**School: Ashford School**

Teacher Sarah Elgammal Grade level Arabic Novice

Lesson title colors

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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?*   1. *Students are able to say ten colors in Arabic.* 2. *Students are able to say “I like or I don’t like a certain color” in Arabic.* 3. *Students are able to use color and fruit words to make the phrase “red apples” in Arabic.* |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. ***Activity 1:***The students will be able to engage themselves in the classroom activities to demonstrate their mastery of these ten colors. 2. ***Activity2:*** They will be able to talk about which color they like or don’t like. 3. ***Activity3:*** They will be able to make phrases with fruits and colors. |

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| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   1. Presentation of ten color words by playing a color song. Ask the students to read after the teacher. In order to attract their attention, the teacher plays a trick game on the kids. If the teacher reads a right color, read after her; otherwise, keep silent. The one who reads a wrong color after the teacher is tricked by the teacher. 2. Find the color in your clothes. When the teacher says one color, try to find the color in your clothes as soon as possible. 3. Switch the chair. Some students sit and make a circle. When the teacher says a color, the students who wear this color should stand up and switch the chair as quickly as possible. At the same time, the teacher will take away one chair. So the student who doesn’t have a chair to sit will be out. Follow this and the last one in the game is the winner. 4. Divide the students into two teams A and B. The teacher prepares a paper with six different colors. Let a student from team A play the choose a paper for Team B. One student in Team B should make a phrase with the color and a fruit which has this color. Two teams take turns to do this. Each time the student who makes a correct phrase can get 5 points. |
| Step 4—Reflection |
| *What happened during my lesson? What did my students learn? How do I know? What did I learn? How will I improve my lesson next time?*  *Students learned the colors very fast. And they are very excited about the games.*  *Teaching cannot be successful without fun games.* |

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