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### Assiraj Arabic School Unit planner

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| Language: | Arabic | year level: | Foundation | TERM: | 1 | DURATION: | 3 Weeks x 2.5 hours | | Number of LESSONS in unit: | 9 |
| UNIT TITLE: | Me and my Family أُسرتي أنا و | | | | | | | | | |
| ESSENTIAL QUESTION: | How can you introduce yourself and your family to a friend? | | | | | | | | | |
| Unit overview: | This unit will introduce students to the Arabic alphabets through the theme “Me and my Family”. Students will have the opportunity to become familiar with how the sounds of the Arabic language are represented in letters and words. They will practise pronunciation and intonation through activities such as reciting rhymes and singing songs. Furthermore, this unit is designed to allow students to interact with their peers by exchanging information about self and family. | | | | | | | | | |
| UNIT GOALS: | Through this unit, students will be working towards being able to:   * Recognise and reproduce the first 4 letters of the Arabic Alphabets (أ ب ت ث) * Introduce themselves to a friend with simple sentences: Hello my name is ……… what is your name? مرحبًا أنا اسمي ........ ما اسمك؟ (السلام عليكم) * Introduce their family: this is my mother, this is my father, this is my brother, this is my sister, this is grandfather, and this is my grandmother   هذا أبي, هذه أمي , هذا أخي, هذه أختي, هذاجدي, هذه جدتي. | | | | | | | | | |
| Victorian Curriculum: LanguagesSTRANDS AND content descriptions included in  this unit | COMMUNICATING | | | | | | | UNDERSTANDING | | |
| * Initiate interactions with peers and the teacher by asking and responding to questions and exchanging information about self and family, friends and school [(VCARC103)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC103) * Engage in guided group activities and transactions such as playing games, role-playing, singing and dancing, and communicate ideas, using movement, gestures and pictures to support meaning [(VCARC104)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARC104) | | | | | | | * Recognise the letters and sounds of the Arabic alphabet and identify how letters are modified so they can be joined to form words [(VCARU114)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU114) * Recognise that language is organised as text, and that texts such as songs, stories and labels have different features [(VCARU116)](http://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCARU116) | | |
| KEY LANGUAGE INTRODUCED(KEY WORDS & PHRASES) | * Greetings السلام عليكم \ مرحبًا \ صباح الخير \ مساء الخير * Responding to greetings وعليكم السلام \ صباح النور \ مساء النور \ أهلًا وَسَهلًا * This is my dad, this is my mum, this is my brother, this is sister هذا أبي هذه أمي هذا أخي هذه أختي * I love my family (I love: my mum, my dad, my brother, and my sister) أحب أسرتي \ عائلتي أحب أبي \ أخي \ أمي \ أختي * Introduction (Oral):   السلام عليكم أنا اسمي ........وعمري ست سنوات. أعيش مع أمي وأبي وأخي وأختي  هذا أبي, هذه أمي , هذا أخي, هذه أختي .  أنا أحب أبي وأحب أمي وأحب أخي وأحب أختي.  أنا أحب أسرتي. | | | | | | | | | |

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| Unit Outline | | | | | |
| Lesson: | Learning Intentions: | Learning Activities: | Key Assessment Tasks: | Key Language: | Resources: |
| 1 | **Learning Intention:**  We are learning to  Greet and introduce ourselves in Arabic.  We are learning about letter “Alef” أ  **Success Criteria:**  We will be able to greet a friend and say “my name is ……..” in the Arabic Language.  We will be able to recognize the letter Alef أ and read it with one short sound. | Activity: (50 min) **Lesson starter (5 min)**   * Teacher will gather all students on the floor in a circle. * The teacher will greet and welcome students. * Introduce and explain the classroom rules.   **Introduction and model activity (10 min)**   * Teacher will introduce self in Arabic first, by using body language and gesture then will say it only one time in English:   Hello/ good morning/ good afternoon/ assalam Aleikom (choose any of these greetings) then say my name is ……… السلام عليكم أنا اسمي ...........   * Teacher will pick up a soft ball and says السلام عليكم أنا اسمي ..... * Then passes the ball to a student and prompt him/her to introduce themselves as the teacher did. Prompt when they forget the words.   **Main activity 1 (15 min)**   * Teacher will explain that the word أنا starts with the أَ sound (show them the word on the board or on a flashcard) see attached flashcards. * Use a flash card with the letter أ and say the name of the letter and how it sounds with the “Fat-ha”, associated with a word such as أَبي أَخي أَنا(See attachment) * Students are to repeat after the teacher the sound of the letter and the associated word. * The teacher will put on the board some flashcards of different letters including 3 or 4أ (use magnets). * The teacher will ask students to find the letter أ, then will choose students to come up to the board to find it. * The teacher will repeat this activity few more times.   **Main activity 2 (15 min)**   * Show the students the ‘Find The أ’ worksheet and explain that they need to find the letter أ then colour it in blue (أزرق). * Model it. The worksheet is from the book ‘Together We Learn Arabic’ page 6. * If the students do not have the book, the teacher will assist them in pasting the worksheet in their exercise book (Monster book). * Ask students to sit on their chairs at their tables to complete this activity. * Students should be provided with colour pencils. * Teacher will walk around to observe and assist students.   **Wrapping up (5 min):**   * Ask students to pack up and come on the floor. * Ask: What should we say when meeting someone? How does the letter أ look like? Can you give me some words that begin with أَ sound? أبي أخي أنا أَزرق | Assessment Observation of their Oral activity  Observation of their letter recognition | Greetings: السلام عليكم \ مرحبًا \ صباح الخير \ مساء الخير Words with أ: أنا اسمي  أبي  أخي  أزرق | Digital (YouTube video will be available soon)  Little soft ball  Arabic Alphabet Flashcards (attached)  Find the أ worksheet (Attached) |
| 2 | **Learning Intention:**  We are learning to   * respond to greetings * ask a friend: ‘what is your name?’ in feminine and masculine form. * how to write the letter أ by tracing over and copying.   **Success Criteria:**  We will be able to:   * Ask ‘what is your name?’ to a girl and a boy . * Write the letter أ | Activity (50 min) **Lesson starter 5 min**   * Gather all students on the floor * Greet them and brainstorm ‘أنا اسمي .......’ * Take the attendance, ask students to answer with the greeting they learnt previously when they hear their names. * Remember to praise   **Model activity 15 min**   * Explain learning intentions * The teacher may choose any one of the following greetings:   السلام عليكم \ صباح الخير \ مساء الخير \ مرحبًا   * Show students how to respond to the greetings:   وعليكم السلام \ صباح النور \ مساء النور \ أهلًا وَسَهلًا   * Teacher and student role-play: choose one boy to model this role-play with the teacher:   Teacher: السلام عليكم  Boy: وعليكم السلام  Teacher: أنا اسمي ........... ما اسمُكَ؟  Boy: أنا اسمي ................   * Repeat this role-play with 2 more boys. * Now choose a girl for the role-play to model the question in feminine form:   Teacher: السلام عليكم  Girl: وعليكم السلام  Teacher:؟ أنا اسمي ........... ما اسمُكِ  Girl: أنا اسمي ................  Accentuate and stress on the ending sound for اسمكَ and اسمكِ for boys and girls.  **Main activity (25 min)**   * Pair students let them ask each other ‘ما اسمك؟’ and answer it. * Teacher will walk around and listen to the question and answer, remind them to use the feminine form with the girls and masculine form with the boys. * This activity will be repeated in future lessons to reinforce learning. * Do not forget to give lots of praise   **Feedback and wrapping up (5 min):**   * How do you greet and respond to greetings? * How to ask a boy ‘what is your name?’ * How to ask a girl ‘what is your name’ * Give feedback to students on how they performed in their role-plays. | Assessment Observation of their oral activities.  At this stage it is only formative assessment. | greetings and Respond to Greetings: السلام عليكم \ مرحبًا \ صباح الخير \ مساء الخير  وعليكم السلام \ صباح النور \ مساء النور \ أهلًا وَسَهلًا question: ما اسمكَ\كِ؟ |  |
