

My Name and Beyond

An Invitational Inquiry into Learning Arabic

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Overview

Our names are tied to our cultural identity. Names are all around us and have a connection to the surrounding culture. Every name has a story: how we were named and how we name our children, brand names we like, finding a name for our businesses, naming our pets, reasons why people might adjust or change their names, nicknames, middle names, etc. Because names are a global and culturally heavy concept that can touch every single individual differently, they are an entrance into exploring Arabic language and culture. New Arabic learners often come to Arabic with one burning inquiry in their minds: “How do I write my name in Arabic?”

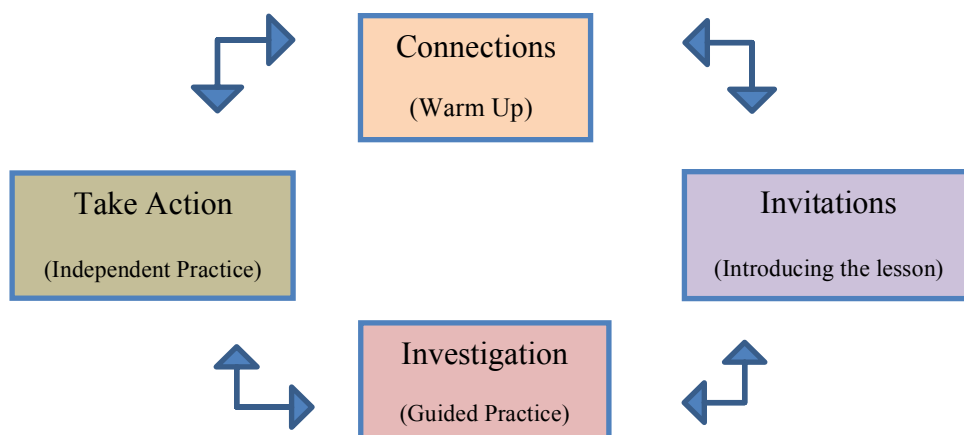
Rationale

Inquiry and the Inquiry framework

As an International Baccalaureate School, we strive to engage our students in an intercultural inquiry-based curriculum through which we can trigger their minds to think deeply and broadly. This unit of study was born from an ongoing interaction with adults and students learning Arabic. For them, Arabic seemed like a “weird”, “hard”, or “backward” language; i.e. a language and culture to which they don’t connect in any way. We tapped into their background knowledge to help them connect Arabic to something they already knew in English in terms of language as well as culture. In addition, we wanted the learner to be in the lead; thus, we wanted to provide them with the tools and strategies to take off and be in charge of their learning.

A culture of inquiry: The learner will investigate the Arabic alphabet and the foundations of the Arabic language. Additionally, the learner will dig deeper into the culture of one’s name, looking closely at one example and one story (From the books My Name is Bilal, My Name is Sangoel, or other children’s picture books) that reveal a complex part of Arab culture.

Our framework is an inquiry-based framework (a shorter version of the “Inquiry Cycle” by Dr. Kathy Short) that takes the learner from his/her own connections, inviting him/her to listen to others’ connections, investigating writing their names with minimal adult guidance, and then taking action and applying their knowledge in real life experiences.



Why Madar Al-Huruf, the Arabic Transliteration Wheel?

Teaching how to write in Arabic right off the bat can sound impossible! However, if you have the right tool, the right strategy, and the theory behind it, you will find that there is a lot the learner (and the teacher!) can gain.

Madar Al-Huruf is an effective tool when used thoughtfully. The use of the wheel might vary according to need or the nature and environment of learning.

- The unit **with** Madar Al-Huruf: If you want to use the wheel inside your classroom to give your students a head start on writing and reading Arabic, then use this unit's approach to introduce the concepts. By carefully using the unit you will guide them in their journey to Arabic literacy.
- The unit **without** Madar Al-Huruf: If you do not have the wheel, you can create "The Arabic Alphabet Strip" instead for your students (see the student workbook). You and your students can use this as a bookmark.
- Madar Al-Huruf **without** the unit: The wheel can also be used on its own as an outreach activity to introduce someone to Arabic.

The Curriculum

How to introduce the Q-Wheel and the TSCTSC strategy¹

T	Type-Write: Write your name the way you always do in English.
	Teacher Note: The learner should see his name before it undergoes the “transformation”.
S	Sound out: Now, sound out your name the way you would do if you were a Kindergartener. Remember when you were in your early grades, you would write words and names the way you hear them. For example, “lisiin” instead of “listen” or “Jon” instead of “John” or “Fynx” instead of “Phoenix”. As you know, Arabic is a phonetic language. You just write what you hear and you read all the letters you write. Arabic does not have silent letters or a combination of letters to give one sound (like “th”) as is the case in English.
	Teacher Note: This step is critical and takes practice. For instance, “Dane” thought he could just remove the “e” since it is silent and write “dan”! However, there was still a sound there that he was missing- the /y/ sound. Therefore, he needed to write “dayn”. Note: sometimes the name does not undergo any change.
C	Clip: Now, cross out the extremely short vowels in your name. In this step, we are making sure that we are writing exactly what we hear and clipping letters that do not produce a significant sound. In Arabic, the vowel sound has to be clearly long to be represented by a letter (ا, و, ي). Whereas short vowel sounds are represented by the marks “fat’Ha, Damma, and Kasra”, not by letters.
	Teacher Note: Sometimes this step is not needed. Here is where the student learns the short vowels and long vowels . Very short vowel sounds will need to be clipped. However, it sometimes depends on how the person says his name. For example, in “Alexander”, both /e/ sounds are very short compared to the /a/ sound. If “Alexander” pronounces his name that way, it will become /alxandr/. However, another “Alexander” might say he wants it with no long vowels, so it becomes /alxndr/.
T	Turn Around: So far, you are writing from left to right!! Now turn your name around and start writing it from right to left.
	Teacher Note: This shows the novice learner that Arabic is written from right to left - the opposite of English. He/she will switch to the right side and rewrite what he/she ended up with from the “Clip” step, but from right to left. It enforces the notion that Arabic is turned around and not “backwards”. The “right-to-left” vs. “backwards” discussion is one that we often have with Arabic novice learners.
S	Substitute: You are ready to start substituting each English letter you have in your name with the matching Arabic letter. Look at the wheel and find the Arabic letter that corresponds to each English letter of your name and substitute.

¹ The TSCTSC Strategy was based on classroom research conducted by Fatima Abdulkadhem and Nour Jandali and was inspired by and adapted from the book "Sugar Comes from Arabic: A Beginner's Guide to Arabic Letters and Words" by Dr. Barbara Whitesides (Interlink Books, 2009).

	Teacher Note: In a classroom setting, we suggest helping the learners find the connections between Arabic and English letters in terms of phonetic sounds. Based on the age level and the kind of learners you have, decide whether to introduce the front of the wheel (English & Arabic similar sounds) and the back of the wheel (heavy Arabic sounds and those that don't exist in English) together or separately. You may want to wait until they grasp the “similar sounds” first.
C	Connect: Lastly, connect the letters! Arabic is cursive except for these 5 “non-social” letters: ا، ز، و، د، ذ. Those letters only connect to the letter that comes before, but they do not connect to what comes after.
	Teacher Note: This is the last and most important step that will need a lot of practice. We broke this seemingly complicated step into smaller, easier steps. The mini-lessons scaffold the learner as he/she learns to connect in a meaningful way. Refer to the following mini-lessons: Arabic Is Cursive (<i>letters stretching their arms to hold each other!</i>), Arabic Is Cursive (<i>letters sticking their teeth up to be recognized!</i>), Arabic Is Cursive (<i>beware of the non-social letters!!</i>), and Back to Bilal (<i>Y = I + J connecting</i>). These lessons are from level one.

Curriculum Overview

Goals

Communication

Level 1: Introduction to Arabic Students will: • Greet others and introduce themselves in Arabic using an appropriate greeting • Tell where they live and where they are from • Investigate the story behind their names • Recognize and write Arabic letters in connection with English sounds • Understand that Arabic is phonetic • Use the TSCTSC strategy and the Q-Wheel (مدار الحروف) to write their names in Arabic • Use the TSCTSC strategy to write and label their family members' names in Arabic	Level 2: Taking It Further Students will: • Greet others and introduce themselves in Arabic in a culturally appropriate manner • Express if they like/dislike their names • Tell and write where they live and where they are from • Investigate the story behind their names • Recognize and write Arabic letters in connection with English sounds • Understand that Arabic is phonetic • Use the TSCTSC strategy and the Q-Wheel (مدار الحروف) to write their first and last name (and any other name) • Use the TSCTSC strategy to write their family members' names in Arabic
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Culture

Level 1 Students will: • Use basic expressions to introduce themselves and greet each other • Recognize the diversity in the Arab world in terms of religion • Understand the importance of a name and the culture it holds behind it • Become more aware of the way their own names reflect their culture as they research them • Make connections between Arab cultures and their own as they research names	Level 2 Students will: • Use accurate, culturally appropriate expressions when introducing themselves • Understand in more depth the diversity and conflict in the Arab world in terms of religion, history, nationality, politics, and ethnicity by looking at names and their stories • Understand the importance of a name and the culture it holds behind it • Understand the “naming” process in the Arab world • Become more aware of the way their own names reflect their culture as they research them • Understand Arab names and their cultural significance (Yousef, Ibrahim, Hussein, Omar, Mousa, etc)
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Connections

Level 1 Students will: • Phonics: recognize English sounds	Level 2 Students will: • Social Studies: learn the history and
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• Social Studies: learn the history and origin of their names • Social Studies: recognize the influence of Arabic language and culture on the world as they look at names like Omar and Fatima • Arts: learn Arabic calligraphy	• origin of their first and last names • Social Studies: recognize the influence of Arabic language and culture on the world as they look at names like Omar and Fatima • Geography: learn about Arab countries as they look at dialects • Arts: learn about the art of calligraphy with a focus on specific styles
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Comparisons

<u>Level 1</u> Students will: • Compare English writing to Arabic writing • Compare English cursive to Arabic cursive	<u>Level 2</u> Students will: • Compare English writing to Arabic writing • Compare English cursive to Arabic cursive • Compare the use of gender between English and Arabic (taa' marbooTa) • Compare the "naming process" between Arab culture and their own
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Communities

<u>Level 1</u> Students will: • Use language in class to give and get basic information about themselves • Use the Arabic writing system to write their names and family members' names	<u>Level 2</u> Students will: • Use language in class to give and get a variety of information about themselves • Use the Arabic writing system to write a letter to an Arabic pen pal
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Significant Concepts

<u>Level 1</u> My name holds a story and a culture.	<u>Level 2</u> A name can have deep roots in a culture.
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Essential Questions

<u>Level 1</u> 1. What is behind my name? Stories? Meanings? 2. How do I write my first name in Arabic? 3. Can I write my family members' names?	<u>Level 2</u> 1. What is the culture, history, and origin of my name? 2. How do I write my last name in Arabic? 3. Can I write any name in Arabic?
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Suggested Vocabulary

<u>Level 1</u>		<u>Level 2</u>	
<u>Greetings:</u>		<u>Greetings:</u>	
Hello		Hello	
Peace be upon you	السلام عليكم	Peace be upon you	السلام عليكم
		Good morning	صباح الخير
		Good evening	مساء الخير
Thank you	شكرا		
You're welcome	عفوا		
<u>Nouns/ possessive nouns:</u>		<u>Nouns/ possessive nouns:</u>	
Name	اسم	Name	اسم
My name (is)	اسمي	My name (is)	اسمي
Family	عائلة	Family	عائلة
My mom	امي	My family	عائلي
My dad	ابي	My mom	امي
My brother	اخي	My dad	ابي
My sister	اختي	My brother	اخي
		My sister	اختي
		My grandpa	جدي
		My grandma	جدتي
		My age	عمر
<u>Question</u>		<u>Verbs:</u>	
What's your name?	ما اسمك؟	I live in...	اسكن في
Where are you from?	من اين انت؟	I am from...	انا من
Yes/no	نعم / لا	I'm originally from...	انا اصلا من
Country/state/city names	اسماء دول / ولايات / مدن		
This (masculine)	هذا	<u>Numbers</u>	الارقام
This (feminine)	هذه	<u>Verbs:</u>	
		I like/love	احب
		I don't like/love	لا احب
		Means	يعني
		Change	يغير
		Country/state/city names	اسماء دول / ولايات / مدن
		Sudan	السودان
		Egypt	مصر
		America	امريكا
		...	

