لهجتي والفصحى - MY DIALECT AND MSA 7-10 YEARS OLD

Ages 8 to 10

Description:	Help the learner practice their reading and data handling skills and discover the similarities and differences between your dialect and Modern Standard Arabic (MSA)
Leading question:	How is my dialect different from (and similar to) MSA?
Age group:	7-10 years old
Subjects:	Arabic language, mathematics
Total time required:	30-60 mins a day for 4 days (total of ~2-4 hours)
Self-guided / Supervised activity:	Supervised by parents / guardians
Resources required:	Notebook or chart paper, pen/pencil, ruler, color pens, Arabic textbook or other age-appropriate literary source

Day	Time	Activity and Description
1	10 minutes	The learner will browse his or her Arabic textbook or other book for a poem or short story to read together. The learner will read it aloud. If he or she cannot read yet, you can: - Read it to them - Browse the book for images from "look and describe" activities as shown below, or - Listen to audio clips of short stories if internet access is available
	15 minutes	Discuss the poem/short story/picture with the learner and ask them to explain what they understand or see. Correct them if needed and explain to them the words they got wrong, if any, then ask them to read the poem again and "translate it" to your dialect. If you are listening to an audio clip, ask them to write down some words from the story and then ask them to name the equivalent word is in your dialect If they are describing a picture, you can ask them a couple of questions as shown below. Ask them to respond in MSA to the extent possible. Record their responses and highlight some words for discussion. You may also use this image:

Source: https://pixabay.com/illustrations/spring-lamb-happy-outdoor-meadow-2920471/
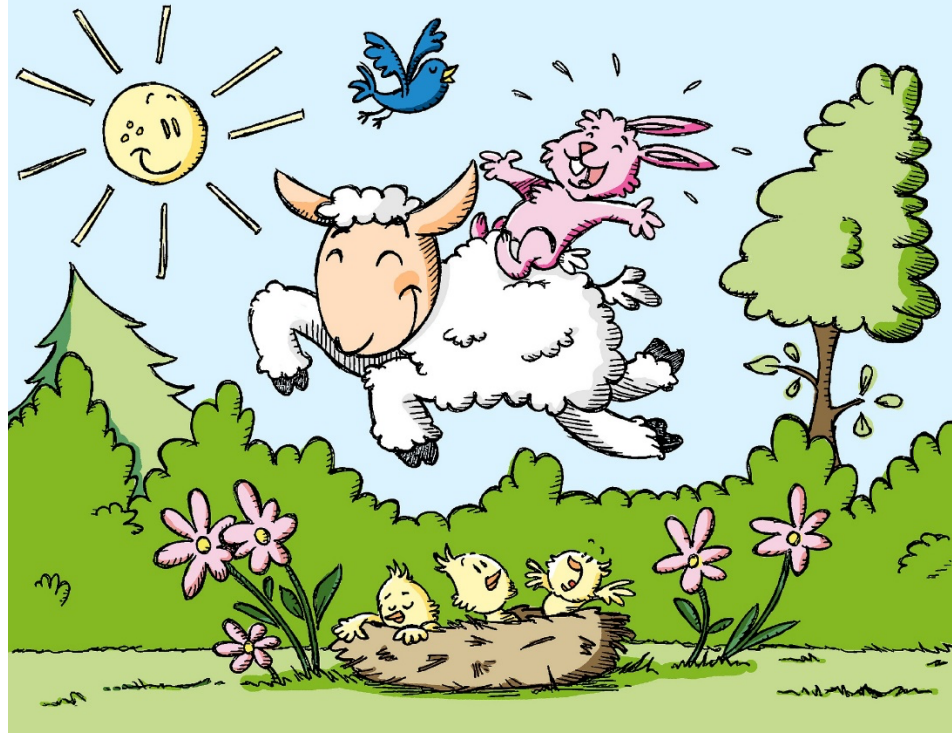
Questions:
ماذا ترى في الصورة؟
لماذا الأرنب سعيد؟
ماذا يفعل الخروف؟
كم حيواناً في الصورة؟
كم زهرةً في الصورة؟

The learner will reflect on the following: what did you think about this activity? Was it easy/hard? Were there any words that we use in our dialect? What words were familiar (from our dialect) and what words differed?