| 3 | **Learning Intention:**  We are learning to   * Read the letter ‘Alif’ with the ‘Fat-ha’ short sound * How to write the letter أ by tracing over and copying.   **Success Criteria:**  We will be able to:   * Read أَ * Write the letter أ | Activity (50 min) **Lesson starter (5 min)**   * Brainstorming previous lesson * Teacher and students repeat what they learnt about greetings and responding. * Sing the Alif Ba song (see Video in resources) * Explain learning intentions for this lesson.   **Model activity (10 min)**   * Teacher will write on the board the letter أ without any ‘Harakat’ and explains that the name of it is ‘Alif” * Write another letter أ with the ‘Fat-ha’ sound أَ (a little line on top) and read it to them ‘Aa’. Repeat. * Show them a flashcard of a Rabbit and the name of it which starts with the letter أ (أرنب) see attached flashcards. Ask students to repeat. * Show them other flashcards for أسد أناناس bring their attention to the first letter * Show the video (see resources) * Show students where to start when writing the letter أ then show them on the worksheet how to trace over and how to copy. * Ask students to go up to the board and try writing the letter   **Main activity (30 minutes)**   * Show students the page that they need to open (page 3) or give the attached worksheet. * Begin tracing over and writing the letter (page 3). * Teacher will observe students writing * Teacher will sit with the low ability students to help them with tracing and writing the letter. * Early finishers can complete page 4 (the two different shapes of letter أ)   **Wrapping up (5 min)**   * How to read this letter أ with the little line on top? * How do we write it? | Assessment Observation of students writing and reading of the letter أ with the short sound ‘Fat-ha’ | Key Words اسد أرنب أناناس | Resources Alif Worksheets from the book ‘Together We Learn Arabic’  Flashcards (attached)  Video about letter أ  <https://www.youtube.com/watch?v=aamGpoChs2I>  Alif Ba song:  <https://www.youtube.com/watch?v=5yO433hdR2M> |
| 4 | **Learning Intention:**  We are learning to   * About family members in Arabic: أبي أمي أخي أختي * Greet and say ‘this is my mum’ ‘this is my dad’ ‘this is my sister’ ‘this is my brother’ in Arabic * Recognize the letter أ in the above words   **Success Criteria:**  We will be able to   * greet a friend and use a family picture to introduce family members in Arabic * draw a circle around the letter أ | Activity (50 min) **Lesson Starter (10 min)**   * Greet students, ask them to respond to the greeting * Attendance – student to respond with the greeting they learnt previously. * Sing the Arabic Alphabet song * Brainstorm how to write the letter أ , draw the letter in the air. * Ask only few students: ما اسمك؟ * Explain the learning intentions and success criteria   **Model Activity (10 min)**   * Listen to the song : أمي وأبي * Read the story: أنا وأسرتي * Explain the meanings of the key words. * Show a picture (clipart) of a family – see attached * Teacher to read the words أنا, أبي,أمي, أخي, أختي * Students to repeat * Teacher will use flashcards of family members and say the sentence: This is my …….   هذا أبي هذه أمي هذا أخي هذه أختي   * Explain that for the girls you must say هذه and for the boys you must say هذا * Teacher will match the flashcards with the words and paste them on a big paper (or on the board). Leave them displayed for the next activity.   **Main Activity 1 (25 min)**   * Play ‘who is this?’ game. Students are to sit in their table group and answer the teacher’s question as the teacher lifts up one of the flashcards (family members). Answers: هذا أبي هذه أمي هذا أخي هذه أختي * Repeat questions and prompt answers. * Each student will receive the flashcard pictures and words (teacher is to prepare enough pictures and words flashcards for each student to receive 5) * Flash cards name and picture – students are to match and paste them next to each other in their book, remind them that they can look at the teacher’s model (displayed flashcards) for help. * Find the letter أ and draw a circle around it   **Wrapping up (5 min):**   * How can you greet your friend and say this is my mum, my dad, my brother, my sister in Arabic * How does letter أ look like? | Assessment Asking and answering ما اسمك  Observation of students understanding of family members vocabulary | key Language ما اسمك  أبي  أمي  أخي  أختي  أنا وأسرتي  هذا & هذه | Resources Arabic Alphabet song (Youtube link: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)  YouTube Link: Family members in Arabic for kids.  <https://www.youtube.com/watch?v=CcSHmOYVR18>  Members of my family  <https://www.youtube.com/watch?v=iSjj0qLzKz8>  My mum and my dad song  <https://www.youtube.com/watch?v=3FEA0x-VJq8> |
