



2015 STUDENT Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.

BASIC PROGRAM INFORMATION

Host Institution:	STARTALK Central			
Program Title:	My Arabic Playdate			
Language(s):	Arabic	Grade(s) of Learners:	K-2	
Heritage Speakers?		Non-Heritage Speakers?	Yes	
Program Setting:	<i>Residential:</i>		<i>Non-Residential:</i>	x
	<i>Distance/Online Component:</i>			
	<i>Other (please specify):</i>			
Duration:	<i>Weeks/Days:</i>	3 weeks	<i>Contact Hours:</i>	90
Target Proficiency Level: (by end of program)	Novice Low - Novice Mid		Target Performance Level(s): (during and by end of program)	Novice Mid
Curriculum designed by:	Iman Arabi-Katbi Hashem			
Email:	imanhashem@gmail.com			

STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

STAGE 1: What will learners be able to do with what they know by the end of the program?

Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

The program “My Arabic Playdate” is designed for young Arabic language learners with no prior knowledge of the language. The best way for children to learn is through playing, exploring, and experiencing new things. Through the theme of student centered, play-based learning students will have the chance to plan a playdate with their imaginary Arab friend and experience Arab culture through the lens of a child.

Students begin by learning about the life of Arab children and their cultures. For example, they will learn how children greet each other and adults such as introducing themselves and exchanging personal information such as their ages, birthdays, where they live, likes and dislikes. They will explore what they do for fun, types of food they like to eat, places they like to go, traditional games, TV programs they like to watch, and songs they like to sing. They will virtually visit the Children’s Museum in Jordan and Kids Mondo in Doha and Lebanon. Additionally, they will have a chance to watch segments of children’s TV programs, songs and cartoons that are popular in the Arab world. At the end, students work individually or in groups to plan a playdate in the Arab world. They will create an invitation card and decorate it with a collage of pictures of the places and activities they planned for the day.

Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners’ proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf. You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

<p align="center">NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</p> <p align="center"><i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p align="center">PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</p> <p align="center"><i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>
INTERPERSONAL COMMUNICATION	
<p>Novice mid: I can communicate about very familiar topics using a variety of words and phrases that I have practiced and memorized.</p> <p>Novice high: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<ol style="list-style-type: none"> 1. I can greet and take leave in culturally appropriate ways. 2. I can exchange some personal information like my name, age, birthday, and address. 3. I can say that I am hungry, cold, or tired and ask others. 4. I can exchange information about places I like to visit and activities I like to do. 5. I can talk with my friends about our likes and dislikes regarding food, toys, games, TV programs, and songs. 6. I can exchange information about my planned playdate with a friend in an Arab country.
PRESENTATIONAL SPEAKING	
<p>Novice mid: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</p>	<ol style="list-style-type: none"> 7. I can introduce myself and provide basic information. 8. I can name games, toys, pets, food and activities that I would like and would not like to have in my playdate. 9. I can provide brief description about places I like to go to and activities I like to do with words and memorized expressions.
PRESENTATIONAL WRITING	
<p>Novice low: I can copy some familiar words, characters, or phrases.</p> <p>Novice mid: I can write lists and memorized phrases about familiar topics.</p>	<ol style="list-style-type: none"> 10. I can write my name, my address, date, and welcoming words/phrases. 11. I can label activities, places, food, and things I like to do during the playdate.
INTERPRETIVE LISTENING	
<p>Novice mid: I can recognize some familiar words and phrases when I hear them spoken.</p> <p>Novice high: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information.</p>	<ol style="list-style-type: none"> 12. I can recognize the basic information presented by children, cartoon, or puppet characters introducing themselves. 13. I can follow a YouTube video on how to play a simple game or how to make simple traditional food. 14. I can understand simple information presented about places and activities in which children participate when accompanied by pictures.

Interpretive Reading

Novice low: I can recognize a few letters or characters. I can identify a few memorized words and phrases when I read

Novice mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.

