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Unit Title: The Places I Go

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This Unit was developed using the resource [Read, Learn and Play: Online Interactive Arabic Reading Materials](#) developed by Yale University, which provides original reading texts in the form of shareable eBooks alongside virtual online practice activities. The reader used in this lesson is [Book 4: Sami in the City \(Novice\)](#).

View the recorded Arabic Teacher's Council Webinar on [Using Technology to Support Arabic Literacy](#) from Sarab Al-Ani and Elisabeth Shovers, the creators of the Read, Learn and Play materials.

Language and Level / Grade	Arabic 9-12	Approximate Length of Unit	3 weeks
Performance Range	Novice	Approximate Number of Minutes Weekly	200 minutes
Theme/Topic	Places		
Essential Question	What role do the places I frequent play in my life?		
Social Justice Standards	<p>5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.</p> <p>6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.</p> <p>7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.</p> <p>8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.</p> <p><i>Include any social justice standards that are relevant to the lesson from Learning for Justice, which can be found at https://www.learningforjustice.org/frameworks/social-justice-standards</i></p>		
Unit Goals			

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<p><i>What should learners know and be able to do by the end of the unit?</i></p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> - name most frequented places in their city/town - describe places using adjectives - express likes and dislikes of places - compare and contrast cities/towns - ask and answer questions about details and preferences of places we go to - construct simple sentences describing activities related to going to places regularly (present tense) and places they've been to previously (past tense) - analyze and contextualize information from stories highlighted to make inferences about socioeconomic and cultural variants 		
Summative Performance Assessment Tasks			
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • The tasks follow the format of the IPA, but are integrated throughout the unit. • The template encourages multiple Interpretive tasks. • The Interpretive tasks inform the content of the Presentational and Interpersonal tasks. • The tasks incorporate 21st Century Learning. 	Interpretive Mode		
	<p>Read the story "Samy in the City" (watch muted, listen to it as an audiobook, then watch video) then answer the questions from the In-Class Activity Slides</p>	<p>Compare and contrast the places Samy likes and frequents with the ones the student likes and frequents using a Venn diagram.</p>	<p>Match adjectives with names of places in the story:</p> <p>الأماكن: مدرسة، حديقة ألعاب، مكتبة، ملعب، مقهى، مركز التسوق، محل(ات)، بنك، مطار</p> <p>الصفات: كبير(ة)، جميل(ة)، قريب، بعيد، كثيرة</p>
	Presentational Mode		Interpersonal Mode
	<p>Polished/Pre-prepared:</p> <p>Each student creates a map of her/his city/town, drawing and labeling 5-7 different places she/he frequents on a regular basis in Arabic. In a gallery walk activity, students are divided into two groups, one presents while the other walks around to view and ask questions and then they switch. The students presenting prepare sentences describing their maps such as:</p> <p>في مدينتي بلدي _____ و _____ و _____ كل يوم _____ أحب الـ _____، الـ _____ (صفة)</p>	<p>Work in pairs to match cutouts of shapes of things/items found in the places from Samy's story with print outs of the places. Then talk about those items and places using these sentence stems:</p> <p>هل نجد _____ في _____ ؟ نعم أو لا، نجد _____ في _____ هل تحب _____ ؟ نعم أو لا، أحب _____</p> <p>Differentiated task: City I would like to visit... Provide bingo cards with names of places commonly frequented/visited and</p>	

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	<p>On Demand: After the gallery walk activity, each student identifies which of the cities/towns presented are most similar and most different from their own. Students write down and submit their work using sentences such as:</p> <p>مدينة/بلدة _____ تشبه (is similar to) مدينتي/بلدتي لأنها/الآن فيها _____ و _____ مدينة/بلدة _____ تختلف عن (is different from) مدينتي/بلدتي لأنها/الآن فيها _____ و _____</p>	<p>have students go around finding classmates who like to visit places that form a line on the bingo card. They fill in the name of the student and her/his city in the blanks:</p> <p>ذهب/ت _____ إلى _____ في مدينة _____</p>
Standards		
<p>Cultures (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective</i></p>	<p>Relating Cultural Practices and Products to Perspectives</p> <p>Some places in Samy’s story may be similar to and different from the cities and towns of students. Also what Samy does at certain places may be different from the routines and places students frequent. The products (places and contents of those places) and practices (frequency of visits to places, nature of activities at places) tell us about cultural perspectives. What value is placed on education, entertainment, shopping, consumption, individualism, and community in Samy’s story?</p>	
<p>Connections (Sample Evidence)</p>	<p>Making Connections to Other Disciplines</p> <p>Science (astronomy, geography), health (routines), social studies (community), economics (shopping; touristy vs. residential cities/towns)</p>	<p>Acquiring Information and Diverse Viewpoints</p> <p>When students compare and contrast their cities/towns with Samy’s as well as with each others’, they learn about differences and diversity. They also learn about how we all value different things in our lives and how the places we frequent shape our viewpoints and values.</p>
<p>Comparisons (Sample Evidence)</p>	<p>Language Comparisons</p> <p>What words for places are borrowed from other languages? Examples: boulevard, mall, bank, stad (stadium), cinema, etc.</p>	<p>Cultural Comparisons</p> <p>What can we conclude about the socioeconomic status of Samy from the places he goes to and likes? If Samy lived in the United States, what would be similar and what would be different in the story?</p>

