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 6-10

Created by: Iman Arabi-Katbi Hashem

Iman Arabi-Katbi Hashem 2015
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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>Level 1 Arabic - High School &amp; Post-Secondary</td>
</tr>
<tr>
<td>Lesson Topic</td>
<td>Where do you Live and Traveled? Places of Residence and Travel</td>
</tr>
<tr>
<td>Day in Unit</td>
<td>6</td>
</tr>
<tr>
<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?

<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>- Students read about various Arab people and identify their names, nationalities, and place where they live.</td>
<td>مرحبا - أهلا وسهلا - أهلا أنا من أنت؟ من أنت؟ من أنت؟ السلام عليكم/ وعليكم السلام حرف الألف وحرف الميم والسين والتاء والثني ك .. السكون مع الواو واليا، كيف حالك؟ كيف حالك؟ بخير والحمد لله .. ما أسمك؟ ما اسمك؟ اسمي ... تشرفنا ... مع السلمامة</td>
</tr>
<tr>
<td>- Students watch video segments and identify the names of the adolescents, the greeting form they used, where they reside and what is his/her nationality.</td>
<td>كيف حالك؟ كيف حالك؟ بخير والحمد لله .. ما أسمك؟ ما اسمك؟ اسمي ... تشرفنا ... مع السلمامة</td>
</tr>
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</table>

Interpersonal Communication

- Students exchange information about where they live, where they are originally, and which countries they traveled to or visited.

Presentational Communication

- introduce a friend and tell where he lives and what is his/her nationality

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Vocabulary and Phrases:

أين تسكن؟ أي تسكنين؟ أسكن في ... 
النسبة ... الجنسية
لكن .. أيضاً
حرف الباء (بيت – بشكر الله – مرحبا – بيروت – المغرب) والشدة

Cultural and Content Knowledge:

- Arabs in general and Syrian in particulars value living close to their family even after marriage.
- Political reason was the main factor of migration of over 2 million Syrian in 1980 and millions during the last four years.
- In Egypt, corruption and rare work opportunities force them to seek employments in the gulf areas and other parts of the world.
- It is common to be living in Arab countries for long time and still have the Syrian nationalities.

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?

- Reading short bios, profiles or part of CV and complete a chart to compare and contrast people from the Arab speaking world experiences.
- Exchange information with their classmates about where they live, their country or origin, and places they traveled to.
- Students use the third person to introduce the experience of a friend stating names, place of origin, nationalities and place they live at.
- Complete worksheet and listening activities to practice writing and sounding the new letters.

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## 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>
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</table>
| **Gain Attention / Activate Prior Knowledge** | ♦ Students greet each other and ask about their wellbeing.  
♦ The teacher shows the google map in Arabic. She asks them to name the content, country, city, and street she is zooming in at.  
♦ Students guess what the topic of today’s class is, and the teacher shares the objectives of the day. | 5 min |  | http://www.worldmapfinder.com/Map_Earth.php?ID=/Ar
http://www.worldmapfinder.com/Map_Earth.php?ID=/Ar/Africa/Egypt |
| **Provide Input** | ♦ The teacher says I am from Syria but I live in La Crescenta  
♦ The teacher a picture of her house and says to students this is my house, my house in la Crescenta, I live in La Crescenta.  
♦ The teacher asks where do you live with the use of “اين تسكن / أين تسكنين؟ أسكن في ...” | 5 min |  | دمشق حارة سبيل العين |
| **Elicit Performance / Provide Feedback** | ♦ The teacher model with two students  
♦ The students ask and answer each other where they live. | 5 min | PPT slides and/or flashcards with the following questions and phrases: “اين تسكن؟ أين تسكنين؟ أسكن في ...” |  |
| **Provide Input** | ♦ The teacher shows lists of pictures of herself when she was young living in Syria with huge family – moving to pictures signify what happened in Syria – showing suitcase -  
♦ The teacher reviews with the students about how I am from (country of origin) and names famous people and state where are they from. أنا من سوريا.  
♦ The teacher says I am from Syria but I live in LA. My house is in the city of La Crescenta. The teacher shows pictures of herself and how | 15 min | Picture of my house.  
Pictures that show what happened in Syria during the 80 and now. |  |
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<table>
<thead>
<tr>
<th>Elicit Performance / Provide Feedback</th>
<th>Students listen to the video and complete the interpretive grid and check if their prediction correct.</th>
<th>Students watch a segment of Aljazeera for Children program “Atfal Al-mahjar” and complete interpretive grid about teenager lives in the mahjar</th>
<th>Students write in English about what did they understand about why Syrian and other Arab nationalities emigrate from their countries.</th>
<th>10 min</th>
<th>Worksheet with a grid: Name- country of origin – where they reside.</th>
</tr>
</thead>
</table>

