

Somali Heritage Language Curriculum AGENDA OF LESSONS: Unit 1 - K-2

Unit Long Term Learning Targets:

- Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions World Language Standards 1.1
- Students will understand and interpret written and spoken language on a variety of topics 1.2 WL
- Students convey information, concepts, and ideas to listeners and readers for a variety of purposes 1.3WL
- Students recognize spoken words are represented in written language by specific sequences of letters.0.3.0.1 b. MN Language Arts Standards
- I can create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps2.3.1.1.1. MN Social Studies Standards.
- I can describe symbols, songs and traditions that identify our nation and state 0.1.1.1.1., MN Social Studies Standards
- I can isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 1.3.0.2.c. MN Language Arts Standard
- I can gain knowledge and understanding of other cultures. 2.1 WL.
- I can compare and contrast two or more versions of the same story 2.1.9.9
- I can recount stories, including fables and folktales are diverse cultures, and determine their central message, moral, the hidden meaning in a proverb 2.1.2.2 MN Language Arts Standard.
- I can recount or describe key ideas or details from a text read aloud or information presented orally or through other media 2.8.2.2 MN Language Arts--?
- I can acquire information and perspectives through use of authentic materials in the world languages and from the cultures 3.2 WL
- I can demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts 3.1WL
- I can develop insight into the nature of language and culture 4.2 WL
- I can produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes and songs with expression8.6.6.
- I can produce complete sentences when appropriate to task and situation, and respond to stories, poems, rhymes, and songs with expression. 1.8.6.6. MN Language Arts Standard

Lesson	Duration	Supporting Target(s)	Vocabulary	Core Resources
<p>Week #1</p> <p>Learning about Somalia</p> <p>Comparing the Somali alphabets with the English alphabet</p> <p>Somali Children’s Song</p> <p>Somali Alphabet Letter Recognition</p> <p>Recognizing the Somali long vs. Short Vowels</p>	5 days of 50 minute sessions	<p>I can locate key features on a map or globe; describe or name locations on a map.</p> <p>-Name and label major cities in Somalia</p> <p>-Locate the US and Somalia on the world map. Halkani waa_____.</p> <p>I can identify similarities and differences of the name major cities in Somalia and in the US: Waa____.</p> <p>List the physical features of both countries: -Somalia waa kulayl, dry/Americana waa_____.</p> <p>I can identify symbols, songs and traditions that identify our nation and state. -Heesta calanka: Qolobaa Calankeedu _____.</p> <p>Imitate and recite the Somali National Anthem. -Sing the American National Anthem</p> <p>I can give physical description of -Calanka Soomaaliya waa buluug, shan xidigood oo cad baa ku yaal... -Calanka America waa...</p> <p>I can recognize and differentiate the letters of the Somali and the English alphabets.</p> <p>I can understand and answer questions about the order of the Somali alphabets: That /j/ comes before /kh/, and /sh/ comes before /n/</p>	<p>Vocab:</p> <ul style="list-style-type: none"> • Khariidad • U dhow, • Ku xiga • Iskumid, • Kala duwan Duwan • Kulayl • Qalayl Qabow • <i>Shimbiro</i> • <i>Calan</i> • <i>Qoloba</i> • <i>Cayn</i> • <i>Cirka</i> • <i>Caad</i> • <i>Caashaq</i> • <i>Xidig</i> • <i>Cad</i> • <i>Hees</i> • <i>Wanaagsan</i> • <i>Kaalay</i> • <i>Halkan</i> • <i>Soo fadhiista</i> • <i>Kaalay</i> • Hortayda • Aabe, eedo, iibso, oon, uur 	<ul style="list-style-type: none"> • Somali map, http://www.lonelyplanet.com/destinationRedirector?openMap=true&ethylCobjId=3207 • TChart • <u>Somali Alphabet</u> by Nadifa Ayanle—with Cd • <i>TChart</i> • American National Anthem • Somali National Anthem • <i>Letter of the week literacy routine activity for each letter of the alphabets.</i> • Indiana University Somali Collection Archives-short vowel, long vowel lesson for grade • <i>Heesta Shimbirayahow Heesa—hees caruureed la mid ah</i> • <i>Write vowels on a Flashcard</i>

