

Leicester Middle School

Teacher: Amany Malek _____ Grade level : Introduction to Arabic

Unit title: colors

Age Group: Grade 8

Time: 60 minutes

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 6 colors.
- 2-say I love+ colour/ I do not love+ colour
- 3- name coloring pencils هذا قلم ابيض
- 4- start making a small coloring booklet.

Recycle words and phrases:

أحمر
أخضر
أصفر
أزرق

New words:

أسود
أبيض
أنا أحب
أنا لا أحب
هذا قلم

Step 2—Assessment Evidence

Ss name different colors in the classroom and make a coloring booklet.

Step 3—Learning Plan

Materials needed:

Pictures of bugs

Sheets of paper (coloring cards)

Rubber bands

Flash cards

Scissors

ppt

Learning Activities

Warm up: (10 minutes)

Indoor bug hunt. T spreads sheets of colors on the floor. T scatters bugs of different colors around the room. T asks her students to look for bugs and sort them according to their colors. After they finish, T asks them how many bugs in each set. T revises I love and I don't love by using gestures.

Presentation (10 minutes)

T revises the four colors using flash cards. T plays the video and asks her Ss to repeat the six colors. T also presents haza qalam using coloring pencils.

<https://www.youtube.com/watch?v=VAX9S8F8ao4>

Activity 1: Touch the colors on posters or walls: (5 minutes)

Demonstrate by shouting out a color (e.g. "Red"). Run to a poster and touch anywhere that has a red color. Do the same for another color (e.g. "Blue"). Each time run to a new poster or a new Item that has the same color. Now have the students do the activity – shout out a color and have them all run around the classroom touching the colors on posters.

Activity 2: Color Circles: (10 minutes)

T prepared 3 empty circles for each color. Then stick the sheets on the walls of the classroom, at a height your students can reach. At this point of your lesson, take out your colored pencils/crayons and demonstrate the activity. Walk around the class and color a small part of each circle with one color (always say the color as you are coloring). So there will be one circle with some red color in it, one with yellow, and so on. Next, tell your students to take out their colored pencils/crayons. Have them walk around the classroom, coloring in a bit of each circle with the same colors you used. Make sure they say the color as they do each coloring.

Activity 3: 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 her students to repeat and dance with the song.

https://www.youtube.com/watch?v=zORUo6Lsns8&list=LL_lkS8RgFxDuClbJ8X-gEBA&index=4&t=0s

Activity 4: Start their coloring Booklets: (10 minutes):

T shows her students how to make a small booklet using color cards and rubber bands. T gives her students a sheet of the names of 4 colors in Arabic and another sheet that has 4 items for each color (they will have 3 more colors. When they do that, they should try and write the colors on their own and draw three items for each color). This is an ongoing project that the students will work on 10 minutes each class till the end of the week. Before their presentations, they will receive a rubric upon which their booklets and performance will be assessed.

Exit ticket:(5 minutes)

On their way out of the classroom. T holds coloring pencils in her hand and they should name these colors.

Step 4—Reflection

-

Adapted from Tomlinson and McTighe, *Integrating Differentiated Instruction + Understanding by Design*, ASCD,