Assessment Tasks

Communication

<u>Level 1</u> <u>Interpretive Task:</u> - Students watch and listen to a video of someone introducing themselves in Arabic and answer questions. <u>Interpersonal:</u> - Students respond to teacher's questions about their names, where they live and where they are from. <u>Presentational:</u> - Students introduce themselves and their family members' names. - Students label their family portrait.	<u>Level 2</u> <u>Interpretive Task:</u> - Students watch and listen to a video of someone introducing themselves in Arabic and answer questions. <u>Interpersonal:</u> - Students ask and respond to questions with their classmates about a variety of basic information about themselves and their families. <u>Presentational:</u> - Students orally present about themselves and their family to the class. - Students introduce themselves and their family to a pen pal in writing.
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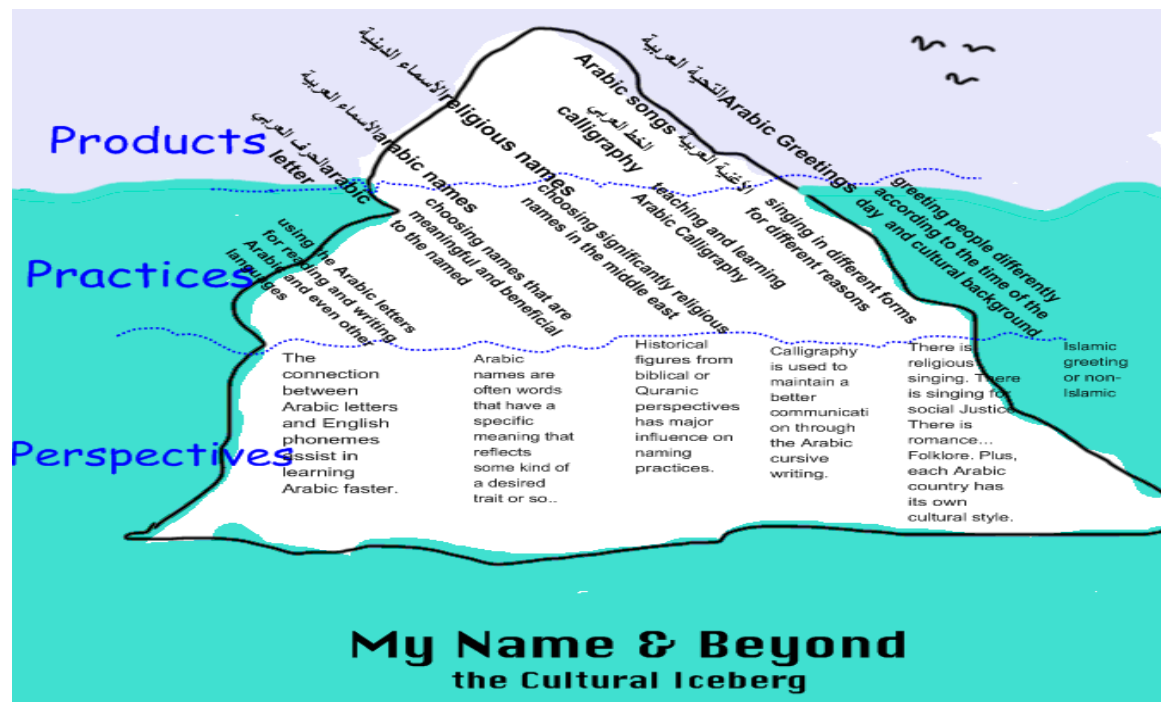
Culture

<u>Level 1</u> Students will: <u>Perspectives</u> Learn the story behind Bilal's name as well as the story behind their teacher's name. <u>Practices</u> Use culturally appropriate greetings and practices to introduce themselves to others.	<u>Level 2</u> Students will: <u>Perspectives</u> Learn the culture behind Sangoel's first and last name as well as the culture of naming in Sudan. Learn about the culture in the teacher's name. <u>Practices</u> Use culturally appropriate greetings and practices to introduce themselves to others and communicate their message.
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ACTFL Standards: **1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions - **1.2:** Students understand and interpret written and spoken language on a variety of topics - **1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics- **2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied - **2.2:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied - **3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language - **3.2:** Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures - **4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own - **4.2:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own - **5.1:** Students use the language both within and beyond the school setting - **5.2:** show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Cultural Iceberg: Products, Practices, and Perspectives

Below is a simplified image to illustrate cultural products examined in this unit, how they may be practiced, and perspectives on the reasons for the practices. The teacher may elect to use this iceberg model with students or for their own use. We invite novices to discuss, analyze, compare, and contrast cultural products, practices and perspectives.



Mini-Lessons

The first goal of this unit is to teach students how to write their names. We tell students that we will not show them their names; it's up to them to figure it out! This empowers and challenges the learner, and sends the message that you believe in their abilities. The mini-lessons are ordered in a way that worked for our students. These lessons can also be adapted to different classroom settings or community outreach activities. We consider these seed ideas, not final lessons.

Level I: Introducing Inquirers to Arabic

Connection

- Q-focus: "My Name"*
- Digging deeper: What's behind my name?*

Invitations

- Read Aloud: My Name is Bilal*
- The routine of the Arabic Alphabet Song*
- Ana ismee Fatima? Ma ismuk?*

Investigations

- Between the English and Arabic alphabets; what is the connection? (same & similar sounds)*
- Arabic Is Cursive (letters stretching their arms to hold each other!)*
- Arabic Is Cursive (letters sticking their teeth up to be recognized!)*
- Arabic Is Cursive (letters losing their bellies)*
- Arabic Is Cursive (beware of the non-social letters!!)*
- The TSCTSC Name Writing Strategy (Nour, Johnson, or Edward)*

Taking Action

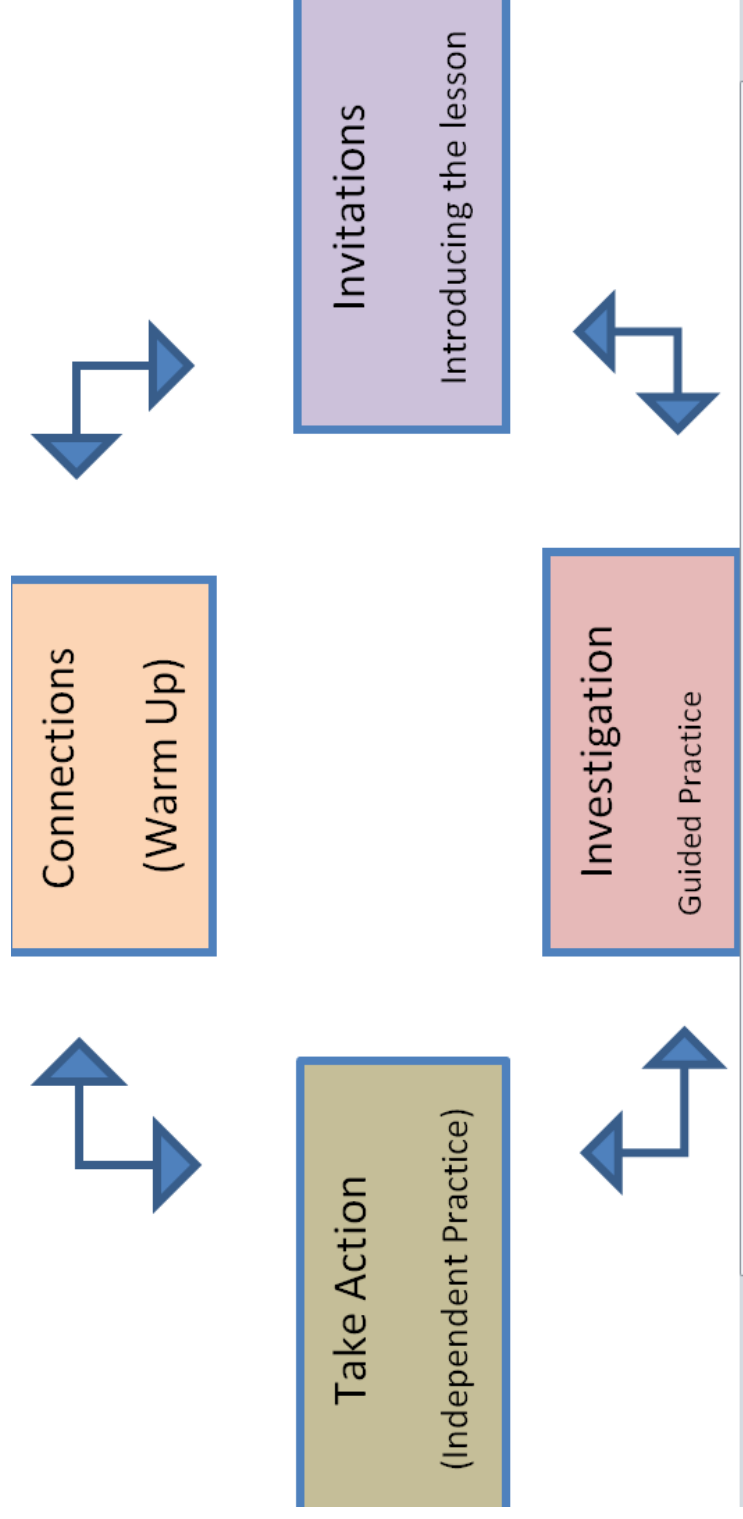
- Back to Bilal (ل = l + ج connecting)*
- How do I write my name in Arabic?*
- Writing my name in calligraphy*
- Reaching out to the community; writing names in Arabic*

Objectives

Level 1

- Read a story about Bilal's name
- Write Bilal and his family members' names in Arabic
- Recognize letters
- Connect letters
- Identify how each letter can connect
- Greet each other in Arabic
- Introduce yourself in Arabic
- Tell where you live and where you are from
- Read names in Arabic

Our unit's inquiry cycle framework



My Q-Focus Level 1

Connections

Quick Write:

Make a list of anything you know about Arabic language and culture!

