

Unit Five: Travel

Topic 2: Maps

في التأنى السلامة وفي العجلة الندامة

Objectives:

Students will:

- Locate Arab countries on a map
- Understand the importance of knowing how to read a map
- Use location-related phrases to answer the question “where?”
- Differentiate between nouns and verbs
- Create a self-introduction including place of birth and place of origin
- Ask and respond to questions
- Apply new vocabulary words and review old ones
- Read key words
- Write key words
- Make route planners

Essential Questions:

- Where are Arab countries located?
- Why are people interested in their countries of origin?
- Why is it important to be familiar with the geography of the world?
- What kinds of information can you get from a map?
- How does “location” affect our daily life?

Standards:

1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1

Language Objective

مهارة الإستماع: 1,2,3,4,5,6,7,8,11,13
مهارة التحدث: 1,2,3,4,5,6,7,8,9,10,12,15,16
مهارة القراءة: 1,2,3,4,6,8,10
مهارة الكتابة: 1,2,3,6,7,8,9,10,11,13
النحو والصرف: 1
المفردات: 1,2

Basic resources

Best practices packets:

- Technology
- Conversational scenarios
- Games
- Writing drills
- Assessment

Essential questions

Film (Driving an Arab Street), by Arthur Hurley, Arab Film Distribution

(Teachers should always preview video selections to ensure that the level and content is appropriate for students.)

Authentic materials (newspapers, magazines, trade books, etc.)

Online resources

Pictures and posters

Maps

Interactive White Board (or other projection equipment)

Basic textbook, such as:

Ahlan Wa Sahlan, by Mahdi Alish, Functional Modern Standard Arabic for Beginners, Second Edition.

Al-Kitaab fii Taallum al-Arabiyya, by Mahmoud Al-Batal, part one

Vocabulary Words

I was born
my parents
map
located
continent

وُلِدْتُ
أَهْلِي
خَرِيطَةٌ
يَقَعُ / يَقَعُ
قَارَةٌ

Africa	أفريقيا
Asia	آسيا
America	أمريكا
Europe	أوروبا
Australia	أستراليا
north	شمال
south	جنوب
east	شرق
west	غرب
geography	جغرافية
direction	اتجاه
location	موقع
hour	ساعة
minute	دقيقة
mile	ميل

Vocabulary Review

I	أنا
city	مدينة
state	ولاية
right	يمين
left	يسار
address	عنوان
street	شارع
in, at	في
from	من
to	الى

Language Skills	Activities	Suggested Materials & Resources	Assessment																										
Listening	<ul style="list-style-type: none"> • Teacher introduces lesson objectives and essential questions. Students discuss essential questions related to the topic. • Students listen to language examples presented by the teachers. • Teacher introduces the topic's conversational scenario. • Students listen to the conversation segments. 	<ul style="list-style-type: none"> • Introduction: • أنا سناء. وُلدتُ في مدينة ديربورن في ولاية ميشيغان. أهلي من القاهرة، عاصمة مصر. تقع مصر في قارة أفريقيا. • Vocabulary list: <table border="0" data-bbox="1134 795 1596 1347"> <tr> <td>I was born</td> <td>وُلدتُ</td> </tr> <tr> <td>my parents</td> <td>أهلي</td> </tr> <tr> <td>map</td> <td>خريطة</td> </tr> <tr> <td>located</td> <td>يقع / تقع</td> </tr> <tr> <td>continent</td> <td>قارة</td> </tr> <tr> <td>Africa</td> <td>أفريقيا</td> </tr> <tr> <td>Asia</td> <td>آسيا</td> </tr> <tr> <td>America</td> <td>أمريكا</td> </tr> <tr> <td>Europe</td> <td>أوربا</td> </tr> <tr> <td>Australia</td> <td>أستراليا</td> </tr> <tr> <td>north</td> <td>شمال</td> </tr> <tr> <td>south</td> <td>جنوب</td> </tr> <tr> <td>east</td> <td>شرق</td> </tr> </table>	I was born	وُلدتُ	my parents	أهلي	map	خريطة	located	يقع / تقع	continent	قارة	Africa	أفريقيا	Asia	آسيا	America	أمريكا	Europe	أوربا	Australia	أستراليا	north	شمال	south	جنوب	east	شرق	<p>Performance assessment:</p> <p>Students demonstrate understanding of the meanings of vocabulary words and use them in daily learning.</p> <p>Students respond to commands in Arabic by performing correct physical actions.</p>
I was born	وُلدتُ																												
my parents	أهلي																												
map	خريطة																												
located	يقع / تقع																												
continent	قارة																												
Africa	أفريقيا																												
Asia	آسيا																												
America	أمريكا																												
Europe	أوربا																												
Australia	أستراليا																												
north	شمال																												
south	جنوب																												
east	شرق																												

		<p>west geography direction location hour minute mile</p> <p>Vocabulary Review</p> <p>I city state right left address street in, at from to</p> <ul style="list-style-type: none"> A song about directions (Musical Arabic with CD, Lonnie Dai Zovi, Mireille Moukarzet, Samy Qarmout) 	<p>غرب جغرافية اتجاه موقع ساعة دقيقة ميل</p> <p>أنا مدينة ولاية يمين يسار عنوان شارع في من الى</p>
Speaking	<ul style="list-style-type: none"> Teacher models self-introduction 		Interpersonal:

	<p>in relation to country of origin.</p> <ul style="list-style-type: none"> • Students speak imitating the example. • Teacher models changing noun sentences into verb sentences and vice versa. • Students practice switching the positions of nouns and verbs. • Students work in pairs to practice the conversation scenario. <p>Group Activity: After listening to the oral introduction model, students form small groups and practice introducing themselves, including their birth places and countries of origin.</p>	<p>Conversation and vocabulary as above</p>	<p>Students identify nouns and verbs.</p> <p>Students participate in multiple opportunities using Arabic to communicate.</p> <p>Students are engaged in class discussion.</p> <p>Students introduce themselves. They mention their birthplaces and their countries of origin.</p> <p>Students ask questions using correct questions phrases.</p> <p>Students answer questions using appropriate phrases.</p>
--	--	---	---

<p>Reading</p>	<p>Students read vocabulary words.</p> <p>Students work in pairs to read and identify verb sentences and noun sentences.</p> <p>Students read signs related to directions.</p> <p>Group Activity:</p> <ul style="list-style-type: none"> • Before students come into class, the teacher moves something prominent to a new location in the classroom. When students arrive, teacher takes note of their reactions. • Teacher asks students if they notice anything different about the room. When they tell what it is, teacher explains that it was moved to see if they would like it or not. • Students work, in groups, on the “location activity sheet.” 	<p>Vocabulary activity</p> <p>Verb sentences. Example: ذهبَ الطالبُ الى المدرسة.</p> <p>Noun sentences. Example: الطالبُ ذهبَ الى المدرسة.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Location Activity Sheet:</p> <ol style="list-style-type: none"> 1. Think about times when your family or friends moved your belongings to a new place. How did you feel? Why did you feel that way? 2. List five reasons why you think the classroom is set up the way it is. 3. Pick a name of an important building in your community hometown. 4. Draw a map of that building or business in its current location. 5. Draw a map of the building in </div>	<p>Interpretive: Students demonstrate understanding by actively participating in class discussion.</p> <p>Students read, understand, and use vocabulary words.</p> <p>Students read phrases related to countries and capitals.</p> <p>Students recognize the importance of map and location.</p> <p>Presentational: Students answer questions from the “location activity sheet.”</p> <p>Students present their</p>

	<ul style="list-style-type: none"> Groups share their work with the class. 	<p>a location that is very different from its real location.</p> <p>6. Write five sentences explaining how things would be different after the change of location.</p>	<p>project topic to a group of audience.</p>
<p>Writing</p>	<p>Students join sets of letters to form key words.</p> <p>Students spell key words correctly.</p> <p>Students write simple sentences that start with nouns.</p> <p>Students write simple sentences that start with verbs.</p> <p>Group Activity:</p> <ul style="list-style-type: none"> In groups, students use a web mapping tool (such as MapQuest) to create a route they wish to 	<p>Join the letters activity.</p> <p>Spelling activity.</p> <p>Map activity: Fill in the missing Arab countries.</p> <p>Questions and answers about location.</p> <p>Example:</p> <div data-bbox="999 1133 1593 1349" style="border: 1px solid black; padding: 5px;"> <p style="text-align: right;">ضع دائرة حول الجواب الصحيح:</p> <p style="text-align: right;">أين تقع سوريا؟</p> <p style="text-align: right;">1 تقع سوريا في عاصمة دمشق</p> </div>	<p>Students spell key words.</p> <p>Students write simple sentences that start with nouns.</p> <p>Students write simple sentences that start with verbs.</p> <p>Students write the names of Arab countries on the map.</p>

	<p>take. The starting location should be their school and the ending location should be a place of their choice.</p> <ul style="list-style-type: none"> Students replace the directional words with Arabic terms (right, left, north, south). They replace the numbers of miles and time (minutes, hours) with Arabic words. Students make semi bilingual routes. 	<p>2 تقع سوريا في ولاية مشيخان 3 تقع سوريا في قارة آسيا 4 تقع سوريا في الصيف</p>	<p>Students answer in writing “where” questions.</p> <p>Students make map routes, using Arabic key words for directions.</p>
<p>Culture</p>	<ul style="list-style-type: none"> Teacher reviews the idiom with the class and discusses its meaning. Teacher introduces the map of the Arab world. Students, with teacher’s help, point to the Arab countries and their capitals. <p>Group Activity: Students watch a film (Driving an Arab Street), by Arthur Hurley (Arab Film</p>	<p><i>في التاني السلامة وفي العجلة الندامة</i> <i>More haste, less speed.</i> <i>Haste makes waste.</i> Internet resources.</p> <p>The map of the Arab world.</p> <p>Film (Driving an Arab Street), by Arthur Hurley, Arab Film Distribution (Teachers should always preview video selections to ensure that the level and content is appropriate for students.)</p>	<p>Perspectives: Geographic location has an impact on people’s lives.</p> <p>Practices: Recognizing landmarks in an Arab country (through the film).</p> <p>Products:</p>

	<p>Distribution). (Teachers should always preview video selections to ensure that the level and content is appropriate for students.)</p> <ul style="list-style-type: none"> • Students answer post-viewing questions. <p>Enrichment activity:</p> <ul style="list-style-type: none"> • Teacher asks students to imagine that they can go back in time and travel with Ibn Battuta. • Students read an article about Ibn Battuta’s journey. http://www.sfusd.k12.ca.us/schwww/sch618/ibn_battuta/Ibn_Battuta_Rihla.html • Students, in groups, choose which part of the trip they would like to take and write a paragraph answering this question: What will you tell people about your trip once you get back home? 		<p>Words that are related to locations.</p>
--	---	--	---