| 5 | **We are learning to:**   * Read and write the letter ب * Recognize the different shapes of letter ب   **Success Criteria**  We will be able to:   * read joined letters أَبَ بَأَ بَبَ أَبَبَ * find the letter ب * recognize the other shapes of letter ب | Activity (50 min) **Lesson Starter (5 min)**   * Sit students on the floor * Take attendance, ask students to greet and say I am here in Arabic أنا هنا * Sing the Arabic alphabet song * Repeat self introduction (brainstorm previous lessons) * Inform students of the learning intention   **Model activity (15 min)**   * Introduce the letter ب and the shapes of letter ب * Use flashcards to show the different shapes of letter ب   ب بــ ـبـ ـب   * Bring an orange to class, show it to students and say: برتقال * Emphasize on the sound of the first letter * Have the word برتقال written on an A4 paper, show them and circle around the first letter بـ * Pass the orange around, each students who gets the orange must say it’s name in Arabic برتقال * Show how to write it, start from right to left. (display it)   **Main Activity 1 (25 min)**   * Students will follow the teacher’s guide and displayed model on the board to know which page to work on. * Worksheet: Find the letter ب and colour it in blue أزرق (page 12) * Trace over and copy the letter ب (page 9) * Teacher will work with the less able students, one on one teaching. * The more able students can complete page 8, writing the letter بـ in this shape to join with another letter. * Students come back on the floor and read with the teacher letters joined together أَأَبَ بَبَأَ أَبَ بَبَبَ * Individual students will each get a chance to read   **Wrapping up (5 min):**   * How to write the letter ب * How to read this: أَأَبَ بَبَأَ أَبَ بَبَبَ | Assessment Individual testing on ability to read the 2 letters with the Fat-ha sound individually and when they are joined:  أَأَبَ بَبَأَ أَبَ بَبَبَ | Key Words برتقال | Resources Story: I Love My family  (From Together We Learn Arabic) |
| 6 | **Learning intentions**  We are learning to:   * Say I love my mum, I love my dad, I love my brother, and I love sister in the Arabic language * Find the missing letters and write them down   **Success criteria:**   * We will be able to say I love in Arabic * We will be able to find the missing letters | Activity (50 min) **Lesson Starter (5 min)**   * Sit students on the floor * Take attendance, ask students to greet and say I am here in Arabic أنا هنا * Sing the Arabic alphabet song * Repeat self introduction (brainstorm previous lessons) * Brainstorm reading the letters أ & ب with Fat-ha sound * Inform students of the learning intention   **Model Activity (15 min)**   * Teacher will say: I love my mother أنا أحب أمي   I love my father أنا أحب أبي  I love my brother أنا أحب أخي  I love my sister أنا أحب أختي   * Teacher will read the story ‘I love my family’ * Ask students to repeat the phrase ‘I love’ أنا أحب * Sing ‘I love my family’ song أحب أسرتي * The song has all the above phrases (see resources link) * Teacher will model greeting and talk about self and family using a family picture (clipart page 17).   السلام عليكم أنا اسمي ...............  هذا أبي, هذه أمي , هذا أخي, هذه أختي . أنا أحب أسرتي.  **Main Activity (25 min)**   * Group students in groups of two * Give each student a picture of a family (clipart) * Ask students to introduce self and family to each other in their groups, as the teacher’s model. * Teacher will move around and observe. * Teacher will give assistance and prompts to individual groups when necessary. * ‘Find the missing letter’ worksheet: The letters أ & ب from the above phrases are missing, students will need to find them and paste them in (provided as little flash cards) (see attached worksheet) * Students to use the second worksheet to write the أ&ب   **Wrapping up (5 min):**   * Sing the song أنا أحب أسرتي * How to say I love my mother? My father? My brother? And my syster? * How to write the letters أ and ب | Assessment  * Observe students ability to pronounce the Arabic letters appropriately especially the letters خ & ح   in أخي & أحب   * Observe ability to recognize the missing letters and placing them correctly * Observe students ability in writing the 2 letters أ and ب | Key Words أنا أحب أمي  أحب أسرتي | Resources Story: I Love My family  (From Together We Learn Arabic)  I love my family song  Link: \_\_\_\_\_\_\_\_\_\_\_\_\_  Together We Learn Arabic book/worksheets |