Provide Input

| The teacher models the phrase: I am from ... but I live in .... Then she models the questions and the answers. She states that she has two nationalities, Syrian and American. | The teacher write on the board the statement I am from Syria, I am Syrian. She shows multiple countries from the Arab world and states the name of the country and how the word nationalities are derived from the name of the country for feminine and masculine. | The teacher models with one or two students. | 10 min | Power-point slides |

Elicit Performance / Provide Feedback

| Students ask and answer five of their classmates about their origin, where they live, and their nationalities. They will use the word me too. | Students record the answers on a grid. | 10 min | Gird |

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| Provide Input | • The teacher models how a person can report about others.  
• She models by showing pictures of famous American and Arab people.  
• She models by telling about three people and using the word also.  
• هو سوري ..هو من .. لكن يسكن في ... |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 min PPT slide with the written phrases on them</td>
</tr>
<tr>
<td>Elicit Performance / Provide Feedback</td>
<td>• In groups: Students report about the classmates they surveyed.</td>
</tr>
<tr>
<td></td>
<td>5 min Flashcards that had words studied in previous classes</td>
</tr>
</tbody>
</table>
| Provide Input | • The teacher calls the words and the students pick them from their list. The teacher asks them to identify the letter that is exiting in all words. (If time permits)  
• The teacher writes on the board the words بيت - مرحبا - بخير - المغرب - صباح and asks students to identify the sound that are repeated in every word, the students would say the ب. The teacher traces the letter in every word.  
• The teacher writes the letter ب in its various shapes and models the way students can write it.  
• The teacher sounds the letter ب with short and long vowels.  
• The teacher introduces the shadda using the nationalities words. |
|               | 5 min PPT Board and different colored pens Flashcards with studied words so far |
| Elicit Performance / Provide Feedback | • Students list names that has the letter ب in them such as: روبرت – بول – بَيْت  
• Students complete various activities including copying the letter, circling the letter in a written text, completing names of countries that has the letter ب such as "تَبيت - يَبيت - يَبي - بَيْت - بَيْت - بَيْت - بَيْت - بَيْت - بَيْت - بَيْت.  
• Students play with the letters they have learned to write new and old words they have learned.  
• بَيْت - يَبيت - يَبي - بَيْت - بَيْت - بَيْت - بَيْت - بَيْت - بَيْت - بَيْت |
|               | 10 min Worksheet |
| Closure       | • Students need to match in their notebook what they have learned with objectives of the day.  
• Use checklist to mark the things they have learned very well, things they have learned somewhat but need practice, and things they are having difficulties with (understanding or producing) |
|               | 5 min Lesson objectives checklist |

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<tbody>
<tr>
<td>Lesson Topic</td>
<td>Phone Numbers</td>
<td>Day in Unit</td>
<td>7</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?

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<th>What are the learning targets for this lesson?</th>
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<tr>
<th>KNOW</th>
<th>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</th>
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**Interpretive Communication**
- Students examine websites locating the international code numbers of the Arab countries and see how these numbers follow each other. They put the country in order of the listed numbers from the smaller to the larger.
- Students compare the phone directory in an Arab country and the USA in relation of how it is organized, how many numbers, and how addresses are written.