Explain that the Arabic language is spoken by millions of people in over 20 countries and that there is a lot of variation in how we speak Arabic because of how diverse we are as a region and how our dialects are influenced by many other languages, both native and regional - tell him or her, for example, that the word شنطة used for bag in many dialects actually has Turkish and Persian origins and that the MSA word is حقيبة.

Optional: The learner will try to think of other examples to show how diverse different dialects are compared to one another. e.g. is the same word for "light/light bulb" used in the Qatari and Syrian dialect? (use any dialects he or she is familiar with)

5 minutes

(5 minutes)

| 2 | 10 minutes | Explain to the learner that he or she will undertake a project to see how similar or different your dialect is compared to MSA. Share the assessment criteria with the learner

Using a pen/pencil and a ruler, create a table in a notebook or chart paper to record:
1. Word in MSA
2. Corresponding word in dialect
3. Class of word (noun, verb, pronoun etc.)
4. Similarity or difference

Template: |

مختلف Different	متطابق Similar	الكلمة باللهجة العامية Word in dialect	الكلمة باللغة العربية الفصحى Word in MSA	الرقم No.
	✓	كتاب	كتاب (Book)	1
✓		سيكل/عجلة	دراجة هوائية (Bicycle)	2
✓		طلع	صعد (He went up)	3

	10 minutes	The learner will look for another short story, poem, or image from the learner's textbook or any other book, magazine etc. and repeat yesterday's exercise.
	5 minutes	Discuss the story/poem/image with the learner and ask about the words they understood and those they did not understand and explain those.
	10 minutes	The learner will write some words from the story/image in the table and fill in the other columns. Guide him or her in identifying the corresponding word in your dialect. You may want to write the words in dotted lines and ask the learner to trace them for writing practice if they cannot write yet.
3	30-40 minutes	The learner will repeat day 2 activity with two additional short stories/poems/images of his or her choice. Make sure the learner is allowed to read independently, and only interject to correct them when they make an error. If the learner does not find additional stories or poems engaging and you have access to television or Arabic video clips on a phone, tablet, laptop etc., you can have them repeat the activity with: • Short clips or movies in MSA • Short clips or movies in a familiar dialect (this will require him or her to flip the order of translation and translate from dialect to MSA)

		After finishing each story, poem, or clip, create a table and have them fill it out Another alternative is to ask the learner to have daily conversations for at least one hour with you or other family members or friends (via audio messages/phone calls) in MSA and note down all the words he or she uses then find their equivalent in the dialect.
4	10 minutes 5 minutes 15 minutes	The learner will count the number of check marks in the similarities and differences columns for each story and write the total. The learner can do other mathematical activities as well. For example, if he or she is 9-10 years old, you can ask him or her to show you how we can get the total number of words collected from all the tables by using multiplication instead of counting (if you have the same number of words per table, you can use arrays (الشبكات) to find the total – " you have 10 words and 3 tables, instead of counting the words in each table, just do 10 x 3 = 30 words)" The learner will present their findings to the family from the completed tables: - How many words are similar/different in the short story/poem/image activity? - Were there some words that look the same in MSA and the dialect, but are pronounced differently? Have a discussion with the learner around their results: - Do you think our dialect is similar or different compared to MSA? Why or why not? - Were the MSA words used in stories or movies more or less similar to our dialect compared to poems, or was there no difference? How do you know this?
Assessment Criteria:		- Correct pronunciation while reading stories and poems with inflections - Completion of a minimum of 3 short stories, poems, and/or movies - The story/poem/movie should require at least 30 minutes to complete - They should be age-appropriate for the learner - They should have at least one life skill or value embedded - Completion of 3 tables for each story/poem/movie: - The tables must contain total similarities/differences for each source - The words should be either nouns or verbs. Limit the use of حرف words such as من، إلى etc. - Presentation of tables. Learners must: - Discuss what sources they used and read the list of MSA words - Discuss and compare the total number of similarities and differences - Give their conclusion on whether the dialect is different/similar to MSA

Learning outcomes:	- Practice reading skills in MSA - Learn Arabic vocabulary

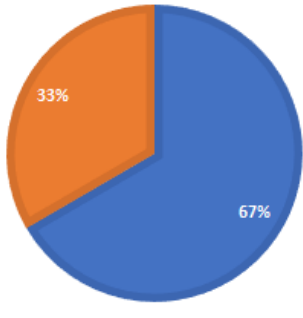|	- Practice addition and multiplication up to one-digit (optional/advanced)
Required previous learning:	Grade 1-4 Arabic: - Basic word reading - Knowledge of at least 1 dialect (preferably native) - Counting, addition, and multiplication (optional/advanced)
Inspiration:	n/a
Additional enrichment activities:	- You can add another dialect the learner is familiar with, if any, and compare which dialect is closer to MSA. - You can ask the learner to perform more advanced mathematical operations using data from the tables