15. I can read along with the teacher when she is pointing to words while reading a story or a song.

16. I can recognize a few words, phrases, and characters with the help of visuals.

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

Summative Performance Assessment

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
Students listen to the puppets talking about their playdate together, they name the places they went to, the activities and games they played, the music they listened to, and the food they prepared and ate. Students choose from pictures of places, activities, food, toys/games in order to create a collage which captures the activities in the puppet playdate.	Students exchange general information about what they like to do in their playdate and the type of playdate they would like to have in an Arab country with an Arab friend. They identify similarities and differences in their likes and dislikes.	After exploring all the places which are available for Arab children to go to, activities and games they enjoy to do, things they like to watch and listen to, making and tasting Arab food, students will plan an Arab style playdate. They will create an invitation card that includes their names, time, date, place and cultural phrases. They will decorate the invitation card with a collage of pictures that represent their playdate such as places, activities, games, and food. Finally, they would present in groups or they pretend to have their own vlog and videotape themselves talking about this invitation.

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can ...</i>	LANGUAGE, CULTURE, CONTENT <i>Learners need to use ...</i>	MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience & demonstrate ...</i>
Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.	List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
INTERPERSONAL COMMUNICATION		
1. I can greet, ask about wellbeing, and take leave in culturally appropriate ways.	<p>Greeting words and phrases: أهلاً وسهلاً، مرحباً، صباح الخير، صباح النور، مساء الخير، مساء النور، السلام عليكم وعليكم السلام.</p> <p>Saying goodbye: مع السلامة - الله يسلمك</p> <p>I miss you اشتقت لكم كثيراً - وحشتوني قوي</p> <p>How are you? (friend – adult address them with <i>hadritak</i>). Aunt – uncle (to address adults) كيف حالك؟ كيف حالك؟ كيف حضرتك؟ كيف حضرتك؟ إزي حضرتك؟ إزي حضرتك؟ عمو / خالة</p> <p>I am fine, thank God. I am ok, thank God. Happy, sad, tired, comfortable.</p>	<ul style="list-style-type: none"> • Before the interpersonal task: Students watch short video clips of children greeting adults (parents, grandparents, friends, etc). Using various puppets the teacher models the greetings. • Interpersonal task 1: Playing with the puppets. Students use the puppets to tell a story about how they are going to visit their imaginary relatives and they greet each other according to the puppet they are holding. • Interpersonal task 2: In groups, students receive cards that have pictures of various faces with different feelings. They put the cards on the table face down. Each student in the group pulls one card and role plays the feeling. Then they greet and respond to the question “How are you?” accordingly.

	<p>Hopefully (it's/you're) fine (said if concerned that something is wrong).</p> <p>بخير، الحمد لله. ماشي الحال، الحمد لله. سعيد، حزين، تعب، مرتاح. خير إن شاء الله</p> <p>Cultural Knowledge:</p> <ul style="list-style-type: none"> • Addressing the adult with uncle and aunt. • When children enter the room or see the grandparent/adult, they should approach adult to greet them. The greeting could be by shaking hands and kissing them, kissing their hands, or kissing them on the head. • Friends hug each other or shake hands similar to shaking hands between teenagers here. • No matter how you are feeling you should say thank God "Alhamdu lil Allah." 	
<p>2. I can exchange some personal information like my name, age, birthday, and address.</p>	<p>What is your name for male and female? My name is</p> <p>ما اسمك؟ ما اسمك؟ اسمي ...</p> <p>Honored to meet you. Nice to meet you.</p> <p>تشرفنا ..</p> <p>How old are you? (M-F) My age is ... years.</p> <p>كم عمرك؟ كم عمرك؟ عمري 5 - 6 - 7 - 8 سنوات</p> <p>Numbers 1- 10 – singular and plural form of the word years</p> <p>الأعداد من 1- 10</p> <p>سنة واحدة ، سنتان ، 3 – 10 سنوات</p> <p>Where do you live? (m-f) I live in</p> <p>أين تسكن؟ أين تسكنين؟ أسكن في ...</p> <p>ما عنوانك؟ ما عنوانك؟ عنواني شارع ، مدينة، ولاية ..</p> <p>بالعربية : المدينة ، الحي ، الشارع، صندوق البريد</p>	<ul style="list-style-type: none"> • Who are my classmates: On the first day students will make their name tag and greet each other to learn each other's names. • Students bring their stuffed animals or toys to class. They give them a name or use the student's real names. Using the inner-outer circle protocol, students greet each other and get to know about their classmates' names and age. • Students play with cards that have a cake with various number of candles on the top (1-10) and a name of famous cartoon character is next to the cake. In pairs or group of three, students draw a card and impersonate the character. They get to know the character who they are talking to and how old is he/she.

