</tbody>
</table>

Interpretive Communication:
- Students read websites and identify the Arab countries in each four regions. (Al-Maghrib Al-Arabi, Bilad Ashaam, Al-Khaleej- Egypt and Sudan).
- Students watch short segments featuring contestants from “Arab Idol” and identify the dialect form of greetings, names and countries of origin.

Interpersonal Communication:
- Students ask and answer each about their family origin.

Recycled vocabulary
مرحبا – أهلا وسهلاً – أهلا - السلام عليكم وعليكم السلام – أنا – من أنت؟ من أنت؟ كيف حالك؟ كيف حالتك؟ بخير والله، ما أسكت؛ ما استمكن؟ اسميك؟ اسمكما اسمكم ما استمكن اسمكم ما أسكت؟ لقد تشرفنا بمع السلامة
حرف الألف وحرف الميم والنون
حرف السين س

New vocabulary and phrases
التحية من أربع بلدان عربية: هلا .. أهلين .. مرحبا .. أهلاً بيك .. صباح الخير .. صباح
النهار / مصباح الخير .. مصباح النور
من أين أنت؟ من أين أنت؟ أنا من ..
هو من .. هي من ..
حرف السين س .. وحرف التاء ت
Getting to Know People from the Arabic Speaking World

Cultural and Content Knowledge

- Geography – Arab countries main regions (Levant, Gulf, Nile, Moroccan area)
- Regions that are connected geographically and historically have similar practices and closer dialects.
- Compare and contrast the dialect with the MSA ways of greetings
- Compare and contrast two dialect with the MSA in the way they pronounce certain letters in the dialect (ق ج)

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?

- Write the names of the Arab countries on an empty map.
- Watch videos and complete a worksheet and choose from the listed options the type of greetings used, name, and country of origin.
- Fill in a chart with the names and country of origin while conversing with each other.
- Complete worksheet regarding the letters of the day.

Iman Arabi-Katbi Hashem 2015
Lesson Plan Template is adopted from ACTFL Keys to Planning for Learning by Clementi & Terrill © 2013 and STARTALK Lesson Plans for Students Program
### 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  
♦ Students listen to a song while entering the class, then they identify the types of greeting is mentioned.  
♦ Students greet each other in groups in culturally appropriate way.  
♦ Outburst Game: the teacher projects the Arab world map. The students name and Arab country they remember while the teacher is labeling them on the map. | 10 | ♦ Be specific. What materials will you develop? What materials will you bring in from other sources? |
| **Provide Input** | ♦ The students share the names of the Arab countries each group mentions and the teacher write them on the map (using post-it and pin the names on the map).  
♦ The teacher shows on the map and states the names of the countries that were not mentioned during the outburst.  
♦ The students share main facts they have learned about the Arab world.  
♦ The teacher tells the students that the Arab world can be divided into four various regions that are closer in daily practices, clothes, food and dialects  
♦ Four regions ( بلاد الشام ، الخليج ، المغرب ، النيل ، العراق )  
♦ Student label the blank countries on the map with the appropriate names | 7 | ♦ [http://www.schoolarabia.net/Grogaphic/my_big_home_2.htm](http://www.schoolarabia.net/Grogaphic/my_big_home_2.htm)  
♦ [http://www.schoolarabia.net/Grogaphic/my_big_home_1.htm](http://www.schoolarabia.net/Grogaphic/my_big_home_1.htm)  
♦ [http://www.schoolarabia.net/Grogaphic/my_big_home_3.htm](http://www.schoolarabia.net/Grogaphic/my_big_home_3.htm) |