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	Places with names that originated from Arabic: mahal, cafe, salon, etc.		
Communities (Sample Evidence)	School and Global Communities	Lifelong Learning	
	Students may be encouraged to continue asking friends beyond this class about their cities/towns, their favorite places to visit, and place on their travel bucket list.	Creating maps (STEM) and presenting them are among the skills necessary for future careers and for people who travel, which is almost everyone these days. Finding things in common between peers and groups also helps sharpen interpersonal skills and communication abilities.	
Connections to Other Standards	See Social Justice Standards above.		
Toolbox			
Can Do Statements			
Interpretive	<ul style="list-style-type: none"> - I can understand the main ideas of the stories and songs - I can match contents of certain places with images of those places - I can compare and contrast towns and cities based on popular places in them 		
Presentational	<ul style="list-style-type: none"> - I can create a simple map of my town showing the main places I frequent on it - I can talk about my town and the places I like and dislike in it - I can show where I am on a map and places I would like to visit 		
Interpersonal	<ul style="list-style-type: none"> - I can ask and answer questions about other people's towns, likes and dislikes - I can exchange information about routines related to places (e.g. how frequently we go to certain places) - I can compare and contrast places I like and I've been to with places others like and have been to 		
	Supporting Functions	Supporting Structures / Patterns	Priority Vocabulary
	*Expressing an opinion:	Questions: أين Where	أيام الأسبوع: الأحد، الإثنين، الثلاثاء، الأربعاء، الخميس، الجمعة

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<p>*Describing:</p> <p>*Identifying & Listing:</p> <p>*Explaining:</p>	هل Is	مدينة(ي)، بلدة(ي)، ولاية(ي)
	Negation: هل تحب _____ ؟ نعم أو لا، أحب _____	أذهب، يذهب، تذهب ذهبتُ، ذهب، ذهبتُ أحبّ، يحبّ، تحبّ أريد، يريد، تريد أرغب، يرغب، ترغب
	Adjectives: الصفات: كبير(ة) صغير(ة) جميل(ة) قريب(ة) بعيد(ة) كثير(ة) قليل(ة) مسلي(ة) مُمل(ة)	تشبه/يشبه تختلف عن/يختلف عن
	Prepositions: من، إلى، عند، في، عن، أمام، خلف	

Weekly Lessons Plan (first week)					
Days	Topics	Can do statements	Priority vocabulary	Supporting structures	Learning activity
Day 1	Macro to Micro: universe, solar system, globe, continents, countries, states, cities, neighborhoods, homes	-I can say which continent I live/don't live on -I can state where I live	الكون المجموعة الشمسية الكرة الأرضية القارات (قارة) البلاد (بلد) الولايات (ولاية) المدن (مدينة)	أنا على _____ أنا في _____ أنا من _____ بلدتي في اقرب _____ مدينة _____ مدينة _____ في ولاية _____	Videos and resources: أين نحن؟ https://www.youtube.com/watch?v=Mz6RdlJTfc&list=PLqZUJ3CRQXfc

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		(country, state, and city) -I can write my address in Arabic	الأحياء (حي) البيوت (بيت)	ولاية _____ في (بلد) _____	T3WRmhG4p1-C MaLyOJfwq&index=6 قصة: في المدينة https://3asafeer.com/index.php?page=read&task=story&id=185
Day 2	Places in my city/town: school/college, library, cafe, mall, airport, park, mosque/church/temple	-I can list 3-4 places I like to frequent in my city/town -I can express like/dislike of common places in my city/town -I can talk about my weekly routine of going to _____ every _____ day	الأماكن: مدرسة منتزه، حديقة ألعاب مكتبة ملعب مطعم، مقهى سوق، مركز تسوق محل(ات) بنك مطار مستشفى مسجد، كنيسة، معبد	هل تحب _____؟ نعم أو لا، أحب _____ أذهب إلى _____ كل يوم _____	Lingohut game: https://www.lingohut.com/en/v771540/arabic-lessons-places-in-town قصة: أنا أذهب https://3asafeer.com/index.php?page=read&task=story&id=137
Day 3	Samy in the City Story https://campuspress.yale.edu/readlearnplayarabic/e-books-for-no-vice-arabic-learners/book-4-sami-in-the-city/	-I can list 3-4 things/items we typically find in certain places such as trees in parks, stores at malls, etc. -I can understand and retell what places	الأماكن: مدرسة، حديقة ألعاب، مكتبة، ملعب، مقهى، مركز التسوق، محل(ات)، بنك، مطار	Part 1 سامي يحب _____ و _____ سامي يذهب إلى _____ و _____ و _____ Part 2:	View images of places in our community. Which of them does Samy frequent and like? Part 1: Provide graphic organizer with two columns, one with image of Samy walking (places he frequents) and a