Words, facts, sayings, stories, names...

What do you want to learn about in this unit?

Invitation

I am inviting you to help me do my inquiry web...

(teacher puts the focus in the middle of a web, and will brainstorm all kinds of questions with the help of students)



Prioritize!

Choose the 3 questions that you really want to answer in this unit or want to address in your final project.

- 1.
- 2.
- 3.

Take Action



Now, it's your turn to investigate your own inquiry web for this unit!

Investigation

Our Names

A story worth telling

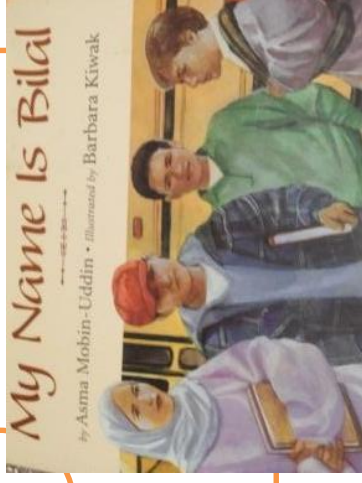
Connections

Think about your name. Is there a story about it? What does it say about your culture?



Invitation

Now, read the story of a name and examine the culture behind it.



Now, back to your name. What culture does your name hold? If you don't know - research it! Ask your parents.

Take Action

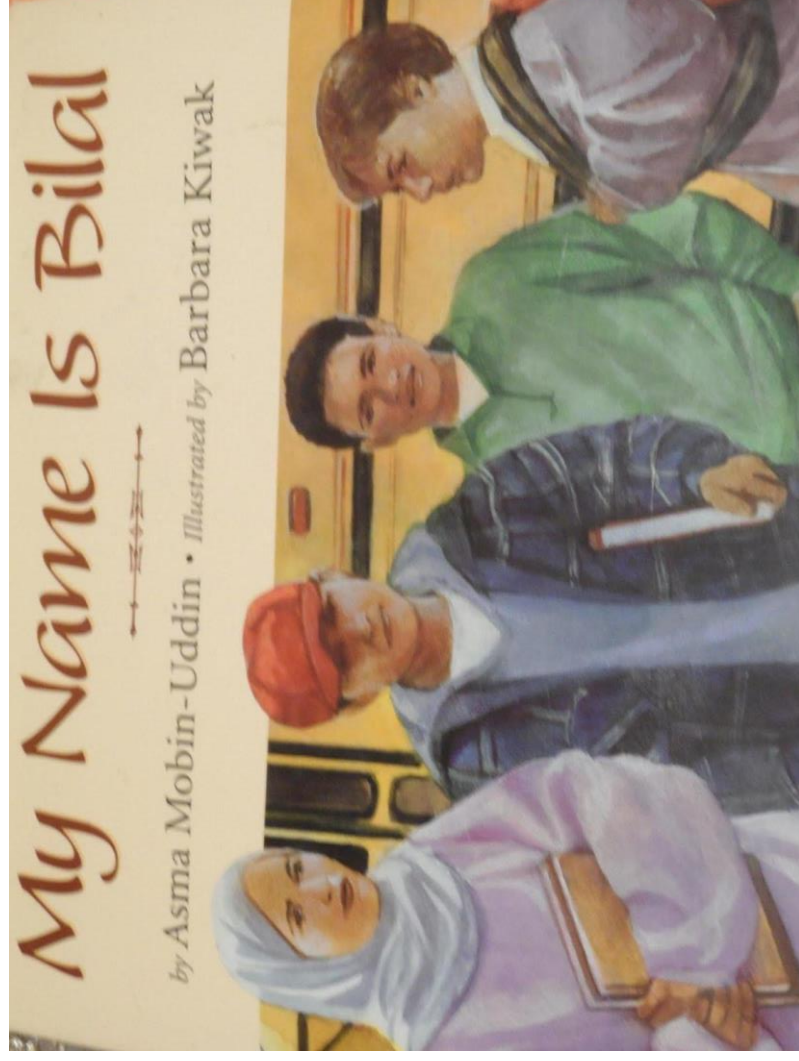


We will make a web of the questions and observations we had about this name.

Investigation

Read: My Name is Bilal

By Asma Mobin-Uddin



Our Names

A story worth telling

Connections

Your name's story

Think about your name. Is there a story behind it?



Reflect:

What did Bilal's name tell you about his culture?

What culture does your name hold?

Take Action

Invitation

Read:

Now, read the story of a name and examine the story behind it.



Thoughts:

We made a web of all the questions, observations, and things we learned about this name.

Investigation

The Arabic Alphabet Routine

Connections

- When you started learning the alphabet of your first language, what do you remember?
- Does anyone remember the alphabet song?
- Make a routine of singing the Arabic alphabet until you master it!

Invitation

We will listen to different ways of singing the Arabic alphabet.

1. With an English rhythm
2. With an Arabic rhythm



Take Action

Now, we will start rehearsing our Arabic alphabet

- 1st say the whole name of the letters
- 2nd say only the sounds that the letters make

Which one do you want to use?
Why?

Investigation

أنا أسكن... أنا من . أنا اسمي "Fatima"

Connections

Listening:

- Students listen to authentic videos of 2 people introducing themselves in Arabic.
- Repeat the clip.
- Ask students to write what they think the name of the person is in the video.

Invitation

- On the board, write the words: "اسمي" and "أنا".
- Read the words aloud.
- Walk around the room and say "أنا فاطمة, and you?" Students respond using the same form.
- Walk around and use the form: "اسمي فاطمه, and you?"
- Now combine: "أنا اسمي فاطمة: "أنا, and you?"



Take Action

- Students divide into groups and get to know each other in Arabic, asking "أنا.... أنا.... ما اسمك؟ اسمي "اسمي...."



Investigation

- From the above invitation, students understand different ways of introducing themselves using "أنا اسمي" or «اسمي», "أنا" and "ما اسمك", "أنا" and have them answer in Arabic.

Between English & Arabic... What's the connection?

Connections

- Explain how Arabic writing and reading is based on sounds.
 - Ask: What connection is your brain forcing you to make as you study the Arabic alphabet?
 - How can connecting English to Arabic help us learn better?
- Reminder: our goal in this unit is to be able to write our and others' names!*

Invitation

- Divide the alphabet cards and place them into 4 centers.
- Students line up the English letter cards on their table in alphabetical order.
- Line up the Arabic cards randomly.
- Let's say the Arabic alphabet sounds (read and point to the alphabet on the wall).



As a team, take this further and study the Arabic letters.
Identify your group of letters.

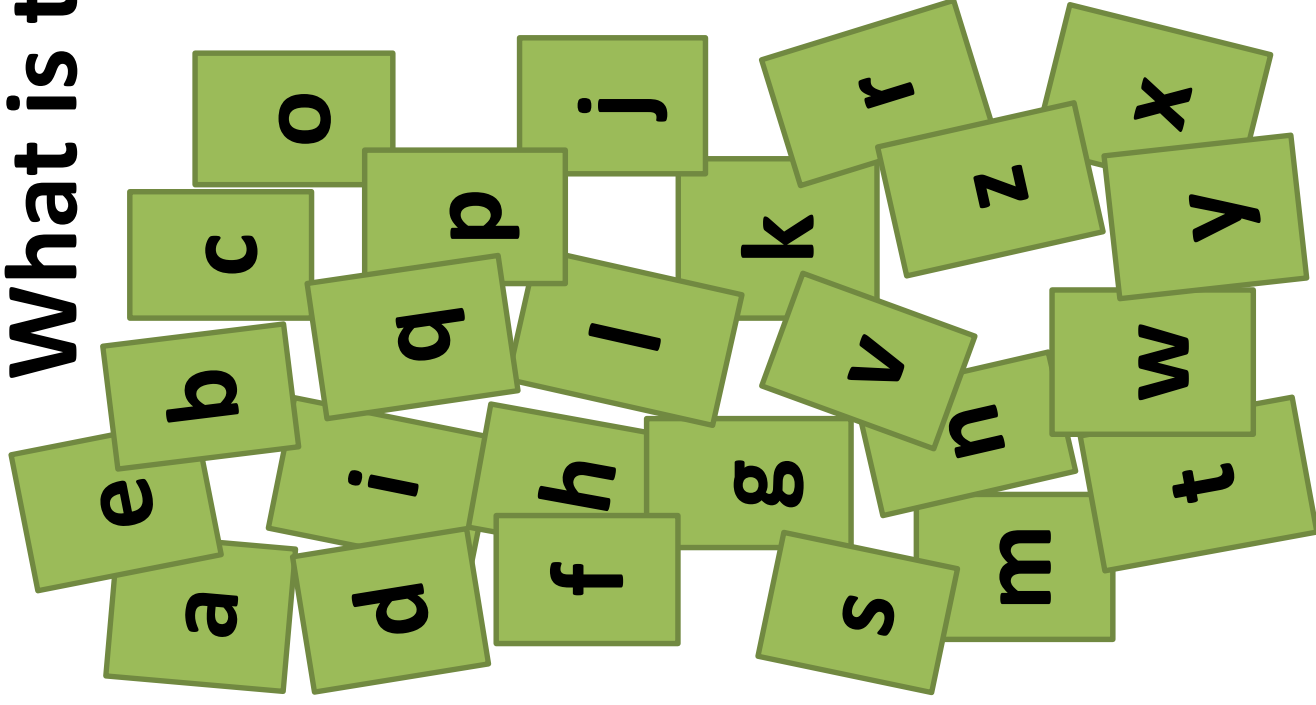
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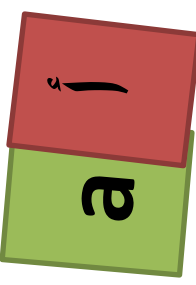
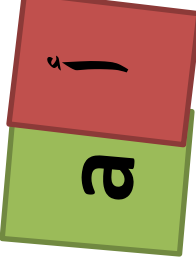
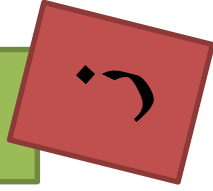
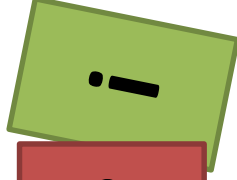
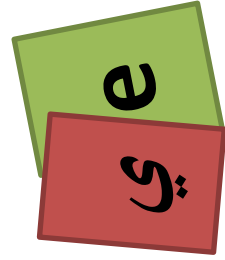
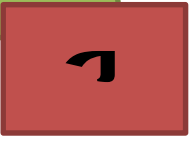
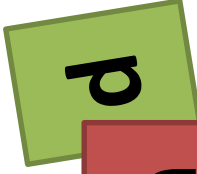
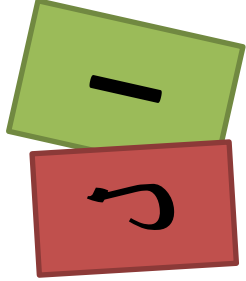
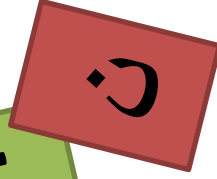
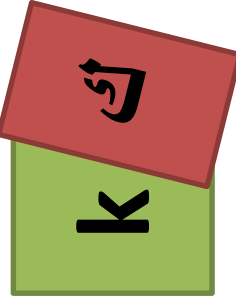
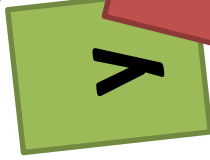
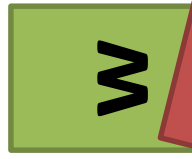
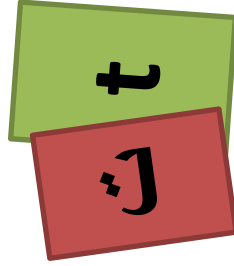
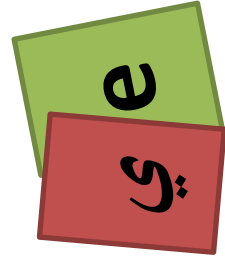
Now, your investigation is to find the connection!