	<p>It is not polite to ask an adult how old he/she is.</p> <p>When talking to an adult you should address him/her with the title of uncle or aunt before their first name.</p> <p>Grammar: Question words “what, how many” – Verb conjugation with you – singular and plural the word year.</p>	
<p>3. I can say that I am hungry, cold, or tired and ask others.</p>	<p>Feelings: happy, tired, hungry, thirsty, cold, hot.</p> <p>سعيد/سعيدة، فرحان/فرحانة، تعبان/تعبانة، جوعان/جوعانة، عطشان / عطشانة، بردان / بردانة، حران / حرانة.</p> <p>I am ----, we are -----, how about you?</p> <p>Are you ----? Yes I am.... No, I am not ...</p> <p>I am happy but I am tired</p> <p>هل أنت سعيد؟ هل أنت فرحانة؟ نعم أنا سعيد لكن تعبان لا أنا حزين .</p>	<ul style="list-style-type: none"> • The teacher prepares cards with different feelings written on them, and students play “go fish” to find cards with matching feelings. • Students use the class puppets to exchange feelings.
<p>4. I can exchange information about places I like to visit and activities I like to do.</p>	<p>Children’s museum, park, library, amusement park, super market, art studio, etc.</p> <p>متحف الأطفال – كيدز موندو / كيدزينا – حديقة الأسماك / أكواريوم – حديقة – مسبح - ملعب – نادي – مكتبة – كيدز كافيه- نادي الرياضي</p> <p>I like to go to ... I don’t like to go to ...</p> <p>أريد/ أحب أن أذهب (الذهاب) إلى _____ . لا أريد/ أحب أن أذهب (الذهاب) إلى _____ .</p> <p>I (play, buy, pretend, color, sing, dance, eat, drink, explore, experiment), in the (place).</p> <p>ألعب – أمثل / أتخيل أنني _ أغني – أرقص – ألون – أقرأ – أرسم – أكتب – أصنع – أكل – أشرب – أجرب – أركب – أشاهد</p> <p>What do you like to do in (place)?</p>	<ul style="list-style-type: none"> • The teacher creates a grid page with pictures of different places on it (park, restaurant, playground, swimming pool, soccer/basketball field, library, etc. She/he laminates these cards. Each student picks a laminated card and a marker. They will go around in the class and ask who likes to go where. They need to have one classmate’s name written for each place. “Do you like to go to?” Yes, I like. No, I don’t, I like to go ---.” • Students choose three activities they like to do in three places or choose a place and three activities they like to do. Using the bicycle chain technique, students will exchange information about their favorite place to go to and the activities they like to do. • Where I am: Students pick a place and list all the activities they would like to do. In groups,