Description:	Help the learner practice their reading and data handling skills and discover the similarities and differences between your dialect and Modern Standard Arabic (MSA)
Leading question:	How is my dialect different from (and similar to) MSA?
Age group:	11-13 years old
Subjects:	Arabic language, mathematics
Total time required:	40 mins-2 hours a day for 4 days (total of ~2.6-4.2 hours)
Self-guided / Supervised activity:	Supervised by parents / guardians
Resources required:	Notebook or chart paper, pen/pencil, ruler, color pens, Arabic textbook or other age-appropriate literary source

Day	Time	Activity and Description
1	10 minutes	The learner will browse his or her Arabic textbook for a poem or short story to read
	10 minutes	The learner will write in a notebook or piece of paper what the main idea and message of the story or poem. Correct them and explain to them the words they got wrong, if any, then ask them to read the poem again and "translate it" to your dialect
	20 minutes	The learner will reflect on and write down the following: - What did you think about this activity? - Was it easy/hard? Why? - Were there any words that we use in our dialect? - What words were familiar (from our dialect) and what words differed?
	5 minutes	Explain that the Arabic language is spoken by millions of people in over 20 countries and that there is a lot of variation in how we speak Arabic because of how diverse we are as a region and how our dialects are influenced by many other languages, both native and regional - tell him or her, for example, that the word شنطة used for bag in many dialects actually has Turkish and Persian origins and that the MSA word is حقيبة.
	(5 minutes)	Optional: the learner can write down other examples to show how diverse different dialects are compared to one another. e.g. is the same word for "light/light bulb" used in the Qatari and Syrian dialect? (they may use any dialects they are familiar with, if any)
2	10 minutes	The learner will undertake a project to see how similar or different their dialect is compared to MSA. Share the evaluation criteria with the learner before starting the project so they know how they will be assessed Using a pen/pencil and a ruler, ask them to create a table in their notebook or chart paper to record: 5. word in MSA 6. corresponding word in dialect

7. class of word (noun, verb, pronoun etc.)
8. similarity or difference

Template:

% الاختلاف % Different	% التطابق % Similar	النوع Word class	الكلمة باللهجة العامية Word in dialect	الكلمة باللغة العربية الفصحى Word in MSA	الرقم No.
	✓	اسم (Noun)	كتاب	كتاب (Book)	1
✓		اسم	سيكل/عجلة	دراجة هوائية (Bicycle)	2
✓		فعل (Verb)	طلع	صعد (He went up)	3

5 minutes	The learner will revise word classes in Arabic: الاسم والفعل والحرف
10 minutes	The learner will browse through their textbook or other literary source and select a poem or short story to read
10 minutes	The learner will write down unfamiliar words and find their meaning using a dictionary, or by asking an adult or looking it up online
10 minutes	The learner will choose 10-20 words from the story in the table and fill in the other columns. The learner may request the assistance of an adult to identify the corresponding word in the dialect and identify the correct class of words.
20-30 minutes	The learner will write a separate paragraph in his or her notebook about 3-5 words they select from the table. The paragraphs for each word must answer the following questions: • ما هو الفرق بين هذه الكلمة كما وردت في النص باللغة العربية وكما تُستخدم في لهجتك؟ إذا كانت الكلمة تُكتب بنفس الطريقة فهل هناك اختلاف في النطق؟ كيف يختلف النطق؟ • ما هي الأحرف غير الأصلية لهذه الكلمة في اللغة العربية؟ • ما هي الأحرف غير الأصلية لهذه الكلمة في لهجتك؟ Reminder: الحروف الأصلية are those letter whose elimination from a word does not change the meaning of the word. E.g.: in يأكل the letters أ ك ل highlighted in red are حروف أصلية while ي is not. Removing ي changes the *tense* of the word, but not the meaning.

3	2 hours	The learner will repeat yesterday's activity with 3 or more additional short stories or poems of his or her choice. Make sure they read independently and only interject to correct them when they make an error.