Iman Arabi-Katbi Hashem 2015
Lesson Plan Template is adopted from ACTFL Keys to Planning for Learning by Clementi & Terrill © 2013 and STARTALK Lesson Plans for Students Program
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Time</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Elicit Performance / Provide Feedback | ♦ In groups students place the name of the Arab countries on an empty map  
♦ Jigsaw: In groups students focus on one region of the Arab world, learn the names of the countries in that region. In the host group they will exchange the names of these countries. بلاد الشام تضم: سوريا / لبنان / الأردن / فلسطين | 10 | ما هي بلاد الشام  
مجلس التعاون لدول الخليج العربي  
الغرب العربي |
| Provide Input | ♦ Students listen to the greeting from four different regions. They identify the setting of the video (formal, informal, family, friends), name of the country, the words used, and the way they greeted each other. | 15 | Arab Idol  
Aljazeera for children |
| Elicit Performance / Provide Feedback | ♦ Students match the written greetings to dialects and in MSA, and/or on the map.  
♦ In groups: Students will have four cards that have the regions.  
♦ Students practice writing and saying to each other the greeting according the region. | 10 | Worksheet – Matching the greetings with the dialect –circle the letters similar in the dialect and MSA  
Map of the Arab world |
| Provide Input | ♦ The teacher introduces her/his name and country of origin. اسمي ... أنا من سورية من مدينة دمشق  
♦ The teacher shows various PowerPoint slides about various famous people with names and their country of origin. هو من ..... ، هي من ..... | 5 | PPT Slides |
| Elicit Performance / Provide Feedback | ♦ The teacher shows various PowerPoint slides about various famous people with their names and countries of origin. Students respond to yes/no, either/or, and short answer questions. | 5 | PowerPoint slides about famous people |
| Provide Input | ♦ The teacher shows a cartoon of two characters asking “where are you from?” for males and females.  
♦ The teacher models this with a couple students to check for comprehension. | 5 | Worksheet: cartoon characters asking where are you from. |
| Elicit Performance / Provide Feedback | ♦ Students turn to the student sitting next to them, ask them “where are you from?” and answer. Then they report to the class by using “s/he is from ...” | 10 | |
## Getting to Know People from the Arabic Speaking World

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Materials</th>
<th>Time (in minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line-up</td>
<td>The teacher divides the class into two groups, A and B. Students stand in two lines and start a conversation by greeting each other, asking “where are you from?” and filling in a chart.</td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>
| Provide Input                                 | The teacher writes on the board the words آنا - من - آنت - أنت and asks students to identify the sound that are repeated in every word, the students would say the ت و س. The teacher traces the letter in every word.  
   The teacher writes the letter ت و س in its various shapes and models the way students can write it.  
   The teacher sounds the letter ت و س with short and long vowels.                                                                 | Board and markers PPT | 10               |
| Elicit Performance / Provide Feedback         | Students list names that have the letter ت و س in them such as: توت، تونس، تشرفنا، آنت، السلام عليك، ما اسمك  
   Students complete various activities including copying the letter, circling the letter in a written text, and completing names of countries that have the letter “ت و س” like: _______  
   Students play with the letters they have learned, writing new and old words they have learned. آنت، آنس، تونس، من، من، آنت، تونس، سوس، سيس، سما، مسا  
   ماس سلام آنت آنس تونس من من آنت تونس سوس سيس سما مسا ماس سلام | Worksheet   |                   |
| Closure                                       | Students write about three things they have learned in class regarding the Arab countries, dialects, letters  
   In their notebooks, students match what they have learned with objectives of the day  
   Students use a checklist to mark the things they have learned very well, things they have learned somewhat but need to practice, and things they are having difficulties understanding or producing | Lesson objectives checklist or can do statements- The students complete a self-evaluation form.                                                                 | 3           |
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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are the learning targets for this lesson?</strong></td>
<td><strong>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</strong></td>
</tr>
<tr>
<td>Interpretive Communication:</td>
<td>Recycled vocabulary</td>
</tr>
<tr>
<td>Watch video segments from Arabic TV series and identify the Arab country produced this show according to the words and phrases used for greetings and asking for wellbeing.</td>
<td>مرحبا – أهلا وسهلاً – أهلا  أنتِ من أنت؟  حرف الألف وحرف السين والنون والتنوّن ما اسمك؟ ما اسمك؟ ما اسمك؟ تشرفنا مع السلامه التحية من أربع بلدان عربية: هلا .. أهليين .. مرحبا .. أهلا بيك صباح الخير .. صباح النور .. مساء الخير .. مساء النور من أين أنت؟ من أين أنت؟ أنا من .. هو من .. هي من ..</td>
</tr>
<tr>
<td>Interpersonal Communication:</td>
<td></td>
</tr>
<tr>
<td>Students greet each other and ask about wellbeing according to the Arab country</td>
<td></td>
</tr>
<tr>
<td>Presentational Communication</td>
<td></td>
</tr>
<tr>
<td>Fill in on the map the over the region the phrases and words used for greetings and asking for wellbeing</td>
<td></td>
</tr>
</tbody>
</table>

New vocabulary and phrases

كيف حالك؟ كيف حالك؟ بخير والحمد لله ..
كيف حالك .. أزيك .. كيفك .. بخير .. الحمد لله .. تمام .. منيح .. كويسي .. كيوسي
- Students identify the sound of the letter ك، كـ، كـ، كـ، كـ، كـ، كـ (with the soukoon and the long vowels كـ، كـ، كـ، كـ، كـ، كـ، كـ)
Getting to Know People from the Arabic Speaking World

- Identify the sound of the letters ك وْ يْ when they hear them, sound them, and pronounce them.