	<p>I like to (activity), I don't like to (activity)</p> <p>هل تحب/ تحبين الذهاب إلى؟</p> <p>نعم أحب / لا أحب أن أذهب إلى؟</p> <p>هل تريد/تريدين الذهاب / أن تذهب/ أن تذهبي إلى؟</p> <p>ماذا تريد/ تريدين أن تفعلي في؟</p> <p>أريد أن أركب، أرقص ، أمثل ،</p>	<p>they try to guess where each one of them is according to the activities he is she doing.</p>
<p>5. I can talk with my friends about our likes and dislikes regarding food, toys, games, TV programs, and songs.</p>	<p>Which types of food do you like/don't like to eat?</p> <p>Do you like? What are your favorite food/game/ TV programs/ cartoon/songs?</p> <p>- حمص ، فلافل، شاورما ، تبولة ، سلطة فواكه ، فطائر جبننة، زعتر، لحمة، سبانخ، دجاج، مناقيش ، إلخ</p> <p>- الاستغماية – طق طق طاقيه - صبحكم بالخير</p> <p>- ألعاب إلكترونية – دمىة – مسرح العرائس</p> <p>- كابتن ماجد – السنافر – فافو - مسابقات</p> <p>- هل تحب _____؟ هل تحبين _____؟</p> <p>- أي اكلة تحب / تحبين؟</p> <p>- ما هي أكلتك المفضلة؟</p> <p>- أي لعبة تحب/ تحبين؟</p> <p>- أي لعبة تفضل/ تفضلين؟</p>	<ul style="list-style-type: none"> • Students will watch segments or episodes from various famous cartoons, children programs, listen to songs. In groups of four they will ask and answer questions to find if they have something in common regarding what they like and their favorite song or TV program. • Students pretend to be in Kids Mondo “making your pizza/ manaqeesh/food section”. They will make their own food such as manaqeesh, fatayer, tabouleh, fruit salad, dessert. At the end they will exchange information of what food they have and what is in them. • After learning various traditional games. They survey the class to find out which one is most/least liked.
<p>6. I can exchange information about my planned playdate with a friend in an Arab country.</p>	<p>Children's museum, park, library, amusement park, super market, art studio, etc.</p> <p>متحف الأطفال – كيدز موندو / كيدز ينيا – حديقة الأسماك / أكواريوم – حديقة – مسبح - ملعب – نادي – مكتبة – كيدز كافيه- نادي الرياضي</p> <p>What, when, where, do you, which, etc. (see above)</p> <p>Jordan (Amman), Dubai, Lebanon (Beirut), Qatar (Doha)</p>	<ul style="list-style-type: none"> • Students use sharing time to exchange information about their favorite playdate and find out the things they like to do or not to do, the places they like to visit and the activities they will participate in these places. • Students work with a partner. Each student gets a different place. The student tells his/her partner what activities they can do in this place and what they can't do. • Students are assigned a partner. They will

	<p>Feelings: happy, tired, hungry, thirsty, cold, hot.</p> <p>سعيد/سعيدة، فرحان/فرحانة، تعبان/تعبانة، جوعان/جوعانة ، عطشان / عطشانة، بردان / بردانة ، حران / حرانة.</p>	<p>send their partner an invitation card with the collage they created. Students ask and answer questions regarding what places they chose, the activities they are planning to do, the games they will be playing and food they will be eating.</p>
PRESENTATIONAL SPEAKING		
<p>7. I can introduce myself and provide basic information.</p>	<p>Greetings, my name, age, my birthday, I am from.. I like, I don't like التحية</p> <p>اسمي عمري يوم ميلادي ... أنا من ... أحب ولا أحب</p>	<ul style="list-style-type: none"> • Students sing the greeting and feelings songs. • In groups, students take turns introducing themselves to the rest of the group. They will explore their commonalities and differences. • Students record a brief presentation about themselves using the microphone on a computer.
<p>8. I can name games, toys, pets, food and activities that I would like and would not like to have in my playdate.</p>	<p>This is my favorite toy</p> <p>هذه لعبتي المفضلة</p> <p>It is called</p> <p>اسمها</p> <p>I play with it always – a lot – all the time – sometime</p> <p>أنا أحبها كثيراً - أَلعبُ بها دائماً _ كثيراً – أحياناً</p> <p>I play with it in the morning, evening, weekend</p> <p>أَلعبُ بها في الصباح ، المساء ، في يوم العطلة</p> <p>Foods, activities</p> <p>- حمص ، فلافل، شاورما ، تبولة ، سلطة فواكه ، فطائر جبننة، زعتر، لحمة، سبانخ، دجاج، مناقيش ، إلخ - الاستغمايةة – طق طق طاقيية - صبحكم بالخير - ألعاب إلكترونية – دمية – مسرح العرائس - كابتن ماجد – السنافر – فافو - مسابقات</p> <p>I (play, buy, pretend, color, sing, dance, eat, drink, explore, experiment), in the (place).</p>	<ul style="list-style-type: none"> • Students bring their favorite toy and talk about it during sharing time. They will say its name, how often they play with it, when and with whom they play with it. • Students will have pictures or they draw their favorite food, drinks, and dessert. They will place them in a paper bag or they will stick these pictures on a piece of cardboard. In groups, students take turns stating what they like and identify what they have in common.