**Interpersonal Communication**
- Students exchange information about phone numbers
- Students complete a phone number directory of an imaginary class phonebook.

**Presentational Communication**

**Recycled vocabulary**
- مرحبًا – أهلا وسهلاً – أهلاً – أنا – من أنت؟ من أنت؟ حرف الألف وحرف الميم والسين والتاء والنون ك.. السكون مع الواو والياء – حرف اليماء
- كيف حالك؟ كيف حالك؟ بخير والحمد لله ..
- ما اسمك؟ ما اسمك؟ اسمي .. تخافنا .. مع السلامة
- التحية من أربع بلدان عربية : هلا .. أهلين .. مرحبًا .. أهلاً بيك 
- صباح النور / مساء الخير – مساء النور – بنشكر الله – عسلامة – لباس
- من أين أنت؟ من أين أنت؟ أنا بن .. هو من .. هي من .. بخير الحمد لله .. تمام .. منيح .. كيف .. كوبس .. كوبس
- أين تسكن؟ أين تسكن؟ أسكن في ..
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- Create a class phonebook with names and address

Vocabulary and Phrases:
- مارقم تلفونك / ما رقم تلفونك؟ رقم تليفوني ... الأرقام ٠ – ١٠
- ما رقم بيتك ؟ رقم بنيتي ... مارقمك الجامعي؟ رقمي الجامعي ...

Cultural and Content Knowledge:
- The Arabic numbers are used in the west. The numbers used in most of the Arab countries are the Indian numbers.
- The saying صفر على الشمال is said to someone or something that has no value. When Arab people want to say that a person has no power or value, they say it is like a zero on the left.
- Alkhwārizmī who invented the zero.

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

- Reading numbers on a phone book, they find the international code for Arab countries and list them in order.
- Exchange phone numbers (real or fake) but at least with one friend to be able to contact in case of absence.
- Create a phone address book for the class.
- Complete worksheet and listening activities to practice writing and sounding the new letters.
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### STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

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<tr>
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<th>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?</th>
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</thead>
</table>
| **Gain Attention / Activate Prior Knowledge** | Students start the day by greetings and asking each other about how they are doing.  
The teacher shows phone book and asks what they usually find in it. She asks do you think Arab countries have these books too. Are they similar or different? Do you use phonebook? What do you use? Ciri in the I Phone provides phone numbers for us. |
| | **5 min** |
| **Provide Input** | The teacher introduces the numbers through the use of phone picture. The teacher tells the students that the numbers used in the west are actually the Arabic numbers. She tells the students that most Arab countries use the Indian rather than the Arabic numbers.  
She introduces number at a time and asks whose phone number has this number.  
Use phone numbers from various Arab countries, she practice saying these numbers.  
The teacher counts to three, students join her when she repeats from one to three, then she adds the fourth number. She continue until they finish the till number 10.  
The teacher use dollars and count with the student up to 10.  
The teacher distributes M&M, skittles, or coins. |
| | **10 min**  
**Flashcards:** Numbers of items - Math books  
بطاقات أرقام  
M&M or skittles |
| **Elicit Performance / Provide Feedback** | The students listen to the number the teacher says and they count the cents that reflect the number.  
Students use their cellphones to choose the number they hear.  
Students test each other by calling the number and they will choose it. |
| | **15 min**  
Bags of cents or other small objects to count.  
Cell phones. |