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		<p>someone else likes and goes to in their city/town</p> <p>-I can talk about things and places I like/dislike and ask others about theirs.</p>		<p>هل نجد _____ في _____؟ نعم أو لا، نجد _____ في _____؟ هل تحب _____؟ نعم أو لا، أحب _____</p>	<p>column with image of heart (places he likes), in between there are the images and names of places to sort into the columns.</p> <p>Part 2: Work in pairs to match cutouts of shapes of things/items found in the places from Samy's story with print outs of the places. Then talk about those items and places using these sentence stems: هل نجد _____ في _____؟ نعم أو لا، نجد _____ في _____؟ هل تحب _____؟ نعم أو لا، أحب _____</p>
<p>Day 4</p>	<p>Map of my city/town</p> <p>Each student creates a map of her/his city/town, drawing and labeling 5-7 different places she/he frequents on a regular basis in Arabic. In a gallery walk activity,</p>	<p>- I can list 5-7 different places I go to regularly in my town/city</p> <p>- I can talk about the frequency of my visits to places in town/city</p>	<p>مدينة(ي)، بلدة(ي) أذهب، يذهب، تذهب أحب، يحب، تحب كل، لأن أيام الأسبوع: الأحد، الإثنين، الثلاثاء، الأربعاء، الخميس، الجمعة</p>	<p>Pre-gallery: في مدينتي/بلدتي _____ و _____ و _____ ... أذهب إلى _____ كل يوم _____ أحب الـ _____ لأن _____ الـ _____</p>	<p>Gallery Walk: Students are split into two groups, one presents while the other tours, then they switch. The students presenting prepare sentences describing their maps such as:</p>

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	<p>students are divided into two groups, one presents while the other walks around to view and ask questions and then they switch.</p>	<p>- I can compare and contrast towns/cities of classmates and my own</p>	<p>تشبيه/يشبه تختلف عن/يختلف عن</p>	<p>Post-gallery: مدينة/بلدة _____ تشبه (is similar to) مدينة/بلدة _____ لأن فيها _____ و _____ مدينة/بلدة _____ تختلف عن (different from) مدينة/بلدة _____ لأن فيها _____ و _____</p>	<p>في مدينتي/بلدتي _____ و _____ و _____ أذهب إلى _____ كل اليوم _____ أحب الـ _____ لأن _____ الـ _____</p> <p>After the gallery walk activity, each student identifies which of the cities/towns presented are most similar and most different from their own. Students write down and submit their work using sentences such as:</p> <p>مدينة/بلدة _____ تشبه (is similar to) مدينة/بلدة _____ لأن فيها _____ و _____ مدينة/بلدة _____ تختلف عن (different from) مدينة/بلدة _____ لأن فيها _____ و _____</p>
<p>Day 5</p>	<p>Wrap up: Map where we've been and where we want to go</p>	<p>- I can ask others if they have been to certain places - I can ask others which city/town they visited - I can express</p>	<p>ذهب/أذهبت أريد أن _____ لا أريد أن _____ أرغب في _____ لا أرغب في _____</p>	<p>ذهب/ت _____ إلى _____ في مدينة _____</p> <p>Grammar:</p>	<p>City I would like to visit... Provide bingo cards with names of places commonly frequented/visited and have students go around finding</p>

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		things I want and don't want to do when visiting a new place		1- prepositions 2- mudhaaf and mudhaaf elayh structures 3- An أن followed by a noun and a verb	classmates who like to visit places that form a line on the bingo card. They fill in the name of the student and her/his city in the blanks: ذهب/ت _____ إلى _____ في مدينة
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Resources	
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<https://campuspress.yale.edu/readlearnplayarabic/e-books-for-intermediate-arabic-learners/book-4-a-week-long-break/>

Supplement materials created by lesson designer Layali Eshqaidef:

Venn diagram for story comparisons and Bingo Cards

https://docs.google.com/document/d/e/2PACX-1vT2DtoekqrjLRvA4zlmT-Lv9SujLwCapGs6jVNWv9Qs_7mKG7qEPomF6uw404CUBFeDX-6bssShA6ZS/pub