- Match between the English and Arabic sounds; some sounds are exactly the same and others are similar.
- Check your answers with the teacher.
- Write your Arabic matching letter in your table.

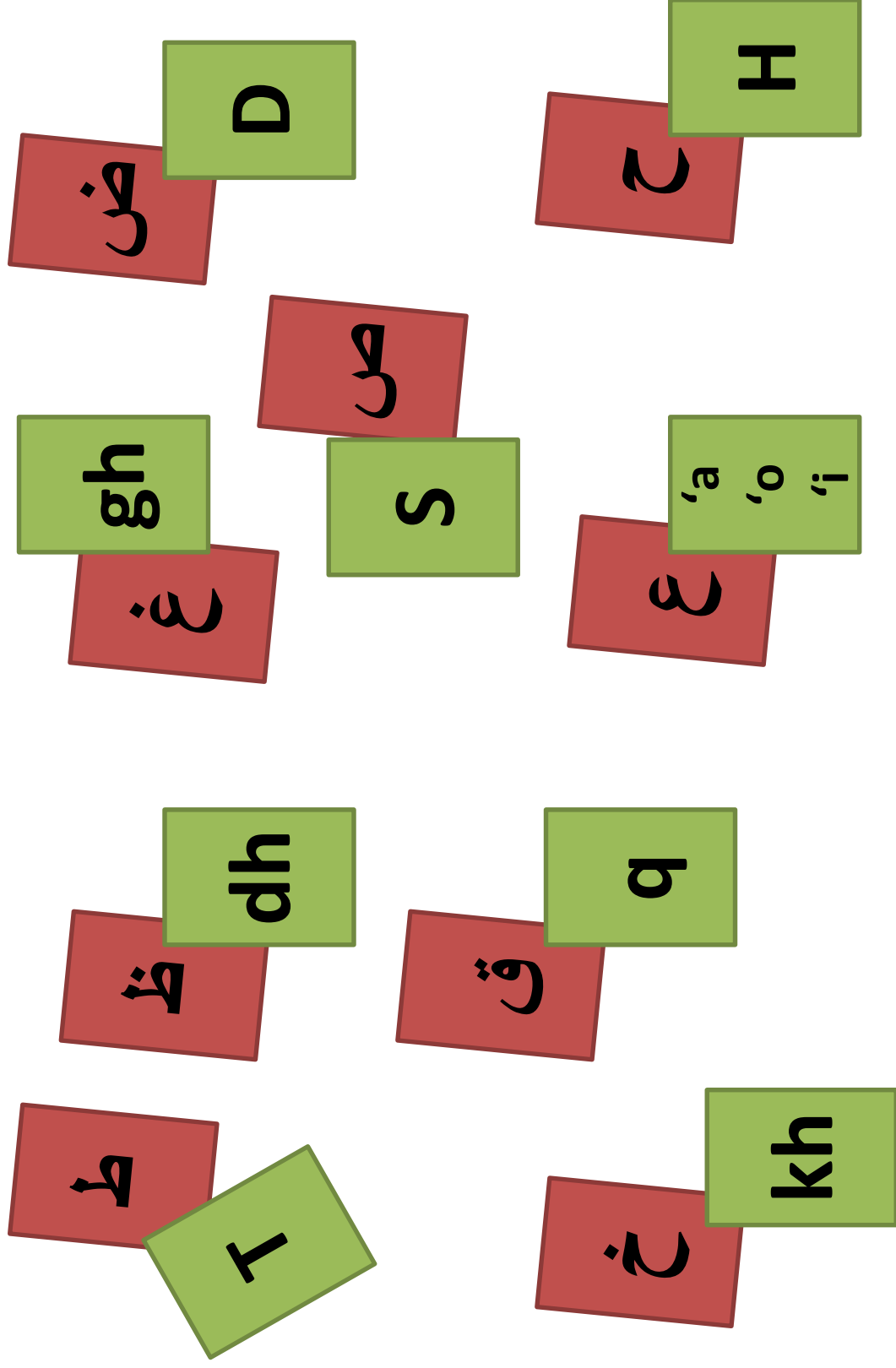
Investigation

What is the Connection?





Beware of the “heavy” sounds



Arabic is Cursive

Connections

Ask *How many of you learned to write in cursive? How many still write in cursive? How many of you never learned cursive?*
Tell students about what science has to say about the benefits of practicing penmanship and cursive writing (Practice connected squiggles from right to left).

Invitation

- Tell students that Arabic gives you no choice between cursive and non-cursive - you **MUST** write in cursive.
- Invite them to write the sentence: "My name is" in Latin cursive (as best they can!).
- Write it in Arabic: أنا اسمي



Compare and Contrast

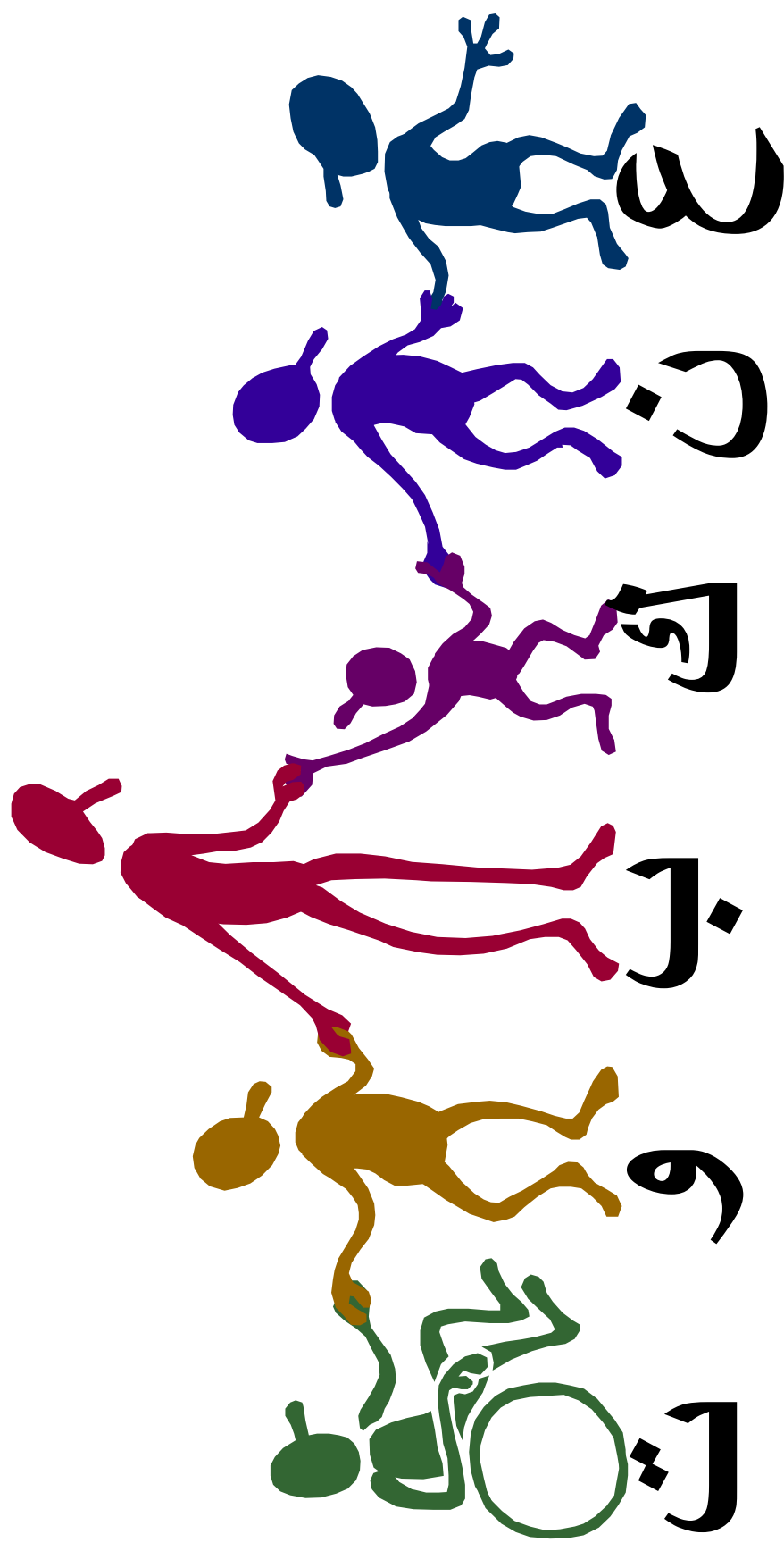
Between English and Arabic writing, find similarities and differences and how you anticipate they feel...(cursive, fluid, cursive is faster, right to left, letters change shapes)

Take Action

Ask students to investigate writing in Arabic...
Provide them with calligraphy pencils and plenty of lined paper to help them write comfortably.

Investigation

Let's connect and make a word



عنكبوت

Arabic is Cursive: letters stretching their arms!

ص ض ط ظ ف ق ل م ه

Connections
Activity:

Have alphabet cards available with instructions to try to group the letters in a certain way based on the pattern they see.

Discussion:

We have learned that Arabic writing is cursive and that letters change their shapes as they connect together. We will group the letters into 4 groups based on the kind of change they undergo when they connect.

Let's learn about the first group.

Connect:

ص ق ل م
ق ف ل م
ط ف ل م
ل م ه

Take Action

Invitation

Invite 3-4 student volunteers to demonstrate what happens to letters as they connect to make cursive Arabic writing. Have them line up side by side. Make sure to leave about 4 ft. between each one. Ask them to connect physically (hold hands). Ask them to be patient and stay still (2 min). Ask students: What did the first have to do? What did the middle ones do? What did the last one do?