	<p>ألعب – أمثل / أتخيل أنني _ أغني – أرقص – ألون – أقرأ – أرسم – أكتب – أصنع – أكل – أشرب – أجرب – أركب – أشاهد</p>	
<p>9. I can provide brief description about places I like to go to and activities I like to do with words and memorized expressions.</p>	<p>Children’s museum, park, library, amusement park, super market, art studio, etc. متحف الأطفال – كيدز موندو / كيدز نينا – حديقة الأسماك / أكواريوم – حديقة – مسبح - ملعب – نادي – مكتبة – كيدز كافيه- نادي الرياضي I (play, buy, pretend, color, sing, dance, eat, drink, explore, experiment), in the (place). ألعب – أمثل / أتخيل أنني _ أغني – أرقص – ألون – أقرأ – أرسم – أكتب – أصنع – أكل – أشرب – أجرب – أركب – أشاهد I like ... I don’t like ... أحب لا أحب Use cultural phrases such as “God Willing”, hope you enjoyed my Vlog, join me again, share, like, etc. إن شاء الله ، الحمد لله ، عسى أنه يكون أعجبكم ، شاركوا ، لايك، شكراً</p>	<ul style="list-style-type: none"> • Students bring their pictures playing with friends or when they went on an outing and tell their groups about when, where, and what he/she was doing in that place. • Students use their invitation card with the collage of pictures about the places and activities they created to present to their group. Or they pretend to have their own Vlog and videotape themselves talking about it.
PRESENTATIONAL WRITING		
<p>10. I can write my name, my address, date, and welcoming words/phrases.</p>	<p>Name: الاسم Date: التاريخ Time: الصباح – الظهر – العصر – المغرب Address: العنوان Hello, my name is Play Date Invitation Card دعوة ليوم اللعب – دعوة للعب Come and let’s play and have fun together. تعالوا نلعب ونمرح معاً - شكراً لكم</p>	<ul style="list-style-type: none"> • Students trace their names using their favorite colors to make their colorful name cards. • During circle time, students take turns to write the date using numbers. • Students examine multiple playdate invitation cards provided by the teacher. They design their own invitation card and fill it in with the information needed. • If tablets are available, students can design their own card electronically.

	Date in Arabic are written day, month, year	
11. I can label places, food, games and activities.	<p>Park, children museum, Kidz Mondo, restaurant, children's playground, amusement park.</p> <p>حديقة – ألعاب – مدينة الملاهي – متحف الأطفال – كيدز موندو – الشاطئ</p> <p>I (play, buy, pretend, color, sing, dance, eat, drink, explore, experiment), in the (place).</p> <p>ألعب – أمثل / أتخيل أنني _ أغني – أرقص – ألون – أقرأ – أرسم – أكتب – أصنع – أكل – أشرب – أجرب – أركب – أشاهد</p>	<ul style="list-style-type: none"> • Students choose pictures of 3 places they would like to go to and print them. They will print them in color and cut them and place them on the invitation card. Students copy the name of the place from the caption under the picture and they compare it to the word wall. They show their writing to the teacher. Then they will either paste it or re-write it under the picture. • Students choose two or three activities they can do in each place. They will repeat the same steps.
INTERPERTIVE LISTENING		
12. I can recognize the basic information presented by children, cartoon, or puppet characters introducing themselves.	<p>My name....</p> <p>اسمي</p> <p>My age</p> <p>عمري ... سنة</p> <p>I like ... I don't like ...</p> <p>أحب لا أحب</p>	<ul style="list-style-type: none"> • Students watch puppet shows put on by the teacher and they identify the puppets' names, types of greeting they used, and what they like to do, where they like to go, and what they like to eat. Students interact with the puppet and answer questions regarding what they have seen/heard. • Students watch videos of children introducing themselves in children shows. They will use a worksheet to check the name they hear, write the age, and check the likes and dislikes from pictures. • Students can use a picture of a from a TV show, mentioned above. Students will tell each other three things they learned about these children. They can also choose the person they would've liked to join and tell one thing they would like to do with him/her.
13. I can follow a YouTube video on how to play a simple game or how to make simple traditional food.	Vocabulary varies according the games the teacher chooses from the above list.	<ul style="list-style-type: none"> • Students watch a video about a game. They will identify the materials they need to play the game. The teacher prepares sets of cards with