		<p>I can learn about the Somali vowels in the Somali language: Shaqal gaaban: a/e/i/o/u/ ayeyo, awowe, ariga, anaga</p> <p>Shaqal dheer Aa/ee/ii/oo/uu Aabe, eedo, iibso, oon, uur</p>		
Week #2 Somali Proverbs	5 days of 50 minute sessions	<p>I can understand that proverbs convey meaning.</p> <ul style="list-style-type: none"> Understand that proverbs are big part of the fabric of Somali society. <p>: -Macnee: Nin faasleh, Qori ma waayo/One who own an ax will not lack fire wood</p> <p>I can orally share information within a group orally. -Sheekadee ugu jeceshahay sheekooyinka Sheeko xariirada sida Cigaal Shiidaad, Dhegdheer, Dawaco iyo Yaxaas?</p> <p>I can Understand the Somali culture and the nomadic setting -Nolosha baadiyaha/Nolosha Magaalada -gaadhi baa la raaca magaalada/gaari baadiyaha lama raabo -Nal ayay magaaladu leedahay/Nal ma leh baadiyihu</p>	<ul style="list-style-type: none"> Vocab: Maahmaah Metaphor/m acho u yawl, Roonaa Fool baruur, falin Faas tuur xeel johorad, rati Saan Waran deyn. 	<ul style="list-style-type: none"> List of well-known Somali proverbs Chart paper Lined paper Markers Pencils Collection of Somali Proverbs: EARN SOMALI MAAHMAAH by Georgi Kapchits -

<p>Week #3</p> <p>Somali Folktales</p> <p>Oral discussion and retelling of traditional folktales</p> <p>Comparing life in the Nomadic setting vs larger city.</p>	<p>Three days</p>	<p>I can discuss and learn that Somali Folktales have a lesson to teach about Somali cultural values.</p> <p>-I can compare the versions of Dhegdheer --Maxaa is ku mid ah_____--. -Maxaa kala duwan _____..</p> <p>I can identify the main characters, main idea, setting, and</p> <p>-Maxay dhegdheer ku saabsan tahay? -Sheekadu xagee ka dhacday? -Mar runbaa? -Maxaa dhaca bilowga, dhexda, iyo dhamaadka?</p> <p>-Recite the well-known and humorous chant in the Dhegdheer story: <i>cakuye boholaha xargega...</i></p> <p>-I can make Somali nomadic hut -</p>	<ul style="list-style-type: none"> • Vocab: Folktales/she eko xariiro, • cannibal/dad qal, • nomad/reer miyi, huts/buul, • vessel/haan, • boholo • Xargega • Xiin • Cakuye 	<p>Written or Oral Somali folktale stories;;</p> <ul style="list-style-type: none"> • <u>Dhegdheer: A Scary Somali Folktale, retold</u> by Marian Hassan • Map of Somalia • Fun facts about Somalia • Blue, white, and brown construction paper • Popsicle sticks or twigs • Glue
<p>Week 4</p> <p>Eid Holiday</p>	<p>Two 50 minutes periods</p> <p>(Can be extended for longer).</p>	<p>- I can Develop insight into the nature of language and culture.</p> <p>-I can learn about the Eid holiday celebrations.</p> <p>-I can share how my family celebrates Eid in a group.</p> <p>-I can use map skills to spot all the highlighted areas of countries on the map where Eid is celebrated.</p>	<ul style="list-style-type: none"> • Vocab: Eid ul-fit-ra, Eid ul-adha, Zaka, Sadaqa, Ramadan, Haj, xalwad, buskud, Salat 	<ul style="list-style-type: none"> • Printed article from the BBC-Eidul-Adha • Graphic chart for writing holiday elements • Video about Eid holiday from truetube http://www.truetube.co.uk/film/eid-ul-fitr • Paper plates

		<p>-I can use visual media to view a documentary to learning about Eid.</p> <p>-I can learn new words in Somali to communicate better with my elderly relatives.</p> <p>-I can ask questions to family member or elderly relative such as a grandma about how Eid used To make Eid special, we make -----as Eid holiday treat. Every Eid, my parents buy me -----.</p> <ul style="list-style-type: none"> • We go to -----. My mother makes special treats such as -----. • Create Eid holiday crafts. <p>-I can create the crescent moon holiday crafts to decorate for Eid.</p>		<ul style="list-style-type: none"> • Glitter glue • Scissors • Ribbon or yarn
<p>Week 5 Somali Families</p>	<p>1 day 2 50 minute sessions</p>	<p>-I can understand similarities and differences between Somali families.</p> <p>-I can make a list of similarities and differences between Somali families and American.</p> <p>-I can write or orally prepare questions to ask elderly guest speaker about Somali family n</p>	<ul style="list-style-type: none"> • Vocab: • Qoys • Balaaran • Abti • Adeer • Habaryar • Eedo • Habro-wadaag, • Ilmo-abti • Ilmo-adeer • Ilmo- eedo 	<ul style="list-style-type: none"> • <u>Bright Star Blue Sky</u> by Marian Hassan • Pictures of families • Different color paper • Pencils, crayons • Guest Speaker! • Chart paper