After you show students how these letters stretch their arms to either or both sides, display them on the wall and ask them to investigate.

In groups:

Circle the letters above in these words:

مطفى قلم مقص ليف طفل

Investigation

Arabic is Cursive: letters sticking their teeth up!

ب ت ث س ش ن ي

Connections

Give students some names written in Arabic. Ask them to circle the 9 letters that connect by stretching their arms to both sides. Then ask them to find the 7 that stretch their arms and stick their teeth up.

ب ت ث س ش ن ي

Invitation

Write these letters based on their positions in the word:

- Beginning
- Middle
- Final

Show their shapes in *all positions* on a chart.

After showing how these letters are easily identified by their teeth and dots, circle them in the following words and then write them in their stand-alone form:

الأحد الإثنين الثلاثاء
الأربعاء الخميس الجمعة
السبت

Investigation

After learning how those letters change as they connect, connect these letters to make the names:

س ي ث ش م س ب ي ت ر

Take Action

Arabic is Cursive: letters losing their bellies!

ج ح خ ع غ

Connections

Give students names written in Arabic. Ask students to circle the 9 letters that stretch arms and the 7 that stretch their arms and stick their teeth up.
Ask them to find the 5 letters that have really big bellies. Practice how they sound.

Invitation

ج ح خ ع غ

Write these letters based on their positions in the word:

- Beginning
- Middle
- Final

Show their shapes in all positions on a chart.

After learning how those letters change as they connect, connect these letters to make the names:

خوس ي ه
ان ج ي ل ا
هوت د و غ

Take Action

After showing how these letters are identified by their teeth and dots, circle them in the following words, then write them in their stand-alone form:

الأربعاء الخميس الجمعة غاندي

Investigation

Arabic is Cursive: non-social letters refusing to connect to the left!

Connections

Activity: Write names on a sheet, like:

ماري استقان كريستوفر انجيلا جورج

Ask students to put an "X" between the letters that seem unconnected.

If those letters were connected from the right side, they'd get confused with other letters. Therefore, we don't connect them from the right.

Ask students to connect names that contain non-social letters.

مارتن اندري اماغي

Take Action

اورز دند

Invitation

If we consider all Arabic letters social because it is a cursive writing system, then what do you think we will call these letters? *Non-social!*

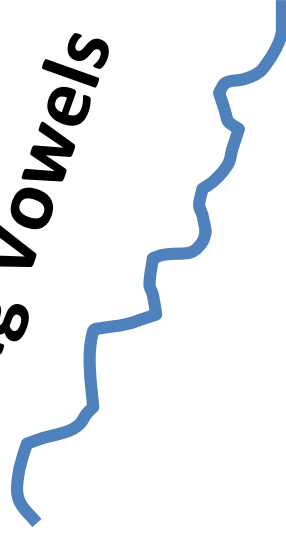
Give students names that have non-social letters and ask them to circle the non-social letters.
Ex.

أمايا اندرو مارتين

Investigation

Beware of the 6 vowels

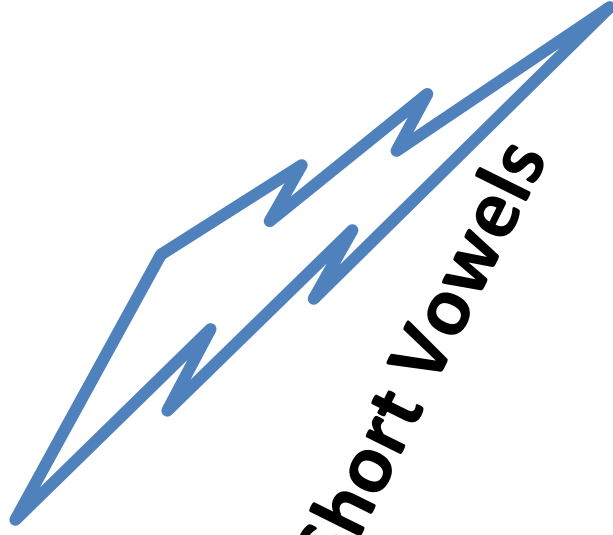
Long Vowels



ي

و

ا



Short Vowels

َ

ِ

ُ

Type-Write

Sound out

Clip

The **T**S**C**T**S**C name writing

strategy

Turn around

Substitute

Connect

Practice

Nour

Type-Write

nur

Sound out

nur

Clip

Connect

Substitute

Turn
Around

نور

ن و ر

run

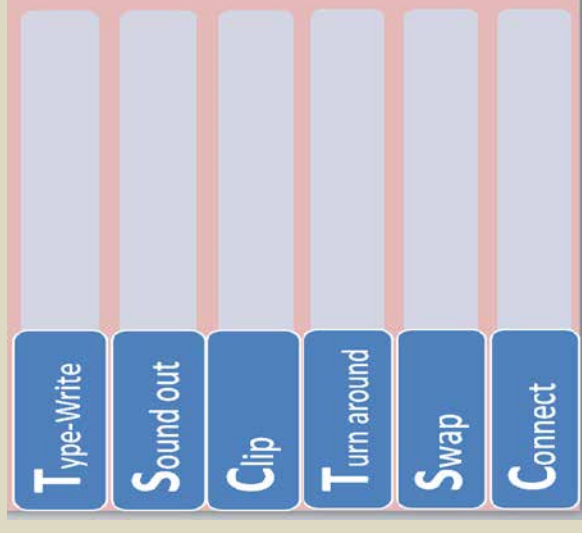
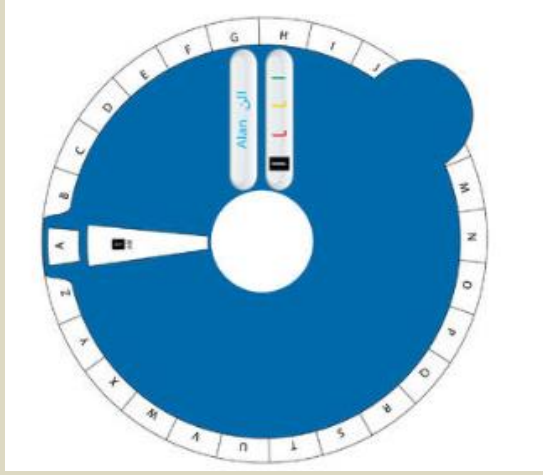


Back to Bilal!

Can you write his name in Arabic??

Yes!

Use the
TSCTSC strategy
&
Madar Al-Huruf



From writing Bilal, students will also learn that

($\text{J} + \text{I} = \text{J}$)

Type-Write

Bilal

Sound out

Clip

Turn around

Substitute

Connect

Now write your names!

Type-Write

Sound out

Clip

Turn around

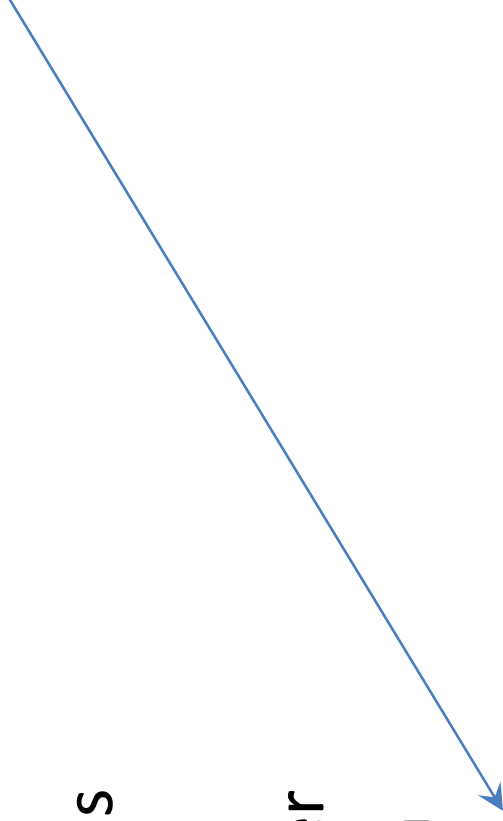
Substitute

Connect

Match

My family
My name is
My sister
My brother
I am from
My dad
My mom
I live

أبي
أنا من
أختي
أنا أسكن
أخي
أنا اسمي
أمي
عائلي



Match

My brother

My mom

My sister

My dad

أخي

أمي

أختي

أبي

Match

My name is...

أنا اسمي

I live

أنا من

I am from

أنا أسكن

Writing Assessment Level I

Arabic I Writing Assessment

You will be writing a letter to your Arabic pen pal. Today, you will fill into the empty spaces with the correct names; family names must be in Arabic, others can be in English.

مرحباً،

أنا إسمي

أنا من

أمي أبي أخي أختي

Use the TSCTSC and Madar Al-Huruf.



Strategy	أمي	أبي	أخي	أختي	Other names
T Type it					
S Sound it					
C Clip it					
T Turn it around					
S Swap it					
C Connect it					

Add if needed.

Reading Activity level 1

- Review the phonetic sounds of the Arabic letters with students, using Madar Al-Huruf. If they know the sound each letter makes they can read.

- Start the reading activity with disconnected words like:

م ا ر ت ن ا ش ل ي م ا ر ي

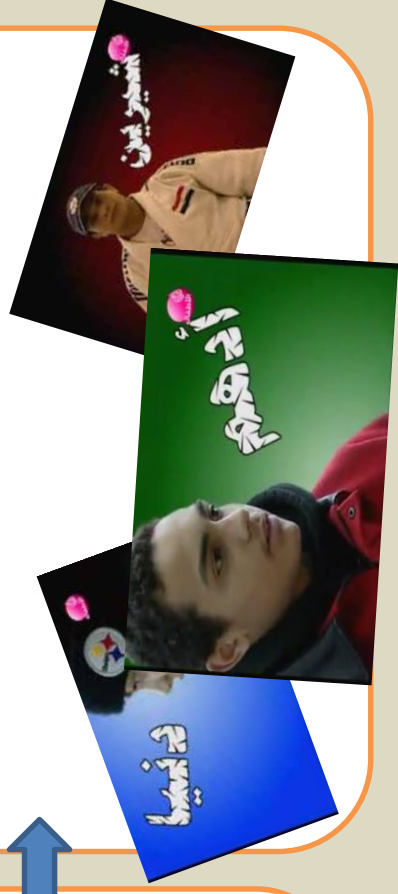
- Start scaffolding from there. Read connected names that are still familiar to them.

Like: أوباما بارني مايكل.....

- Add more familiar names as needed.

Challenge students to write their teachers' names. They love to present this to their teachers, done in calligraphy and decorated.

Read Arab names: (no "heavy" sounds like غ or ض)



Taking it Further!

(writing, listening, & reading)

From the following car logos, which one do you like?
Choose three that you like best and write their names in Arabic.



لُؤْلُؤَة

Listen to
(On page 178 in the *Ahlan wa Sahlan* textbook)

In the dealership, the salesperson shows you different cars and describes each one's nationality. Use these adjectives to fill in the spaces:

ألمانية - يابانية - كورية - أمريكية

مرحباً بكم في معرض السيارات !