	<p>What is the name of this game? Where children play this game?</p> <p>ما اسم هذه اللعبة؟ اسمها لعبة</p> <p>أين يلعب الاولاد هذه اللعبة؟ في مصر، الأردن ، فلسطين، سورية</p> <p>ما الأشياء التي نحتاجها للعبة؟ حبل ، كرة، ورقة ، قلم</p>	<p>series of still pictures from the video about each step of the game. Students put the pictures in order of how the game was played after they watch it. Then they watch the game the last time and make sure they organize it correctly. The teacher provides the basic verbs of what it is done for each step and adds to words on the pictures. As a practice the teacher gives state each step and the students plays that step until it is done. Finally, students play the game.</p>
<p>14. I can understand simple information presented about places and activities in which children participate when accompanied by pictures.</p>	<p>I am in (places)</p> <p>أنا الآن في</p> <p>I am going to ...</p> <p>سوف أذهب</p> <p>I will see ..., play with ..., (activities)</p> <p>سوف أذهب / أشاهد/ ألعب / أستمتع / أكل / أشرب</p>	<ul style="list-style-type: none"> • Students play Simon Says. One student will state an activity and his or her classmates will act it out. • Students receive pictures of various places. The teacher gives 3 clues about a place where he/she wants to go. Students will lift up the picture of the correct place. • Students watch video segments of children talking about places they enjoy to visit and activities they like to do on the weekend and/or on vacation. They will use visuals to sort who did what and where in order to decide which one they would like to join.
INTERPERTIVE READING		
<p>15. I can read along with the teacher when she is pointing to words while reading a story or a song.</p>	<p>Children stories and children songs (see resources).</p>	<ul style="list-style-type: none"> • On a screen the teacher will project a story she is reading, song they are listening to, and signs. The teacher will point to the word while reading it and act it out so that students can recognize the word and repeat with her.
<p>16. I can recognize a few words, phrases, and characters with the help of visuals.</p>	<p>My name....</p> <p>اسمي</p> <p>My age</p> <p>عمري ... سنة</p>	<ul style="list-style-type: none"> • Teacher will review the letters through reciting the alphabet song. • Playing with the letters, putting letters together to make words. • The teacher creates pairs of cards, one having the written word, the other an image. First the teacher shows the image. She/he asks

	<p>Which types of food do you like/don't like to eat?</p> <p>Do you like? What are your favorite food/game/ TV programs/ cartoon/songs?</p> <p>- حمص ، فلافل، شاورما ، تبولة ، سلطة فواكه ، فطاير جبنة، زعتر، لحمة، سبانخ، دجاج، مناقيش ، إلخ</p> <p>- الاستغماية – طق طق طاقيه - صباحكم بالخير</p> <p>- ألعاب إلكترونية – دمىة – مسرح العرائس</p> <p>- كابتن ماجد – السنافر – فافو - مسابقات</p> <p>- هل تحب _____؟ هل تحبين _____؟</p> <p>- أي اكلة تحب / تحبين؟</p> <p>- ما هي أكلتك المفضلة؟</p> <p>- أي لعبة تحب/ تحبين؟</p> <p>- أي لعبة تفضل/ تفضلين؟</p> <p>Park, children museum, Kidz Mondo, restaurant, children's playground, amusement park.</p> <p>Activities and games</p> <p>حديقة – ألعاب – مدينة الملاهي – متحف الأطفال – كيدز موندو – الشاطئ</p> <p>- أشاهد - ألعب بالكرة – أمثل بأني دكتور / رجل إطفاء</p>	<p>what the beginning sound is. The students point to the letter. This step can be repeated with every sound of the word or just the beginning. The teacher writes it while sounding out each letter with the help of students and while asking yes/no, either/or, and reading the word.</p> <ul style="list-style-type: none"> • Students play a memory game with the sets of cards. • Students look at various ads, websites and flyers and identify what the name of the places and the activity. • Students look at children stories and can identify where the story is taking place and the mentioned activities.
--	---	--

Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

Friends greeting each other before they go to play together: https://www.youtube.com/watch?v=0Z_ayPBFdzs

Recorded video for greeting: <https://www.youtube.com/watch?v=FDpPzp4MKi4>

How I greet "Open Simsim" <https://www.youtube.com/watch?v=8OSdwnytZ0>

Cartoon with Arab characters : introduction I learn <https://www.youtube.com/watch?v=CFznouZNLc>