		The final output should be: • 4 tables with 10-20 words • 12-15 paragraphs answering the three questions above for 3-5 words from those 4 tables If the learner does not find additional stories or poems engaging and you have access to television or Arabic video clips on a phone, tablet, laptop etc., you can have them repeat the activity with: • Short clips or movies in MSA • Short clips or movies in a familiar dialect (this will require him or her to flip the order of translation and translate from dialect to MSA) After finishing each story, poem, or clip, the learner will create a table for each and fill it out. The learner will then write one paragraph answering the questions above for 3-5 words from each table. Another alternative is to ask the learner to have daily conversations for at least one hour with you or other family members in MSA and note down all the words he or she uses then find their equivalent in the dialect.
4	10 minutes	The learner will calculate the total number of similarities and differences columns for each story
	10 minutes	The learner will calculate the percentage of similarities or differences in the words of each story or poem and write it at the bottom of the page.

	(5 minutes)	If he or she is unable to do so, tell them that they should divide the number of similar or different words by the total number of words, then multiply the result by 100. Guide them through an example using one of the tables:
		 - Total number of similarities = 20, total number of words = 30
		 - Percentage of similar words =
		     o 20/30= 0.67
		     o 0.67 x 100 = 67
		     o 67%

	(10 minutes)	Optional: the learner can draw a pie chart of the % differences and similarities for each poem/story as follows:

(5 minutes) 5 minutes 15 minutes	القصيدة الأولى الاختلاف التطابق 33% 67% Remind them that adding all the parts of a pie chart should give us 100%. Do the first one with them to verify this and demonstrate how to make a pie chart. The learner will present their findings to the family on the chart paper either from the completed tables or pie charts, if drawn Have a discussion with the learner around their results: • In general, do you think our dialect is similar or different compared to MSA? How did you come to this conclusion? • Were the MSA words used in stories more or less similar to our dialect compared to poems, or was there no difference? How do you know this? • (optional) Where do you think some of our dialect words originally came from? You can explain to the learner that some words have origins in Nubian, Phoenician, Amazigh, Persian etc.	

Assessment Criteria:	• Correct pronunciation while reading stories and poems with inflections
	• Completion of a minimum of 4 short stories, poems, and/or movies
	   o They should be age-appropriate for the learner
	   o They should have at least one life skill or value embedded
	• Completion of 4 tables for each story/poem/movie:
	   o The tables must contain the percentage of similarities and differences for each source
	   o The words should be either nouns or verbs. Limit the use of حرف words such as من، إلى etc.
	• Completion of 12-15 paragraphs that answer the following questions using one or more sentences:
	• ما هو الفرق بين هذه الكلمة كما وردت في النص باللغة العربية وكما تُستخدم في لهجتك؟ إذا كانت الكلمة تُكتب بنفس الطريقة فهل هناك اختلاف في النطق؟ كيف يختلف النطق؟
	• ما هي الأحرف غير الأصلية لهذه الكلمة في اللغة العربية؟
	• ما هي الأحرف غير الأصلية لهذه الكلمة في لهجتك؟
	• Presentation of tables. Learners must:
	   o Discuss what sources they used and read the list of MSA words, including new words they learned
	   o Discuss and compare the total percentages of similarities and differences for each type of source (story, poem etc.)	

	o Give their conclusion on whether they think their dialect is different/similar to MSA and why (give examples of specific words)

Learning outcomes:	- Learning new Arabic vocabulary - Practicing reading skills in MSA - Practicing addition, division, and multiplication up to two-digits
Required previous learning:	Grade 6-7 Arabic: - Reading in Arabic with inflections and proper enunciation/مخارج حروف - Knowledge of at least 1 dialect (native) - Addition, multiplication, and division up to two-digits (optional/advanced)
Inspiration:	n/a

Additional enrichment activities:	This activity can easily be modified according to the age of the learner by adding dialects for comparison, asking learners to produce a report detailing their process and findings at the end etc.
	- You can have the learner explore whether there is a difference in the percentage of similar and different words between different word classes, i.e. if nouns in your dialect are more similar to those of MSA compared to verbs, for example.
	- You can ask the learner to add another dialect if he or she is familiar with one and compare which dialect is closer to MSA.
	- You can add additional categories for comparison of MSA and dialect. The learner can compare, for example, similarities and differences across:
	    ● التشبيه
	    ● الفعل الصحيح والفعل المعتل