**Cultural and Content Knowledge**
- Compare and contrast the dialect with the MSA ways of asking for wellbeing.
- The use of “Thank God” no matter how are you doing.

**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?**

- Simulation of greetings and asking about wellbeing according the Arabic country they will be imitating
- Complete worksheet regarding the letter of the day.
- Complete a worksheet that has the maps of various Arab countries with types of greetings and ways of asking about wellbeing.
- Watch segments from various TV series and name of the Arabic country produced it according the words and phrases used for asking for wellbeing.

**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>
<tbody>
<tr>
<td></td>
<td>What will learners do?</td>
<td>How many minutes will this segment take?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What does the teacher do?</td>
<td>Be specific. What materials will you develop? What materials will you bring in from other sources?</td>
<td></td>
</tr>
</tbody>
</table>
## Getting to Know People from the Arabic Speaking World

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Time</th>
<th>Materials/Activities</th>
</tr>
</thead>
</table>
| **Gain Attention / Activate Prior Knowledge** | ♦ The teacher reviews the vocabularies students learned.  
♦ Students greet each other using the five types of greetings.  
♦ The teacher asks students to what they think people talk about after greeting.  
♦ What answers would they usually get when asking about how are you today? | 5 min | PPT: Slides that have pictures or various Arab countries and words and phrases used for greeting and asking for wellbeing |
| **Provide Input** | ♦ Using puppet or cartoon to input how to ask about wellbeing in MSA and providing two answers (OK and good) thank God.  
♦ For checking for comprehension: The teacher asks yes/no, either/or and short answer questions while showing pictures and facial expressions. | 10 min | PPT slides: pictures of people asking about wellbeing.  
Ailf-Baa video Ahlan-Washalan |
| **Elicit Performance / Provide Feedback** | ♦ In groups, students practice greeting, asking about wellbeing and saying goodbye.  
♦ Students complete a statement about asking and answering questions regarding wellbeing according to the picture provided or a picture they draw.  
♦ Students use flashcards to guide their practice reading the words and phrases. | 10 min | Flashcards: كيف حالك/ كيف حالك؟ |
| **Provide Input** | ♦ The teacher shows the map of “bilad al sham” and pop a segment from a TV series with two people asking about wellbeing in Levantine dialect then in Egyptian dialect.  
♦ To check for comprehension the teacher asks yes/no, either/or, and full answer questions: In Syria, people say “Izayak –keifak).  
♦ The teacher writes these words on the board letter by letter.  
♦ The teacher brings students’ attention to similarities and differences in the greeting and wellbeing MSA and dialect forms. | 15 min | Map of the Arab world  
Collection of video segments. |
| **Elicit Performance / Provide Feedback** | ♦ The teacher shows a map and or pictures (Levantine – Egypt – or news person), students need to roll play asking and answering questions regarding greeting and wellbeing. | 10 min | Map of the Arab world |
| **Provide Input** | ♦ The teacher writes on the board the words and asks students to identify the sound that are repeated in every word, the students would say the ك. The student traces the letter in every word. | 10 min | Worksheet |

Iman Arabi-Katbi Hashem 2015  
Lesson Plan Template is adopted from ACTFL Keys to Planning for Learning by Clementi & Terrill © 2013 and STARTALK Lesson Plans for Students Program
### Getting to Know People from the Arabic Speaking World