Nursery rhymes: <https://www.youtube.com/watch?v=sU9-LV46NMI>

Feelings: <https://www.youtube.com/watch?v=EK-L08Uwznc>

My family: <https://www.youtube.com/watch?v=hsApGQ57adI>

Body Prats: <https://www.youtube.com/watch?v=H8-BYXhTnPU> <https://www.youtube.com/watch?v=tR9bZxfuAm0>

Bakery: https://www.youtube.com/watch?v=tRjEUG_KJSI

<https://www.youtube.com/watch?v=fdqKiFAY4KM> I am a toast and jam

five senses: <https://www.youtube.com/watch?v=5fAJ-4qSOPY>

Baraeem five senses: <https://www.youtube.com/watch?v=tWcivXUp9P4>

Healthy breakfast: <https://www.youtube.com/watch?v=JJw01Ssj4tl&t=334s>

Series of pictures with short caption inside the Children Museum In Amman <http://www.dw.com/ar/%D8%AC%D9%88%D9%84%D8%A9-%D9%85%D8%B5%D9%88%D8%B1%D8%A9-%D9%84%D9%85%D8%AA%D8%AD%D9%81-%D8%A7%D9%84%D8%A3%D8%B7%D9%81%D8%A7%D9%84-%D9%81%D9%8A-%D8%A7%D9%84%D8%A3%D8%B1%D8%AF%D9%86/g-17316745>

<https://www.qrf.org/ar/gallery/%D9%85%D8%AA%D8%AD%D9%81-%D8%A7%D9%84%D8%A3%D8%B7%D9%81%D8%A7%D9%84-%D8%A7%D9%84%D8%A3%D8%B1%D8%AF%D9%86>

<https://www.youtube.com/watch?v=Y9Oblk3h2jU>

This link is good for input about various parts of the children museum <https://www.youtube.com/watch?v=Y9Oblk3h2jU>

Vlog in the Monkey Town (Julia and Lara) playing: https://www.youtube.com/watch?v=G2GVFo5x_Ns&t=25s

Vlog in the Art city: <https://www.youtube.com/watch?v=w9ZP96KeOck>

<https://www.youtube.com/watch?v=WigTgvjfqHg>

Program about spending a day in Kids Mondo <https://www.youtube.com/watch?v=3aCo78ylr-s&t=7s>

Vlog KidzMondo <https://www.youtube.com/watch?v=OO66XRCFkc8&t=230s>

Vlog outing with my family <https://www.youtube.com/watch?v=UDedvkBoutg>

https://www.youtube.com/watch?v=aZm8-j_13Y4

<https://www.youtube.com/watch?v=G8Dn9ubNfbg>

Days of the week : <https://www.youtube.com/watch?v=Y3-BFHM1Mlk>

Vlog: My full Weekend <https://www.youtube.com/watch?v=HH8A9rpQ1JE>

Vlog: <https://www.youtube.com/watch?v=R5diuKr04hg>

Immigrant Children: <https://www.youtube.com/watch?v=BljxgCcqkyo&t=371s>

Children songs:

Alif baa (Lebanese): <https://www.youtube.com/watch?v=oxPK23FthSo>

Hala Turk: Happy BD to You, it has feelings, family members : https://www.youtube.com/watch?v=X_DeGCloQWg

Song: I am board: https://www.youtube.com/watch?v=X_DeGCloQWg

Qriqaan: <https://www.youtube.com/watch?v=kPRbkiasXOM>

A girl preparing dessert: <https://www.youtube.com/watch?v=iAxsR7LVhi0>

Video about Kids Mondo English and Arabic song: <https://www.youtube.com/watch?v=4yqjigRd50>

In the airport in Arabic <https://www.youtube.com/watch?v=3aCo78yIr-s>

The best five places for children in Jeddah: <https://abunawaf.com/251015-%D8%A3%D9%81%D8%B6%D9%84-5-%D8%A3%D9%85%D8%A7%D9%83%D9%86-%D9%81%D9%8A-%D8%A7%D9%84%D8%B1%D9%8A%D8%A7%D8%B6-%D9%81%D9%8A-%D8%AA%D8%B1%D9%81%D9%8A%D9%87-%D8%A7%D9%84%D8%A3%D8%B7%D9%81%D8%A7%D9%84/>

Childrens' electronic magazine <http://nasseem.ucoz.com/publ/>

Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that creates a blend different types of activities and learning experiences throughout the day.

TIME FRAME	ACTIVITY