هذه سيارة مرسيدس

و هذه سيارة كاديلاك

أما هذه السيارة الحمراء، فُوند

و تلك سيارة كيا

After listening to her story, proceed to the exercises on pages 179 and 180 in the *Ahlan wa Sahlan* textbook.

أسماء سيارات

	Writing strategy	Car Name	Car Name	Car Name
T	Type-Write	Mercedes		
S	Sound out	mersedes		
C	C _{lip}	mrseds		
T	T _{urn around}	sdesrm		
S	S _{ubstitute}	م ر س ي د س		
C	C _{onnect}	مرسيدس		

Level II: Taking it Further!

Connection

Q-Focus: A name can be deeply rooted and broadly reputed
Digging deeper: What are the culture, history, and origin of my first name?
Last name?

Invitations

Read Aloud: My Name is Sangoel
Where is Sangoel from?
Ana ismee... Ana min... Ana askonu fee
Ismee FaTima. Shoo ismak? (Talk about Arabic dialects like in Sudan, Lebanon...)

Investigations

Front of the Q-Wheel and English names (Lili, Williams, Mrs. Johnson...)
Beware of the nine heavy sounds
Back of the wheel & Arabic names (KhaDra, Muhammad, Sangoel...)
Calligraphy; the art of beautiful writing

Taking Action

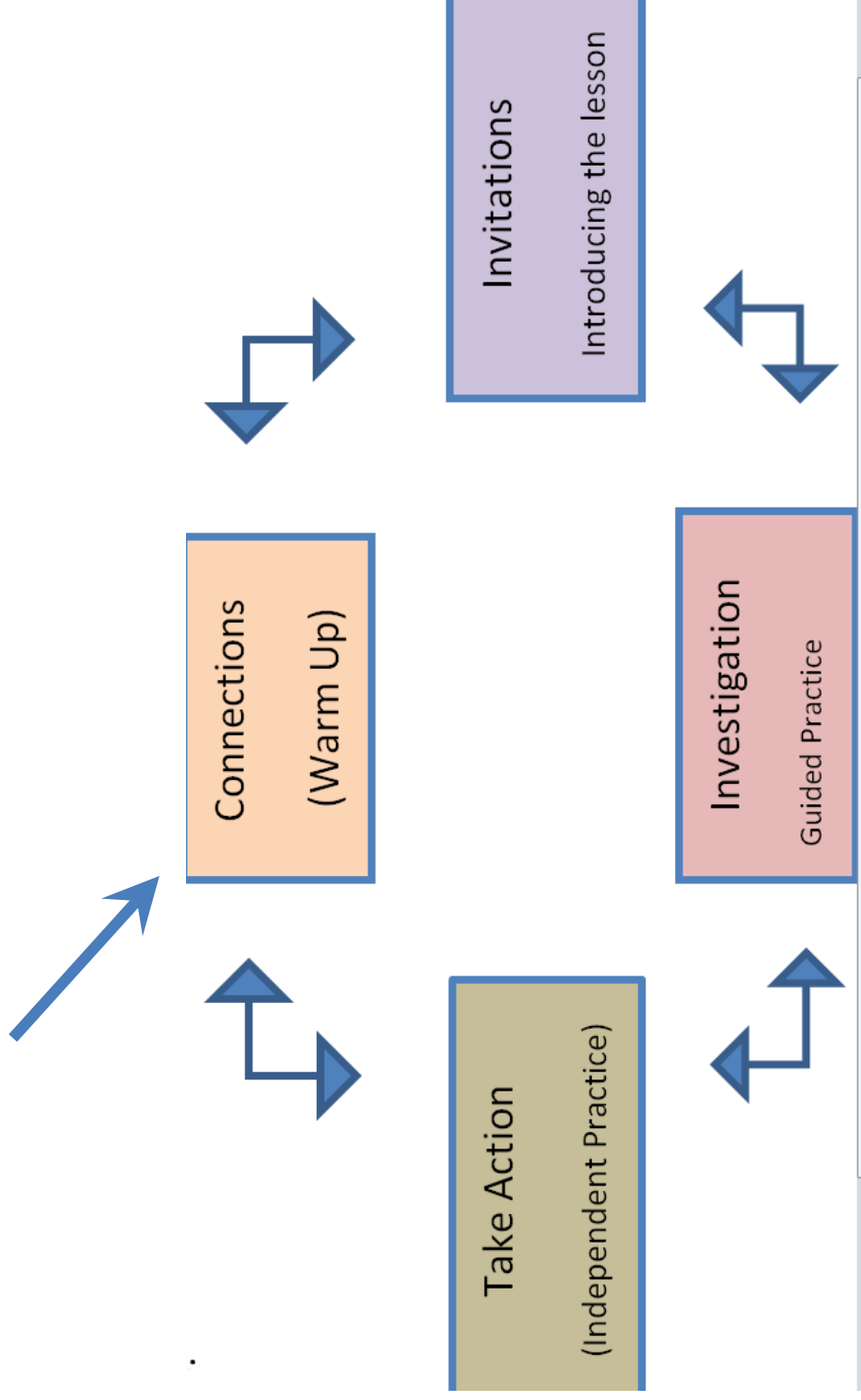
A name and a meaning; selecting an Arabic name
Would you ever change your name? (Video clip)
Read about "Dunya" from Egypt!
*Listen to **لؤلؤة***
A written presentation; writing a letter to a pen pal
An oral presentation

Objectives

Level 2

- Read a story about Sangoel's name
- Write Arab names
- Identify, recognize and use taa marboota (ة) and the "heavy" Arabic letters
- Greet each other & introduce yourself in Arabic
- Write a letter to a pen pal
- Read a short text

Our unit's inquiry cycle framework



My Q-Focus Level 2

Ask:

Make a web of students' questions about the statement:
"A name can be deeply rooted and broadly reputed."

Questions can be about language or culture!

Names in a story:

Invite students to read aloud the book "My Name is Sangoel"

Ask students to jot down all the names they hear.
(there will be at least 8 names)

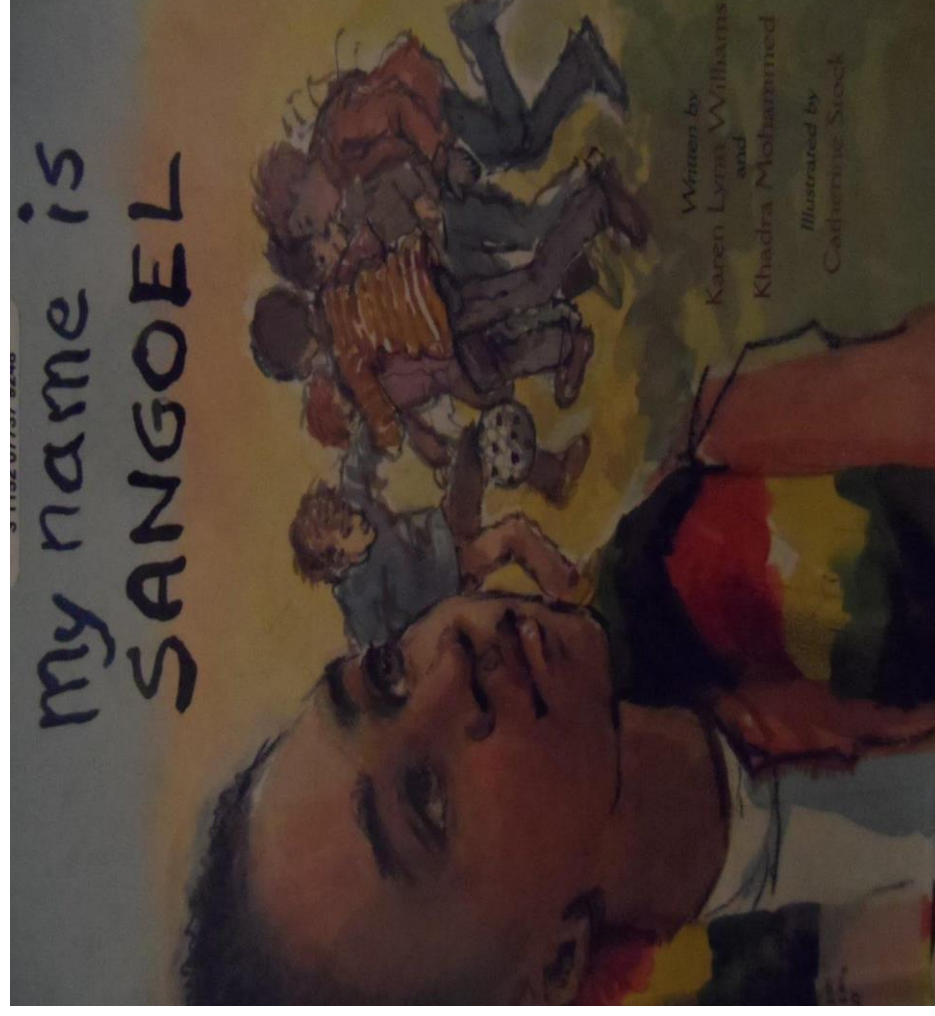
Reflect:

1. What insights do you want to add to your web? (questions, thoughts, notes, etc)
2. From the language and writing in this activity, what challenged you? What skills do you need to work on?

In partners, use the **TSCTSC** strategy and **Madar Al-Huruf** to try to write all the names you heard in Arabic.

Read: My Name is Sangoel

By Karen Lynn Williams and Khadra Mohammed



أنا اسمي فاطمة. ولدت في دبي. أنا لبنانية ولكن من أصل عراقي .

Connections

السلام عليكم ... مرحبا ... و أهلاً و سهلاً

Divide the class into 2 halves by giving one half blue cards and the other half red cards.

Red students are learning Arabic. Blue pretend to be Sangoel. Red will try to talk to Sangoel and become friends. Use culturally appropriate greetings in Arabic to welcome Sangoel. Walk around and repeat 5 times with 5 different Sangoels.

A welcoming voice message:

Use technology to record a welcoming message for refugees from the Arab world. Use phones, recorders, iPads, or computers

Take Action

Introduce the vocab words: *Invitation*

أنا اسمي فاطمة
ولدت في دبي و أنت تشرفنا

-Read the words aloud

-Walk around the room and say “أنا أنت .. أنت .. فاطمة

Students respond using the same sentence form.

-Now, combine both “أنا اسمي فاطمة” and you ?

Back to Sangoel!

Find “Sangoel” and introduce yourself using all the phrases you learned today.

Meet 3 different Sangoels. Then switch cards. Start again.