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<table>
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<tr>
<th>Activity</th>
<th>Description</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students pretend to call their friends and ask for the number of another friend.</td>
<td>The teacher tells the students about the number zero and show the picture of Alkhwarizm who came up with it. She explains the importance of the zero. The teacher shows the two numbers 010 or 100. She asks which number is larger. Zero on the left is useless but on the right side gives higher value to the number. The teacher shares the meaning of the saying zero on the left and how it is used. The teacher shows the white pages to the students and they come up with similarities and differences. The teacher model how to identify the country and its codes. Paper and pen or notebook.</td>
<td>Paper and pen or notebook.</td>
</tr>
<tr>
<td>The teacher tells the students about the number zero and show the picture of Alkhwarizm who came up with it. The teacher shows the two numbers 010 or 100. She asks which number is larger. Zero on the left is useless but on the right side gives higher value to the number. The teacher shares the meaning of the saying zero on the left and how it is used. The teacher shows the white pages to the students and they come up with similarities and differences. The teacher model how to identify the country and its codes.</td>
<td>5 min PPT slides Pictures of the US phone book and copy of an Arabic country phone book.</td>
<td>PPT slides</td>
</tr>
<tr>
<td>In groups, students locate the country international phone code of the assigned region or countries. Students arrange the numbers form the smaller to the larger and explore the location of the countries in relation to the country geographic place. They guess the number of the nearby countries and check if their guess is correct.</td>
<td>ماهو مفتاح تونس – ما هو مفتاح الجزائر - مفاتيح الدول العربية والأجنبية المفاتيح الدولية للبلدان العربية <a href="https://countrycode.org">https://countrycode.org</a></td>
<td>10 min</td>
</tr>
<tr>
<td>The teacher tells the students that there is a need to find three of their classmates and collect their phone numbers in order to make sure to get information about the class in case of their absence. Or There is a need to create a class directory in order to keep in touch when need it. The teacher models how to ask and give phone numbers.</td>
<td>ما رقم تلفونك/هاتفك ؟ رقم تلفوني/ هاتفي ما رقم بيتك؟ رقم بيتي ...</td>
<td>5 min</td>
</tr>
<tr>
<td>Students exchange phone numbers with at least 3 other students. The teacher checks by asking what the number of (name) is and the student answers.</td>
<td>10 min Worksheet- Name- number-</td>
<td>Worksheet- Name- number-</td>
</tr>
<tr>
<td>The teacher writes on the board the words رقم - أربعة - عشرة - صفر and asks students to identify the sound that are repeated in every word, the students would say the ر. The teacher traces the letter in every word. The teacher writes the letter ر in its various shapes and models the way students can write it.</td>
<td>10 min PPT Board and different colored pens Flashcards with studied words so</td>
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<tr>
<th>Elicit Performance / Provide Feedback</th>
<th>The teacher sounds the letter ر with short and long vowels.</th>
<th>far</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students list names that has the letter ر in them such as: روبرت – كريستينا – بيرتر</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students complete various activities including copying the letter, circling the letter in a written text, completing names of countries that has the letter “ت” like: تونس سباق</td>
<td></td>
<td>15 min</td>
</tr>
<tr>
<td>Students play with the letters they have learned to write new and old words they have learned.</td>
<td></td>
<td>Worksheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Closure</strong></td>
<td>Students need to match in their notebook what they have learned with objectives of the day. Or</td>
<td>5 min</td>
</tr>
<tr>
<td>Use checklist to mark the things they have learned very well, things they have learned somewhat but need practice, and things they are having difficulties with (understanding or producing)</td>
<td>Lesson objectives checklist or can do statements - The students complete a self-evaluation form.</td>
<td></td>
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<tr>
<td>Lesson Topic</td>
<td>Communicating 21&lt;sup&gt;st&lt;/sup&gt; Century Style Using Apps to Communicate</td>
<td>Day in Unit</td>
<td>8</td>
<td>Minutes</td>
<td>90 min</td>
</tr>
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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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<td><strong>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</strong></td>
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### Interpretive Communication
- Read multiple infographic charts and identify the country represented in it, the types of social media used, the percentage of the population that has each type, the percentage of the population is actually using it.
- Read various chats on Facebook and WhatsApp and identify the greetings, asking about wellbeing, symbols and pictures used to convey feelings and wellbeing.

### Interpersonal Communication
- Exchange information about the types of Apps or social media they have on their phone, Ipad, and Tablets and how often and when they use it.
- Send and respond to texts in Arabic using the agreed Apps.

