Fredrick Douglass High School

Teacher: Yasser Gawargy Grade level: Novice Low

Unit title: colors Age Group: Grade 15-18

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| Step 1—Desired Results  |
| Standard Outcomes for Learning (ACTFL Standard 1.1)—Answer’s the question, what should students know, understand, and be able to do as a result of the lesson? Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support. Objectives: By the end of the lesson, students will be able to: 1. say the Arabic names of 8 colors.
2. say I love + color/ I do not love + color
3. name coloring pencils هذا قلم ابيض
4. Recycle words and phrases:

New words: أحمرأخضر أصفرأزرقأسود أبيض برتقالي بني أنا أحب أنا لا أحب ما لون؟   |
| Step 2—Assessment Evidence  |
| Ss play Kahoot and I check how they perform.  |
| Step 3—Learning Plan  |
| Materials needed: Pictures Colored markersLearning Activities Warm up: (10 minutes)

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| I teach the colors using powerpoint slides and ask students about the colors they love: I love, and I do not love by using gestures.  |

Presentation (10 minutes)  T revises the four colors using flash cards. T plays the video and asks his Ss to repeat the eight colors. T also presents haza qalam using coloring pencils. https://www.youtube.com/watch?v=VAX9S8F8ao4  Activity 1: Song of colors: (10 minutes) T plays the following song for her students and asks her students to listen for the first time. T plays the song again and asks students to mention four colorsActivity 1: White board online: (10 minutes) Ss write colorsActivity 3: Colored items: (5 minutes) Every student bring 5 colored items to show in front of the screen. After the teacher counts 123 every ss shows an item and if two students have the same color the faster to say the color is the winner (one point) Activity 2: Kahoot: (10 minutes) SS see the colors and choose the right word from four choices Exit ticket:(5 minutes) T holds coloring pencils in his hand and they should name these colors. |
| Step 4—Reflection  |
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Adapted from Tomlinson and McTighe, Integrating Differentiated

Instruction + Understanding by Design, ASCD,