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Time</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher writes the letter in its various shapes and models the way students can write it. The teacher sounds the letter with short and long vowels.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Elicit Performance / Provide Feedback</strong></td>
<td>Students list names that has the letter ك in them such as: كيفك، كيف حالك، اسمك. Students complete various activities including copying the letter، circling the letter in a written text, completing names of countries that has the letter “ك” like: الكويت و</td>
<td>15 min</td>
<td>Worksheet</td>
</tr>
<tr>
<td></td>
<td>Students play with the letters they have learned to write new and old words they have learned.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Closure</strong></td>
<td>Students write the asking for wellbeing forms in multiple dialects and write three things they have learned about similarities and differences. In their notebooks, students match what they have learned with objectives of the day. Students use a checklist to mark the things they have learned very well, things they have learned somewhat but need to practice, and things they are having difficulties understanding or producing.</td>
<td>5 min</td>
<td>Checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Graph organizer that has the objectives written in them and the students’ need to state their degree of learning.</td>
</tr>
<tr>
<td>STAGE 1: What will learners be able to do with what they know by the end of this lesson?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What are the learning targets for this lesson?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can do?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Name of the Teacher | Iman Arabi-Katbi Hashem |
| Lesson Topic | Asking about wellbeing when talking to Arabs from various regions |
| Grade Level | Novice-Low |
| Day in Unit | 5 |
| Minutes | 90 |

**DO**

- What are the learning targets for this lesson?

**KNOW**

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

**STAGE 1:**

**General Information:**

- Name of the Teacher: Iman Arabi-Katbi Hashem
- Language: Arabic
- Level: Novice-Low
- Grade: 5
- Day in Unit: 5
- Duration: 90 minutes

**Lesson Topic:**

- Asking about wellbeing when talking to Arabs from various regions

**Learning Objectives:**

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

**Recycled Vocabulary:**

- مرحبا – أهلا وسهلاً – أهلاً أنا – من أنت؟ مَن أنتَ؟
- جرح واحترام ويجة – كيف حالكَ؟  كيفَ حالكِ؟  بخير والحمد لله ..
- ما اسمكَ ؟ ما اسمكِ؟ اسمي ...   تشرفنا ....  مع السلامة
- التحية من أربع بلدان عربية : هلا .. أهلين .. مرحبا .. أهلاً بيك
- صباح الهلا .. صباح النور

**New Vocabulary and Phrases:**

- مرحبا – أهلا وسهلاً – أهلاً أنا – من أنت؟ مَن أنتَ؟
- كيف حالكَ؟  كيفَ حالكِ؟  بخير والحمد لله ..
- ما اسمكَ ؟ ما اسمكِ؟ اسمي ...   تشرفنا ....  مع السلامة

**Interpretive Communication:**

- Watch segments of various TV programs and identify the forms through which they are asking about wellbeing, and/or any additional dialect.

- Listen to a song and identify the way the singer asked and answered questions regarding wellbeing.

**Interpersonal Communication:**

- Greet and ask about the wellbeing of each other using the MSA form and/or any additional dialect.

**Presentational Communication:**

- Respond to written greetings and wellbeing on instant massage.

**Presentational Communication:**

- Respond to written greetings and wellbeing on instant massage.

**New Vocabulary and Phrases:**

- مرحبا – أهلا وسهلاً – أهلاً أنا – من أنت؟ مَن أنتَ؟
- كيف حالكَ؟  كيفَ حالكِ؟  بخير والحمد لله ..
- ما اسمكَ ؟ ما اسمكِ؟ اسمي ...   تشرفنا ....  مع السلامة
Getting to Know People from the Arabic Speaking World

Cultural and Content Knowledge

- The use of the phrase “God willing” when you are hoping the other person is doing well.

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?

- Watch and listen to songs, then identify the country of origin of the singer or video according to the way they are asking about wellbeing.
- Role play: greeting people from various parts of the Arab regions.
- Responding to written greetings and wellbeing on instant massage.
- Complete worksheets that focus on sound of the letter, writing the letter, connecting the letters, pronouncing the letters, etc.

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?

Lesson Sequence | Activity/Activities | Time* | Materials • Resources • Technology
--- | --- | --- | ---
What will learners do? | How many minutes will this segment take? | Be specific. What materials will you develop? What materials will you bring in from other sources?
What does the teacher do?
## Getting to Know People from the Arabic Speaking World