### Recycled vocabulary
- مرحبا – أهلاً وهلاً – أهلًا – أنا – من أنت؟ من أنت؟
- حرف الألف وحرف الميم والسين والسين والتنو، والكاف، والسكون، وَ، الواو، والباء، والراء
- كيف حالك؟ كيف حالك؟ بخير والحمد لله ..
- ما اسمك؟ ما اسمك؟ اسمي ... تشرفنا ... مع السلام
- التحية من أربع بلدان عربية : هلا .. أهلين .. مرحب .. أهلاً بيك \ صباح النور .. صباح الخير \ صباح النور .. مساء الخير .. مساء النور
- بنشكر الله .. عسلامة .. لا ياس
- من أي ن أنت؟ من أين أنت؟ أنا من .... هو من .. هي من ..

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Vocabulary and Phrases:
- بخير الحمد لله .. تمام .. منيح .. كوي .. كويسة
- في اسمك ﴿؟ أسكن؟ أسكن في .. الجنسية .. البلاد سكنت بها أو زرتها .. سافرت إلى .. أو كنت أسكن .. في .. ماشه .. .. لايف .. آليا .. حكمة .. وتلفونك .. رقم تليفونك .. الرقم .. الأرقام ..

Cultural and Content Knowledge:
- Cultural practices of texting in the Arab world according to gender and age. Compare these practices to the US.
- Technology: Apps – Smart phones – I Pad – Tablets – Social media

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?
- Reading texts and identifying the information contained in the messages and symbols used.
- Exchange information about their use of WhatsApp and other social media, how often and what time.
- Send and receive greeting messages using WhatsApp.
- Complete worksheet and listening activities to practice writing and sounding the new letters.

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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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<tbody>
<tr>
<td><strong>Gain Attention / Activate Prior Knowledge</strong></td>
<td>Students greet each other and ask how they are doing. The teacher shares the objectives of the day and what they need to show as evidence of their learning. In groups, students list all types of programs they use to communicate with their friends and family members.</td>
<td>5 min</td>
<td>Lesson outcome, tasks they will complete and evidence of achieving the lesson outcome.</td>
</tr>
<tr>
<td><strong>Provide Input</strong></td>
<td>The teacher shows her phone and the icon of the WhatsApp and asks, who has WhatsApp. The teacher shows the symbols of all the programs people are using to communicate with each other. Students name them. The teacher points to the symbols in the infographic and tells the Arabic term for male and female. The teacher shows the first infographic and use guiding questions to identify the name of the country represented in the infographic, the information presented, and the percentage of people having an account and the one who are actively using them.</td>
<td>10 min</td>
<td>WhatsApp symbol, PPT slide with infographic, Picture of symbols of the social media programs, Use of social media in Saudi Arabia</td>
</tr>
<tr>
<td><strong>Elicit Performance / Provide Feedback</strong></td>
<td>Students examine multiple infographic and complete an interpretive reading guide. (variation: each group read one infographic) Students compare and contrast the use of smartphones, Iphone,</td>
<td>15 min</td>
<td>The number of people using smartphones in the Arab World</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Ipad, and social medial in the Arab world and in the USA.</td>
</tr>
<tr>
<td>♦ Students share as the whole class their findings.</td>
</tr>
<tr>
<td>People of the world using tech</td>
</tr>
<tr>
<td>Smartphones, tablets, Ipad, computer</td>
</tr>
</tbody>
</table>

**Provide Input**
- ♦ The teacher shows a WhatsApp message or Facebook message.
- ♦ She point out to the name of the sender and the communicated greeting and message
- ♦ Identify the symbols they are using and identify the meaning

**Elicit Performance / Provide Feedback**
- ♦ Examine multiple exchanges texts and identify what types of greeting, which country, et.
- ♦ Students connect to each other via Watsapp and write massages to each other – greetings, how they are feelings, etc

**Provide Input**
- ♦ The teacher shows the board the words فيس بوك – فايبر - آسف and asks students to identify the sound that are repeated in every word, the students would say the ف. The teacher traces the letter in every word. واتس آب، آيفون، آيباد، آسف مع الحرف آ
- ♦ The teacher writes the letter ف in its various shapes and models the way students can write it.