| 7 & 8 | **Learning intentions**  We are learning to:   * Listen to instructions in Arabic * Read and write the letters ت and ث   **Success criteria:**   * We will be able follow instruction * We will be able to read the letters أ ب ت ث joined with Fat-ha short sound. | aCTIVITIES (100 min) **Lesson starter (10 min)**   * Take attendance, ask students to reply by greeting السلام عليكم and say I am here in Arabic أنا هنا * Sing I love my family song * Repeat self introduction (brainstorm previous lessons) * Brainstorm reading the letters أ & ب with Fat-ha sound * Inform students of the learning intention   The teacher will speak instructions in Arabic repeatedly throughout the lesson such as:  اجلس على الأرض  اجلس على الكرسي  افتح الكتاب  اكتب في الدقتر  الصق الورقة  **Model Activity 1 (15 min)**   * Introduce the letter ت * Teacher will take out an apple and say تفاحة * Students to repeat ت تفاحة * Use other words that begin with the letter ت such as: توت تمساح تاج * Use flash cards for these words and the shape of the letter ت talk about the shape of it. * Explain: It looks like ب but the dots are on top * Show students how to write it, starting from right to left. Write both ب and ت * Recognize the difference, ask students to tell what the difference is. * Ask some students to try writing it on the board, remind them to start from right to left. * Ask: how many dots does this letter have on top? * It has two dots on top, it looks like a smiley face. * Arrange the students on the floor together in the shape of ت , sit them in a U shape and two students to be the two dots on top.   **Main Activity 1 (20 min)**   * Trace over and copy the letter ت (worksheet) * Colour in the apple and write the missing letter تـ * Find the missing letter ت worksheet, teacher will give this worksheet to students who finished * Teacher will sit with less able students and work with them one on one or in a group of 2 or 3. * More able students will be challenged to draw a picture of something that starts with this letter and label it with the letter it begins with.   Model activity 2 (15 min)   * Students to come back on the floor * Introduce the letter ث * Explain that it is written exactly like ت but with an extra dot on top. * Write the letter on the board, * The teacher will draw the letter in the air with the finger, students to do the same. * use modeling clay to make the shape of letter ث * stick the model on the board   **Main Activity 1 (25 min)**   * Each student will receive a role of clay * Students are to look at the board and copy the displayed letter * They are to make a smiley face or a U shape and make sure to put 3 little balls on top in a triangle shape. (see attached picture – p15) * Once they are done, they are to make any other letter they have learnt so far.   **Wrapping up (5 min)**   * How do you read these letters: أَ بَ تَ ثَ * How many dots does each one have and where are the dots? * How do you write the letters? Starting from left or right? | Assessments | Key Words | resources Modeling clay  Letter ت worksheet  Letter ث worksheet |
| 9 | **Learning intentions:**  We are learning to:  Improve our speaking skills by introducing self in Arabic  **Individual students success criteria:**  I will be able to:  Speak Arabic by telling the teacher about my name, my age and members of my family. | Activity (50 min) **Lesson starter (10 min)**   * Take attendance, ask students to reply by greeting السلام عليكم and say I am here in Arabic أنا هنا * Sing I love my family song * Students to individually introduce themselves أنا اسمي..... * Inform students of the learning intention: we will add to your introduction ‘and my age is’ وعمري * Or in English I am 6 years old عمري ست سنوات   **Model activity (15 min)**   * Teacher and students repeat: عمري ست سنوات * Teacher explains the meaning: I am 6 years old. * Teacher will say ‘I live with my mum and my dad’ أعيش مع أمي وأبي * Watch ‘Introduce Myself’ YouTube (link in resources) * Watch again and repeat.   