<table>
<thead>
<tr>
<th><strong>Activity</strong></th>
<th><strong>Description</strong></th>
<th><strong>Duration</strong></th>
<th><strong>Materials</strong></th>
</tr>
</thead>
</table>
| **Gain Attention / Activate Prior Knowledge** | ✦ The teacher greets the students and asks how they are doing.  
✦ Students greet their peers and ask how they are doing.  
✦ The teacher shows people in a formal setting (e.g. a picture of an interview) and reviews the MSA type of asking for wellbeing. The students help. | 5 min        | Pictures on PowerPoint or pictures of people form the four regions of the Arab world |
| **Provide Input**                    | ✦ The teacher shows a map of one of the Arab regions and two people talking to each other, explaining that now they will get to know how people in Morocco/Algeria/ Tunisia ask about wellbeing.  
✦ The teacher solicits from the class the type of greeting used in that region. Then the teacher models the words they use in that region.  
✦ The teacher writes these words on the board while sounding out the words.  
✦ Repeat for the next three regions. | 15 min       | Map that is colored according to the regions.  
Cartoon on PowerPoint of two people talking to each other  
Pens |
| **Elicit Performance / Provide Feedback** | ✦ The students listen to short clips and identify the phrases used and which region.  
✦ The teacher distributes four different cards that have the map and the words used when asking about wellbeing. In groups of four, each student chooses a card and assumes the personality from that region. They practice all forms.  
✦ The teacher randomly chooses a representative from each group to role-play the greeting and asks about wellbeing. The group earns a point if the representative achieves the goal. The team with the most points wins. | 10 min       | Video clips from TV series  
4 sets of cards that have one Arab region map and picture of various people.  
Numbers (1-4) or a dice to pick the spokesperson from each group randomly |
| **Provide Input**                    | ✦ Working with the song, (the student? The teacher?) identifies how part of asking about wellbeing is asking about health, and how the use of the phrase “in shaa’ Allah” is a wish for both wellbeing and good health.  
✦ Students listen to the song and identify words they can recognize. The teacher writes the words on the board. Students listen to the song again and come up with more words. Then the teacher and the students start to construct the main meaning of the song. | 20 min       | Fares Karam’s song – first 30 seconds only.  
The lyrics of the beginning of the song.  
Various color highlighters |
# Getting to Know People from the Arabic Speaking World

<table>
<thead>
<tr>
<th>♦ The teacher distributes the lyrics at the beginning of the song, so that the student can read along and underline words. Then they identify the phrase and key works, they compare it to the phrases they learned. The teacher uses pictures and gestures to signify the subtle differences. Students write the phrase كيف الصحة؟ إن شاء الله منيحة</th>
</tr>
</thead>
</table>
| ♦ Students practice saying these phrases when they hear the first part of the song couple of times.  
♦ Students practice using these phrases with their group |
| ♦ Students complete words with missing letter.  
♦ Students put the letter with the previous letters they have learned so far and create more words.  
♦ Students sound out the word and write it down.  
♦ Students write responds to greetings. |
| ♦ In their notebooks, students match what they have learned with objectives of the day. OR  
♦ Students use a checklist to mark the things they have learned very well, things they have learned somewhat but need to practice, and things they are having difficulties understanding or producing |

<table>
<thead>
<tr>
<th>Elicit Performance / Provide Feedback</th>
<th>Provide Input</th>
<th>Closure</th>
</tr>
</thead>
</table>
| ♦ Students practice saying these phrases when they hear the first part of the song couple of times.  
♦ Students practice using these phrases with their group |
| ♦ The teacher asks students to provide her with words they have learned so far and the one match her list she will show on her PPT slide or write on board.  
♦ The teacher asks the students to read the words on the list and to notice the sound/letter repeated in each word.  
♦ The teacher writes the letter on the board with its various positions in the word. |
| ♦ Students complete words with missing letter.  
♦ Students put the letter with the previous letters they have learned so far and create more words.  
♦ Students sound out the word and write it down.  
♦ Students write responds to greetings. |
| ♦ In their notebooks, students match what they have learned with objectives of the day. OR  
♦ Students use a checklist to mark the things they have learned very well, things they have learned somewhat but need to practice, and things they are having difficulties understanding or producing |

| | ♦ First part of the lyrics for the song |
| PPT slides that have words from greeting, wellbeing and other vocabulary the students have learned. |
| Worksheet- words with missing letters – |
| Checklist |
| Graph organizer that has the objectives written in them and the students’ need to state their degree of learning. |

**https://www.facebook.com/bintjbeil.tv/videos/1603516033220548/?fref=nf**

Iman Arabi-Katbi Hashem 2015  
Lesson Plan Template is adopted from ACTFL Keys to Planning for Learning by Clementi & Terrill © 2013 and STARTALK Lesson Plans for Students Program