**Elicit Performance / Provide Feedback**
- ♦ Students list names that has the letter ف and آ in them such as: آنا، آبي، فرانك، صوفيا...
- ♦ Students complete various activities including copying the letter, circling the letter in a written text, completing names of countries that has the letter “ف” and “آ” like: فيفي، في، ماي، ناير، كاير، فاريا، فرس، سفير، فاكر، كفر...
- ♦ Students play with the letters they have learned to write new and old words they have learned.

**Closure**
- ♦ Students need to match in their notebook what they have learned with objectives of the day.
- ♦ Use checklist to mark the things they have learned very well, things

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<thead>
<tr>
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<tr>
<td></td>
<td>they have learned somewhat but need practice, and things they are having difficulties with (understanding or producing)</td>
</tr>
<tr>
<td></td>
<td>complete a self-evaluation form.</td>
</tr>
</tbody>
</table>

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# 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>Level 1 Arabic - High School &amp; Post-Secondary</td>
</tr>
<tr>
<td>Lesson Topic</td>
<td>Phone/WhatsApp Conversation Etiquettes</td>
</tr>
<tr>
<td>Day in Unit</td>
<td>9</td>
</tr>
<tr>
<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?

<table>
<thead>
<tr>
<th>DO What are the learning targets for this lesson?</th>
<th>KNOW What vocabulary, grammatical structures, language chunks, cultural knowledge, and content information do learners need to accomplish the lesson can-do?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretive Communication</strong></td>
<td><strong>Recycled vocabulary</strong></td>
</tr>
<tr>
<td>▪ Students watch a phone conversation and identify the greetings used, how many and for whom they asked about wellbeing, how they asked what’s up, and what they say to finish the conversation.</td>
<td>التحية: مرحباً - أهلاً - أهلاً وسهلاً - هلا - عسلامة - مع السلامه مرحبا - أهلا وسهلا - أهلا - أنا - من أنت؟ من أنت؟</td>
</tr>
<tr>
<td><strong>Interpersonal Communication</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Students simulate basic day to day phone conversation.</td>
<td>Recall Arabic greetings: مرحبا .. أهلين .. مرحبا .. أهلا وسهلا .. بإيكر .. إزيك؟ شلونك؟ كيفك؟ ما اسمك؟ ما اسملي؟ اسمي .. تشرفنا .. مع السلامه</td>
</tr>
</tbody>
</table>

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Getting to Know People from the Arabic Speaking World

Vocabulary and Phrases:
كيف الأهل ... شو الأخبار .. أخبارك إيه .. إن شاء الله، كل شيء منيح ..
عن إذنك .... طيب الله معك .. مع السلامة

Cultural and Content Knowledge:
• Cultural practices of asking about everyone in the family before they get into the real conversation

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

<table>
<thead>
<tr>
<th>What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students watch a phone conversation and complete an interpretive listening guide.</td>
</tr>
<tr>
<td>• Students simulate a phone conversation with two of their classmates.</td>
</tr>
<tr>
<td>• Students complete worksheet that focus on developing literacy skills.</td>
</tr>
</tbody>
</table>

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### 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 | ♦ Students start the class by texting their friends with the morning greetings. They write how they feel.  
♦ The teacher shares the objectives of the day and what they need to show as evidence of their learning. | 5 min | Phone, IPad, or laptop and WhatsApp or Facebook                                                   |
| Provide Input                        | ♦ The teacher shows a picture of two people talking on the phone. The students talk about the structure of the phone conversation, how it starts, what usually talks about, and how it end.  
♦ The teacher helps the students to construct a conversation on the phone using the vocabulary they know.  
♦ The teacher gives the students an interpretive listening guide and students read what they need to do. | 10    | If phone conversation is not available, the teacher can call one of her friends and put her on speaker and record the conversation. |
| Elicit Performance / Provide Feedback | ♦ Students complete the interpretive listening guide while watching the video couple times.  
♦ Students share their answers with a partner or in a group.  
♦ Students check their answers as the whole group. | 15    | [https://www.youtube.com/watch?v=5i0U5wn5Bck](https://www.youtube.com/watch?v=5i0U5wn5Bck)  
[أغنية عن مكالمة هاتفية](https://www.youtube.com/watch?v=5i0U5wn5Bck)  
[نهاية مكالمة مع المصريين مقارنة بالأمريكان](https://www.youtube.com/watch?v=5i0U5wn5Bck) |
## Getting to Know People from the Arabic Speaking World