السلام عليكم أنا اسمي هادي وعمري ست سنوات. أعيش مع أبي وأمي وأخي وأختي. أنا أحب أسرتي.  **Main activity (20 min)**   * Teacher will stop the video and ask students to repeat what they heard. The teacher will assist.   السلام عليكم أنا اسمي هادي وعمري ست سنوات. أعيش مع أبي وأمي وأخي وأختي. أنا أحب أسرتي.   * Teacher will model it, break it into 3 sections. * Students are to repeat each section after the teacher. * Teacher will choose a student to try but must say their own name instead of Hadi. * Ask other students to try * Face the person next to you and introduce yourself in turns. * Involve all students.   **Wrapping up (5 min)**   * How do you say my age is? * How do you say 6 years old? * How do you say I live with my mum and my dad? * How do we say I love my family? | Assessment Observation of the speaking skills, students ability to speak clearly with proper pronunciation of the sounds and words. | Key Words السلام عليكم أنا اسمي هادي وعمري ست سنوات. أعيش مع أبي وأمي وأخي وأختي. أنا أحب أسرتي. | Resources YouTube Link: |
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*Add more rows/lessons as appropriate*

### VICTORIAN Curriculum: *Arabic* Achievement Standard

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| By the end of Level 2, students: | Activities from this unit which contribute to longer term assessment and reporting against elements of the Achievement Standards |
| students interact with the teacher and peers to exchange information about themselves, their family and friends, for example, إسمي هاني؛ أنا ليلى؛ عمري ست سنوات؛ أمي سميرة؛ أبي خالد؛ عندي أخ وأخت؛ صديقي رامي؛ صديقتي رنا , and initiate interactions by asking and responding to questions | * Greeting and introduction role-play * Asking what is your name: ما اسمك؟ * Answering my name is ….. اسمي ....... * Responding to question ‘who is this?’ من هذا \ هذه؟ * هذا أبي هذا أخي هذه أمي هذه اختي * Introduce self اسمي هادي وعمري ست سنوات |
| They use repetitive language when participating in shared activities and transactions and responding to classroom instructions. | * The Arabic alphabet song * Greeting when taking attendance |
| When speaking, they use the sounds of the Arabic language, for example, حروف مثل خ؛ ح؛ ط؛ ظ؛ ص؛ ض؛ ع؛ غ؛ ق . | * My brother أخي * I love أحب |
| They locate information about people, places and objects in simple texts | * Flashcards matching, family members names and pictures |
| share information in different formats, using illustrations and gestures to support meaning, for example, ما اسمك أين تسكن؛ كيف حالك؟ هل عندك أصدقاء؟ كم أخت عندك؟ ماذا يعمل أبوك؟ ما اسم مدرستك؟ من هي معلمتك؟ هل تحب المدرسة؟ . | Introduction Role-play   * Asking what is your name: ما اسمك؟ * Answering my name is ….. اسمي ...... |
| Students identify specific parts of speech, such as nouns, verbs and adjectives, in spoken and written texts, and use familiar words and phrases, for example, المدرسة؛ العائلة؛ الأم؛ الأب؛ الأصدقاء؛الصف؛ المعلمة؛ البيت أسكن مع عائلتي؛ أحب؛ آكل؛ أذهب؛ ألعب؛ أغني؛ صغير/كبير؛ طويل/قصير؛ | * Participating the ‘who is this?’ game, they identify familiar words such as أبي أمي * My mother and father song. أنا أحب أمي انا أحب أبي أنا أحب أخي أنا أحب أختي |
| They recognise questions and commands, for example, ما أسمك؛ /اذا تحب أن تلعب؟ من صديقك في المدرسة؟ هل بيتك كبير؟ ما هي لعبتك المفضلة؟ أجلس هنا من فضلك؛ تكلم الآن؛ إرفع يدك؛ تعال إلى هنا , | Role-play   * Asking what is your name: ما اسمك؟ * Answering my name is ….. اسمي ...... |
| applying basic rules of word order and gender*.* | * This is (feminine and masculine) هذا هذه |
| Students translate frequently used words and simple phrases using visual cues, and create word lists, labels and captions in both Arabic and English for their immediate environment, for example,البيت؛ الغرفة؛ الحديقة؛ المدرسة؛ الصف؛ المعلمة؛ الدرس؛ المدير؛ الشارع؛ الباص؛ الملعب؛ الدكان هذا أبي؛ .إسمه عادل؛ هذه معلمتي؛ إسمها آنسة هالة؛ أحب صديقتي كثيراً | * Family flashcards matching game * Flash cards oral activity, example: هذا أبي |
| Students identify letters of the Arabic alphabet and join some letters to form simple words | * Draw a circle around the letter أ * Trace and copy the letter أ * Write the missing letter أ |
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