(Teacher constantly checks for understanding and accuracy)

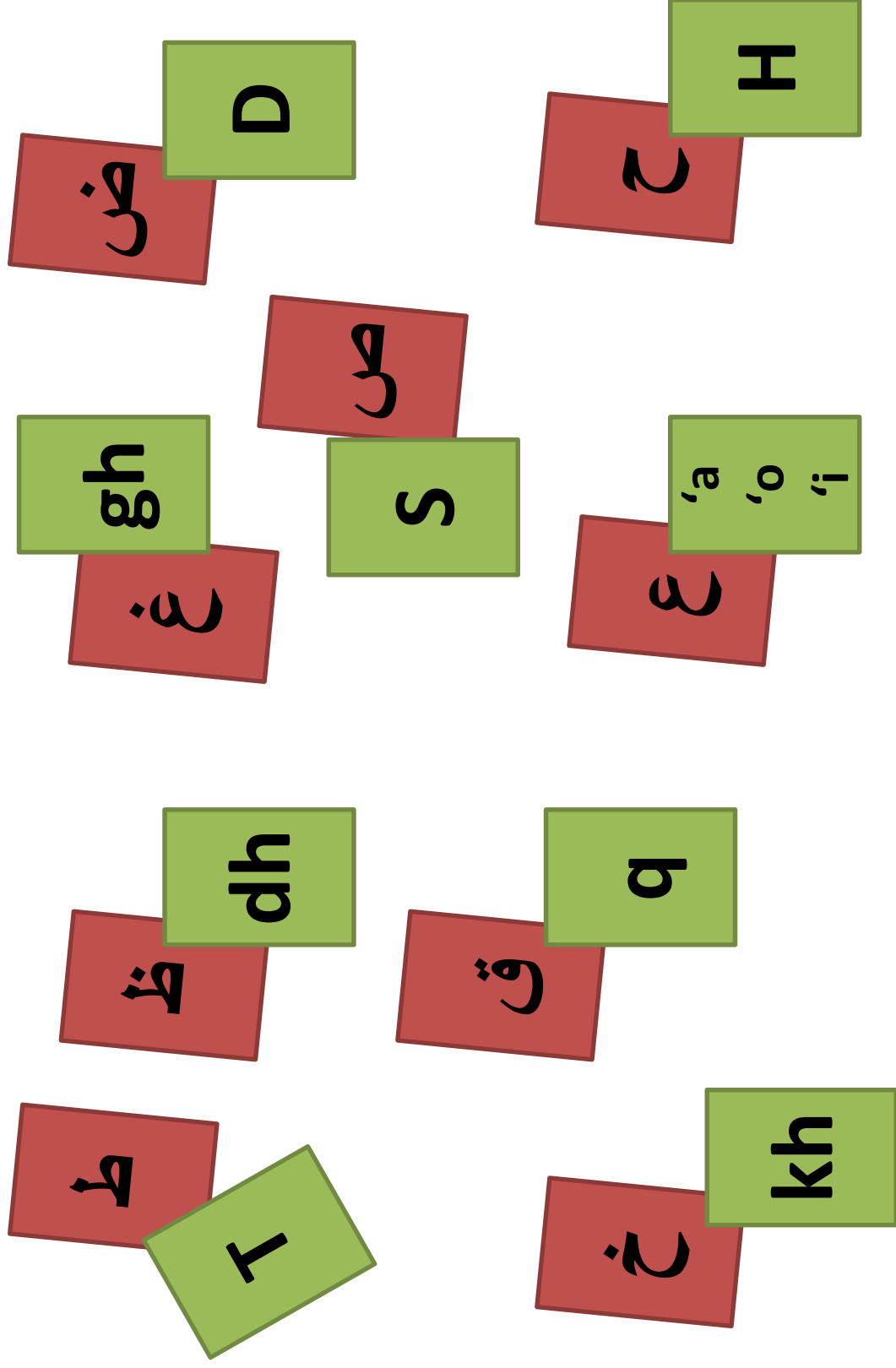
Investigation

Sketch your name like Sangoel!



How can you represent your name?

Beware of the “heavy” sounds



Arabic is Cursive

Connections

Ask *How many of you learned to write in cursive? How many still write in cursive? How many of you never learned cursive?*
Tell students about what science has to say about the benefits of practicing penmanship and cursive writing (Practice connected squiggles from right to left).

Invitation

- Tell students that Arabic gives you no choice between cursive and non-cursive - you **MUST** write in cursive.
- Invite them to write the sentence: "My name is" in Latin cursive (as best they can!).
- Write it in Arabic: أنا اسمي



Compare and Contrast

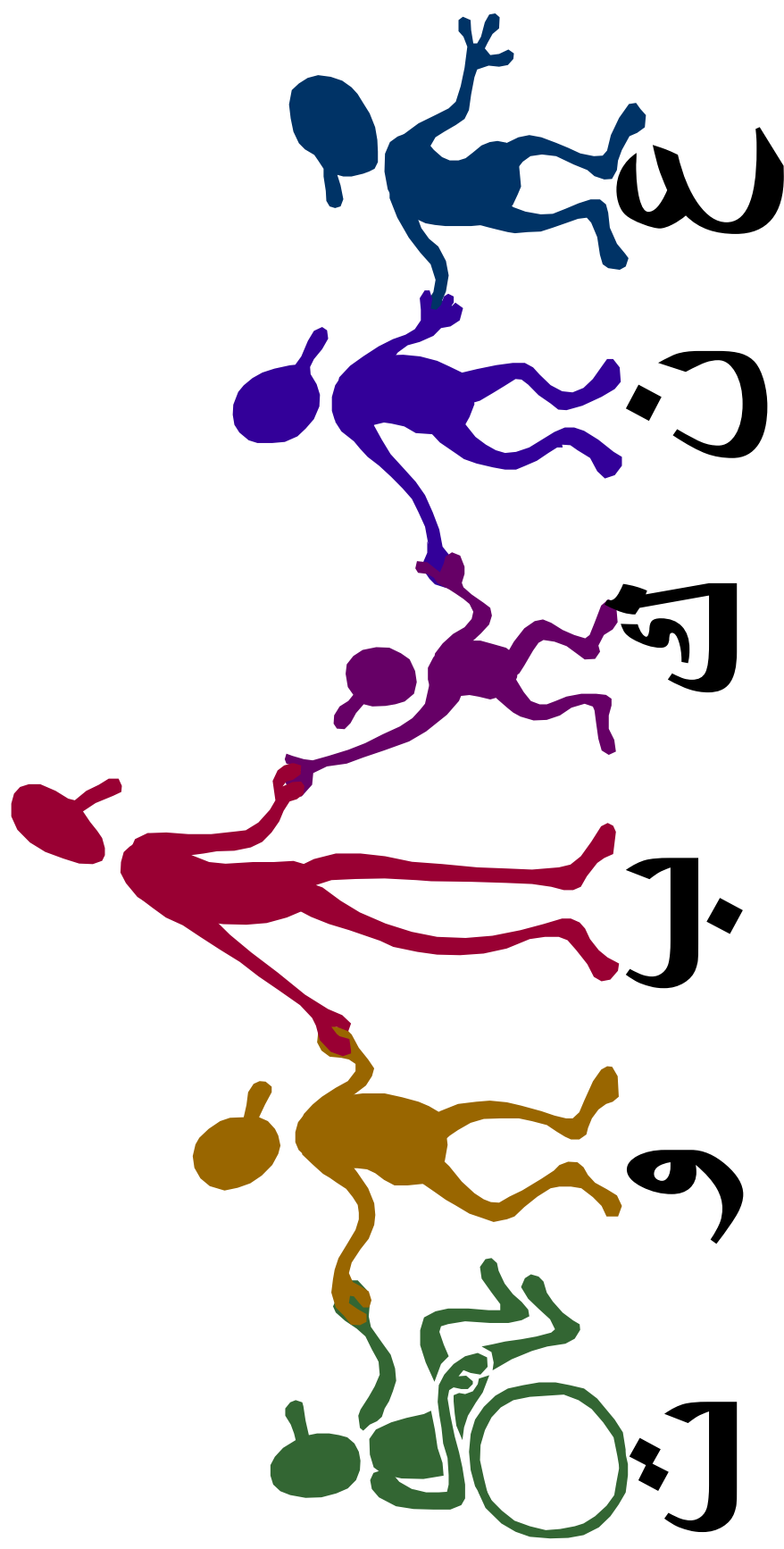
Between English and Arabic writing, find similarities and differences and how you anticipate they feel...(cursive, fluid, cursive is faster, right to left, letters change shapes)

Take Action

Ask students to investigate writing in Arabic...
Provide them with calligraphy pencils and plenty of lined paper to help them write comfortably.

Investigation

Let's connect and make a word



عنكبوت

Arabic is Cursive: letters stretching their arms!

ص ض ط ظ ف ق ل م ه

Connections
Activity:

Have alphabet cards available with instructions to try to group the letters in a certain way based on the pattern they see.

Discussion:

We have learned that Arabic writing is cursive and that letters change their shapes as they connect together.
We will group the letters into 4 groups based on the kind of change they undergo when they connect.

Let's learn about the first group.

Connect:

ص ق ل م
ف ه م
ط ف ل
م ل م ه م

Take Action

Invitation

Invite 3-4 student volunteers to demonstrate what happens to letters as they connect to make cursive Arabic writing. Have them line up side by side. Make sure to leave about 4 ft. between each one. Ask them to connect physically (hold hands). Ask them to be patient and stay still (2 min). Ask students: What did the first have to do? What did the middle ones do? What did the last one do?

After you show students how these letters stretch their arms to either or both sides, display them on the wall and ask them to investigate.

In groups:

Circle the letters above in these words:

مصطفى طليق قلم مقص ليفي طفل

Investigation

Arabic is Cursive: letters sticking their teeth up!

ب ت ث س ش ن ي

Connections

Give students some names written in Arabic. Ask them to circle the 9 letters that connect by stretching their arms to both sides. Then ask them to find the 7 that stretch their arms and stick their teeth up.

Invitation

ب ت ث س ش ن ي

Write these letters based on their positions in the word:

- Beginning
- Middle
- Final

Show their shapes in *all positions* on a chart.



After learning how those letters change as they connect, connect these letters to make the names:

س ي ث ش م س ب ي ث ر

Take Action



After showing how these letters are easily identified by their teeth and dots, circle them in the following words and then write them in their stand-alone form:

الأحد الإثنين الثلاثاء
الأربعاء الخميس الجمعة
السبت

Investigation

Arabic is Cursive: letters losing their bellies!

ج ح خ ع غ

Connections

Give students names written in Arabic. Ask students to circle the 9 letters that stretch arms and the 7 that stretch their arms and stick their teeth up.
Ask them to find the 5 letters that have really big bellies. Practice how they sound.

Invitation

ج ح خ ع غ

Write these letters based on their positions in the word:

- Beginning
- Middle
- Final

Show their shapes in all positions on a chart.

After learning how those letters change as they connect, connect these letters to make the names:

خوس ي ه
ان ج ي ل ا
هوت دو غ

Take Action

After showing how these letters are identified by their teeth and dots, circle them in the following words, then write them in their stand-alone form:

الجمعة الأربعا الخميس غاندي

Investigation

Arabic is Cursive: non-social letters refusing to

connect to the left!

Connections

اورز دند

Invitation

Activity: Write names on a sheet, like:

ماري استقان كريستوفر انجيلا جورج

Ask students to put an "X" between the letters that seem unconnected.

If those letters were connected from the right side, they'd get confused with other letters. Therefore, we don't connect them from the right.