<table>
<thead>
<tr>
<th>Provide Input</th>
<th>The teacher model a phone conversation with one of her friends. The teacher explains that sometime you don’t understand or don’t hear what the other person is saying on the phone. She put on the board important words and phrases using flashcards or writing them on the board.</th>
<th>15 min</th>
<th>PPT slide, flashcards, or board and pens</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elicit Performance / Provide Feedback</td>
<td>Students pretend to call each other or make an actual call.</td>
<td>15 min</td>
<td></td>
</tr>
<tr>
<td>Provide Input</td>
<td>The teacher writes on the board the words صباح – مرحبا – الحمد لله – حالك and asks students to identify the sound that are repeated in every word, the students would say the ح. The teacher traces the letter in every word. The teacher writes the letter ح in its various shapes and models the way students can write it. The teacher sounds the letter ح with short and long vowels.</td>
<td>10 min</td>
<td>PPT Board and different colored pens Flashcards with studied words so far</td>
</tr>
<tr>
<td>Closure</td>
<td>Students need to match in their notebook what they have learned with objectives of the day. Use checklist to mark the things they have learned very well, things</td>
<td>5 min</td>
<td>Lesson objectives checklist or can do statements- The students complete a self-evaluation form.</td>
</tr>
</tbody>
</table>

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### Getting to Know People from the Arabic Speaking World

| they have learned somewhat but need practice, and things they are having difficulties with (understanding or producing) | Call and leave a message, introducing self and saying hello |

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### Getting to Know People from the Arabic Speaking World

**Daily Lesson Plans**

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<td>Level 1 Arabic - High School &amp; Post-Secondary</td>
</tr>
<tr>
<td>Lesson Topic</td>
<td>Birthdates</td>
</tr>
<tr>
<td>Day in Unit</td>
<td>10</td>
</tr>
<tr>
<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?

<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 examine the calendar available on FaceBook and identify the names of the month and the names of the people who have BD in each month and day.
- Examine multiple newspapers and identify the name, date, and country produced it.

**Interpersonal Communication**
- Students ask and answer questions regarding the date of birth and place of birth and record it on a calendar.

**Presentational Communication**
- Sing the BD song in Arabic

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Vocabulary and Phrases:

الأشهر .. يوم – شهر – سنة – التقويم الميلادي – الأرقام من 20 – 31
ما يوم ميلادك؟ ما يوم ميلادكَ؟ يوم ميلادك .. أحتفل .. لا أحتفل .. لا أحتفل – حفلة كبيرة/ صغيرة
سنة حلوة ياجميل
حرف الدال – حرف اللام

Cultural and Content Knowledge

• Borrowing traditions regarding celebrating BD: Song, decoration, parties, etc.
• Celebrating BD today and in the past: Who and why.
• Writing dates in Arabic day/month/year in comparison to the English month/day/year
• The names of the months are different in the Arab world:

STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?
<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 | ♦ Students call a friend or send greetings via texting or WhatsApp and asking about well-being, then end the conversation by saying excuse me I have a class. ♦ The teacher shares the objectives of the day and what they need to show as evidence of their learning. ♦ The teacher brings to class calendar and ask students to tell what things they can find in it and why people use it. | 5 min | Cellphones
Lesson objectives |
<p>|             | ♦ Using the calendar the teacher talks about how Arab countries were influenced by various Hadarat and colonialism ♦ The teacher opens a calendar from Egypt and from Syria or newspaper. She states the name and country that issued it and | 5 min | أسماء الشهور الميلادية في البلاد العربية <a href="http://www.atinternational.org/forums/showthread.php?t=3066">http://www.atinternational.org/forums/showthread.php?t=3066</a> مقالة بسيطة عن أسماء الشهور في الوطن |</p>
<table>
<thead>
<tr>
<th>Getting to Know People from the Arabic Speaking World</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher names the month in Egypt and mention the one used in bilad alshaam. The teacher brings students’ attention to the similarities of these months to English because of the influence of the British.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elicit Performance / Provide Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students repeat the names of the month and mark the month that are cognates and the one that are different.</td>
</tr>
<tr>
<td>Students use flashcards with the names of the months: They read them and put them in order. (The student will be able to read all the months except أغسطس and maybe يوليو, thus the teacher needs to focus on showing these two months and saying how they are named during the input phase)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide Input</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher shows her calendar at Google Calendar (or Facebook BD calendar) and asks students to name the month that has BD in it and the name of the person/people.</td>
</tr>
<tr>
<td>The teacher reviews the numbers (1-10) with the class using the month of September. Then she introduces the numbers 11-31. Students can name the numbers from 13-19 easily since it is actually combining the numbers 3-9 and adding ten, and use the twenty as a base to count from 20-31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elicit Performance / Provide Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students count from 1-31 together.</td>
</tr>
<tr>
<td>Bingo Game (1-31)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide Input</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher shows a clip from TV series of family making a surprise party for their daughter and listen to the BD song.</td>
</tr>
<tr>
<td>The teacher shows picture of old time in the Arab world and say they didn’t celebrate BD but now they do. Most of them they do small party for the adult and big party for the children.</td>
</tr>
<tr>
<td>The teacher shows here BD and tells that her BD is Oct 26.</td>
</tr>
<tr>
<td>The teacher writes on the board my BD is Oct 26 while sounding the letters. She brings the attention of ending with to mark my. She</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Time</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elicit Performance / Provide Feedback</strong></td>
<td>Students use their phone calendar, Google Calendar, Facebook or printed monthly calendar provided by the teacher. Students stand in line-up or use Circle-in /Circle-out model to talk to at least 5 of their classmates. The students record the date in the month and the name of the person.</td>
<td>15 min</td>
<td>Printed Arabic calendar, Cellphone or IPAD</td>
</tr>
<tr>
<td><strong>Provide Input</strong></td>
<td>The teacher writes on the board the words دیسمبر – میلادی – الأردن – الحمد لله and asks students to identify the sound that are repeated in every word, the students would say the د. The teacher traces the letter in every word.</td>
<td>10 min</td>
<td>PPT, Board and different colored pens</td>
</tr>
<tr>
<td></td>
<td>The teacher writes the letter د in its various shapes and models the way students can write it. The teacher sounds the letter د with short and long vowels.</td>
<td></td>
<td>Flashcards with studied words so far</td>
</tr>
<tr>
<td></td>
<td>Repeat these activities for the letter: ل لا – السلام – عليكم – احتفل – ليل</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Elicit Performance / Provide Feedback</strong></td>
<td>Students list names that has the letter د  ل in them such as:</td>
<td>15 min</td>
<td>Worksheet</td>
</tr>
<tr>
<td></td>
<td>Students complete various activities including copying the letter, circling the letter in a written text, completing names of countries that has the letter د like:</td>
<td></td>
<td></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>
</tbody>
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### Getting to Know People from the Arabic Speaking World

| Students need to match in their notebook what they have learned with objectives of the day. | 5 min | Use checklist to mark the things they have learned very well, things they have learned somewhat but need practice, and things they are having difficulties with (understanding or producing). |
| Call and leave a message, introducing self and saying hello | | Lesson objectives checklist or can do statements- The students complete a self-evaluation form. |

**Closure**

- تضع المعلمة وصلات لجرائد ومجلات من الأرشيف وعلى الطالب كتابة اسم الجريدة وتاريخها.

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