كتاب ألف باء

الوحدة الثانية

المطلوب من الطلاب قبل الحضور إلى الصف:
- دراسة ص 29-39 والقيام بعمل تمرين 6-11 على الويب.
- مشاهدة فيديوهات كتابة "و" و"ي" والحركات ثم التدرب على كتابة الحروف في كتاب ألف باء.
- القيام بتمرين 1 و 7 على الويب.
- تسليم تمرين 4 و 5 و 10 مكتوبة إلى الأستاذ.
- إعداد تمرين 14 للحصة.

أهداف الحصة:
- التركيز على الحروف الجديدة ب "ث و ي" وتتكرر عليها في السماع والنطق والكتابة.
- مراجعة التحليات واستخدامها في حوارات قصيرة بين الطلاب.

الخطوات المتّبعة:

التسخين: (10 دقائق) فيديو "شو اسمك" لصاحب
- قام الأستاذ بتشغيل الفيديو (youtube.com/watch?v=zolx-3Olppz) الأول الجزء مع الطلاب.

T: shuu hada? What is she saying?
S: What is your name?
S2: shuu ismak?
T: This is SabaH, she’s a very famous singer almost in her 90s now. So, وجه سوأمها الثاني إلى طالب معين) shuu ismak?
S: ismii ____.

- أشار الأستاذ أنه كان يريد الطالب أنّ يكرر السؤال:

S: shuu ismAk? (The A sound was like the “o” in “block”).
S: shuu ismak?
T: ممتاز. So, kiifkum?
Ss: Kwayis.

- رد أحد الطلاب بكلمة "تعبان".

T: OK, bravo. ta’baan. ta’baan.

طلب الأستاذ من الطلاب تكرار الكلمة وكان عند بعضهم مشاكل بالعين. فقال الأستاذ:

T: OK, love your 3ain, let me hear it again.

- ثم تنقل الأستاذ بين الطلاب طالبا تكرار الكلمة لوحدها وقال الأستاذ الكلمة عدة مرات حتى يسمع الطلاب الصوت الصحيح. ووصل إلى بنت قالت إنها "تعبان" فطلب الأستاذ منها التكرار والتصحيح الذاتي وعندما قالت "تعبان" طلب الأستاذ مساعدة من الطلاب الآخرين. قال أحد الطلاب إن هذه الطالبة "تعبانة".
- What is the difference between the fatHa and the kasra?
- What happens if you put a short vowel on a long vowel?
- Why isn’t there a sound for a sukuun?
- Do I put short vowel on a consonant that has a long vowel? Such as بَبِّ? Do I write a fatHa on the first ب?

(www.youtube.com/watch?v=joaa_H3j0M)

The goal of the activity: reviewing the Arabic alphabet and introducing the short vowels: fatHa, kasra, damma.

The teacher activated the video, asked the students to repeat the sounds, and then asked them what was the correct answer. After that, the students were asked to find and name the short vowels in groups of two.

Question: Do we remember where these texts are from?
Student: The Qur'an, the Bible, and children's book.
Teacher: OK, good, let us go through and see if we can find the short vowels. In groups of 2, please go through and find and name the short vowels.

Exercise 9: Working with texts in pages 5-6 (5 minutes)

The goal: the students will learn to recognize the short vowels.

Teacher: Do we remember where these texts are from?
Students: The Qur'an, the Bible, and children's book.
Teacher: OK, good, let us go through and see if we can find the short vowels. In groups of 2, please go through and find and name the short vowels.

- Problems:
  - Sometimes in filling the blanks in the text, the students put the fatHa instead of the kasra.
  - There may be a question in the text asking about the long fatHa in the Qur'an: "If it goes long...". And this question is a long written question.
  - Another student may ask about the writing of the movements when the sound is long. For example, the word "باب" does not need an fatHa for the long fatHa in the movement of the word "باب".

Proofreading: (2 minutes)

The goal: focusing on the new and old movements and writing "ب" while it is needed.
T: maashii. OK, I need 7 Ss right now. Everyone will go to the board, so I need to see 7 now, but everyone will get a chance. So (to the Ss who went to the board) draw your line, because we want to see where the word goes on the line.