Ask students to connect names that contain non-social letters.

مارتن اندري امارغي

Take Action

If we consider all Arabic letters social because it is a cursive writing system, then what do you think we will call these letters? *Non-social!*

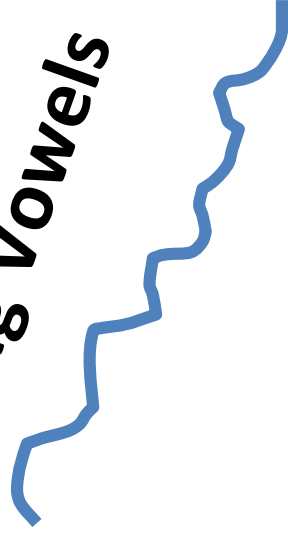
Give students names that have non-social letters and ask them to circle the non-social letters.
Ex.

أمايا اندرو مارتين

Investigation

Beware of the 6 vowels

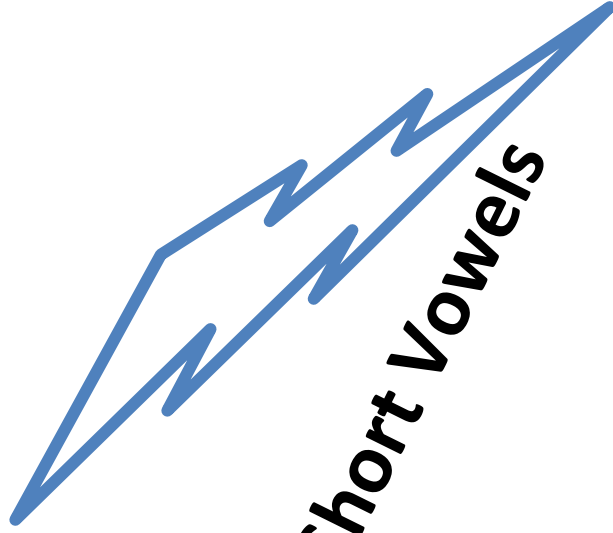
Long Vowels



ي

و

ا



Short Vowels

َ

ُ

ِ

Type-Write

Sound out

Clip

The **T**S**C**T**S**C name writing

strategy

Turn around

Substitute

Connect

Practice

Nour

Type-Write

nur

Sound out

nur

Clip

Connect

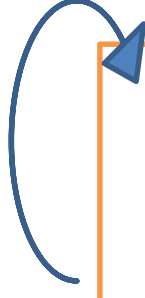
Substitute

Turn
Around

نور

ن و ر

run



Back to Sangoel!

Can you write his name in Arabic??

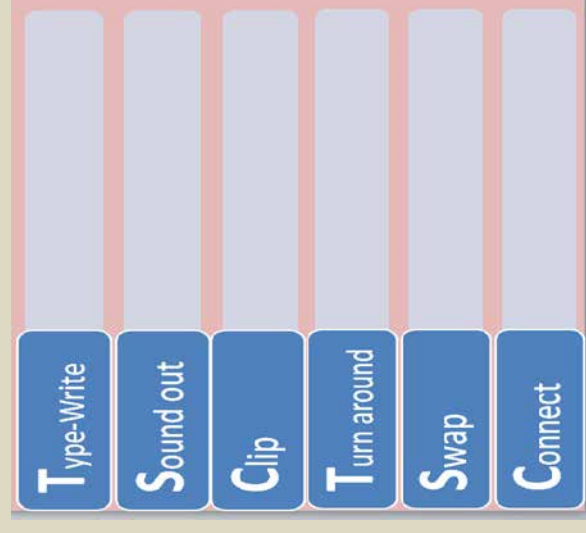
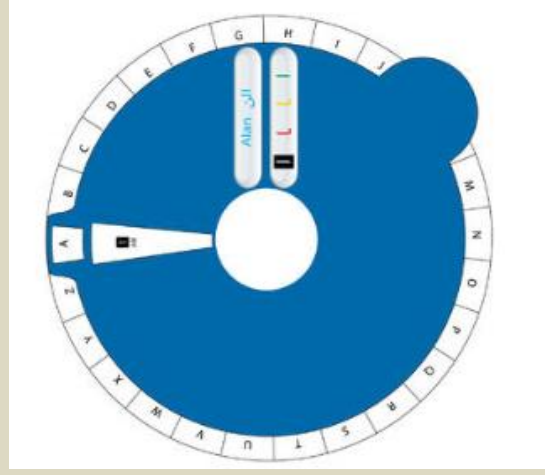
Yes!

Use the

TSCTSC strategy

&

Madar al-Huruf



Type-Write

Sangoel

Sound out

Clip

Turn around

Substitute

Connect

Now Write Your Last Name!

One of the questions students ask repeatedly is, “Do Arabs take the mother’s last name or the father’s last name? Why?” Let’s learn about Arabic last names, and compare with your culture’s last names.

Invite students to read the short text about Arabic last names on page 80 from the *Ahlan wa Sahlan* textbook.

Students write their last names in Arabic.

Use Madar Al-Huruf and the TSCTSC strategy if needed.

On a Venn diagram, compare Arabic last names with what you know about your culture’s last names.
(students might need to do a quick online search about their last names or ask parents or grandparents)

Arabic Last Names

Arabic last names generally refer either to place of origin, profession, an attribute acquired by one of the forebears of the family, or the person's father's and/or grandfather's names. For example, the surname **مارتيني** in the main reading passage is derived from the name of a small town in northern Syria near the city of **إدلب** called **مارتين**. As you can see, the name is a **نسبة**, or adjective, derived from the name of the town itself **مارتين**.

Similarly, the surname **نابلسي** refers to **نابلس**, a town on the West Bank of the Jordan River. The surname **صايغ** is the word for a profession (goldsmith). Some names are composed of two or more proper names. The second name is usually the father's first name and the third one is the grandfather's first name (e.g., the man's name **نزار أحمد** pictured below). In regions like the Arabian Peninsula and North Africa, some names may have the word **بن** for 'son of' inserted after the first name, which explicitly shows the relationship (e.g., **عبّاس بن مسعود** 'Abbas bin mas'ud').



صالِح



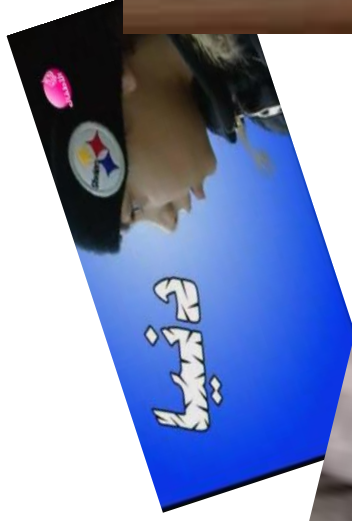
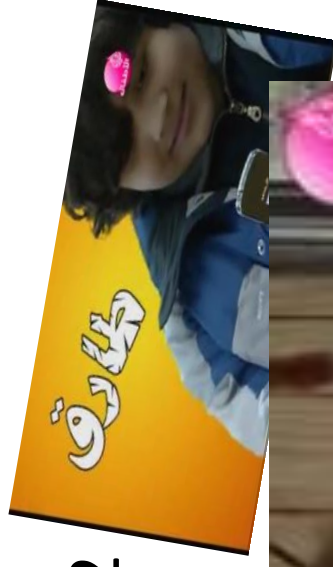
أحمد



نزار

Alosh, Mahdi (2009). Ahlan wa Sahlan, Functional Modern Standard Arabic for Beginners. 2nd Ed.

Reading Activity Level 2



Writing Assessment

Level II

Arabic 2 Writing Assessment: أكتب رسالة!

Write a letter to an Arabic pen pal telling him a little in general about your self and your family members. First thing we introduce to people is our name, so make sure you include the following in your first letter to him/her:

- Culturally Appropriate Greeting
- Your first name
- Your last name
- what is your Arabic "nickname" that you chose to yourself
- Where you are from originally, where you live, where you study
- Names of your family members that live with you
- *Beautiful handwriting, underline the word that you need to check later, sketch the one you don't know*

Verbs
أُسكن
أُدرِس
أُحب

Preposition
مَعَ
فِي

إِسْم / إسمي
الْبَيْت

Word Banks

جَدِّي	جَدِّي	أُخِي	أُمِّي	عَمِّي
عَمِّي	أُخِي	أُمِّي	ابْن	son
أُمِّي	أُخِي	أُمِّي	أُمِّي	my uncle
أُمِّي	أُخِي	أُمِّي	أُمِّي	my aunt

Taking it Further!

(writing, listening, & reading)

From the following car logos, which one do you like?
Choose three that you like best and write their names in Arabic.



لُؤْلُؤَة

(On page 178 in the Ahlan wa Sahlan textbook)

In the dealership, the salesperson shows you different cars and describes each one's nationality. Use these adjectives to fill in the spaces:

ألمانية - يابانية - كورية - أمريكية

مرحباً بكم في معرض السيارات !

هذه سيارة مرسيدس

و هذه سيارة كاديلاك

أما هذه السيارة الحمراء، فُوندَا

و تلك سيارة كِيا

After listening to her story, proceed to the exercises on pages 179 and 180 in the *Ahlan wa Sahlan* textbook.

أسماء سيارات

	Writing strategy	Car Name	Car Name	Car Name
T	Type-Write	Mercedes		
S	Sound out	mersedes		
C	Clip	mrseds		
T	Turn around	sdesrm		
S	Substitute	م ر س ي د س		
C	Connect	مرسيدس		

Discussion and Implication

So What?

Writing as a Vehicle for Service Learning: According to Dean (2000), “While the social turn in composition underscores the need to encourage multicultural awareness and understanding in our classrooms, community-based writing takes the next logical step of asking students to cross cultural and class boundaries by collaborating with community partners who often inhabit subject positions different from those of the students”. Despite the fact that the students are novice learners, they should understand the purpose behind learning. Helping students see the noble goal of reaching out to the community with their knowledge is powerful. Level I students write the names of their communities in the new language while Level II students cross borders by writing messages to their pen pals.

Inquiry Works: It works with all kinds of learners and can be integrated within the curriculum. Slow learners who take longer to grasp the alphabet are given extended time as they use the TSCTSC strategy and Q-Wheel and experience writing for a purpose. This unit is a conceptual approach rather than a set of activities around a specific topic. Thus, it can be applied in any unit. The lessons can be re-taught as needed.

Resources

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Children's Literature

Mobin-Uddin, Asma (2005). *My name is Bilal*. Honesdale, PA: Boyds Mills Press.

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Videos & images

(اسماؤنا حكاية و ثقافة) (استماع)

<http://www.youtube.com/watch?v=BQZZuErZZCY>

(نحن نعرفكم على اسمائنا) (قراءة)

<http://www.youtube.com/watch?v=B944xes6Du0>

الجزيرة للأطفال 1 2 أطفال المهجر

Images from Sudan "The Journey So Far" from Aljazeera

http://www.aljazeera.com/photo_galleries/programmes/2011918845074976.html