الكلمات والمشاكل:

- بابی
  - T: OK, did I say “baabi”? (one S had written بابِ).
  - (Another S wrote بِبي. OK, what about here? I said “baabii”. What have you written? Can you read this for me?
  - T: I said “baabii” and I see “naanii”.
  - One S wrote an extra tooth without any dots. OK, don’t forget the dots. The dots are like the salsa with tacos. Do you eat tacos without salsa?
- ثُبوت
  - (T said it at least 5 times slowly before going around to correct Ss)
  - OK, did I say “thuubuut”?
  - OK, good, but the ث needs a short vowel on it.
- ثَبيت
  - Again, T said it at least 5 times before correcting Ss.
  - يوبي? What did I say? What did I say? Everyone? Ss: tuubii. T: OK, good, let’s see that here. This shows you the things we need to work on. See the importance of where the dots are? T also corrected the shapes of some of the letters Ss at the board were writing.
- ثَبات
  - OK, everyone at their seats. Keep saying it to yourselves as you write these things. We need to work on this a little bit more, guys, this needs more work.
- تَبيت
  - OK, did I say “taabiit”? (S had written تابيت)
  - No, so you need to focus on the difference between the long and short vowels.

تمرين 13 في ص 39 (8 دقائق)

الهدف: تثبيت كتابة الحروف الجديدة وربطها ببعض و هذا التمرين يتعلق بالإملاء السابق.
T: So now you have seen how some of these letters connect when you hear them. Now let us see how we connect letters which are by themselves. Open your books to pg. 39 Drill 13. Pronounce these out loud as you write them. I want to hear how you say them.

مشاكل:

- بعد الحروف عن بعضها البعض في نفس الكلمة وبين الكلمات
- كان بعض الطلاب يريدون أن يعرفوا إذا كان بإمكانهم أن يكتبوا نقطة بدلاً من خطوط في كتابة التاي والباء والثاء فأخبرهم الأستاذ أنه يفضل ألا يقوموا بكتابة النقط لأن هذا يسرع عملية الكتابة.

تمرين 12 في ص 39 (7 دقائق)

الهدف: التدرب على قراءة الحروف وانتاج الأصوات الجديدة:

T: OK, good now I’d like you to work on Drill 12. Help your partner with the pronunciation and distinguishing between the short and long vowels. Do this with a partner.
لمساعدة الطلاب على التصحيح الذاتي كرر الأستاذ أجزاء الكلمة كالتالي:
S: “thaabiit”. T: “thaa? thaa?” (T repeated until S repeated the entire word with correct pronunciation of the second syllable).

التحيات: (5 دقائق)

الهدف: التدرب على استخدام التحيات في التعرف والتعارف

T: OK, so let’s think about what we heard in the video yesterday. How did they greet each other?
S: marHaba.
T: Bravo. What else?
S2: shuu ismak?
T: OK, what else did we hear?
S3: ash-shaam.
T: Bravo. shuu kamaan? shuu kamaan? Anything else?
Ss: inte min ween?
T: OK, mumtaaz. So now, let’s imagine that we are in the Middle East, walking down the streets, and that we are meeting people for the first time. The purpose of this activity is to get to know as many new people in the class as possible. So walk around, get to know a friend, then move on and meet someone else.

العبارات التي تستخدمها الطلاب في حواراتهم:
- شو اسمك؟
- انت من وين؟
- السلام عليكم
- مرحبا
- كيفك؟
- شو اسم حضرتك؟

T: See what you can do in Arabic after 1 week? Just imagine what you’ll be able to do after 1 year.

الختام: الفيديو باللهجة المصرية (5 دقائق)

الهدف: تعرض الطلاب إلى اللهجة المصرية والتركيز على التحيات المشتركة والمختلفة.

OK, so you know that we have both Levantine and Egyptian in the book, but we have been focusing mainly on Levantine. Let’s listen to the dialogue in Egyptian and see how much we understand.

وضع الأستاذ الفيديو وسأل الأستاذ عمَّا سمعوه:
T: OK, so how much did we understand? (Ss responded positively, i.e. that they understood a lot.) Good, so what were some of the differences? How did they say the formal in Levantine?
Ss: HaDertak.
T: Good, and how did they say it here?
Ss: HaDaritak.
T: Mumtaaz. Unfortunately, we are out of time today. But if you have extra time, listen to the other videos. We will be focusing on one dialect only – Levantine – but you can listen to the others to train your ears and see the differences between the two.