

Backward Design Lesson Plan

School: Anne Chesnutt Middle School, Fayetteville, NC

Teacher: Mohammed Etify Grade level: Arabic1; grade 7

Lesson title: colors (feminine form)

Time: 55 minutes

Step 1 – Desired Results

Standard Outcomes for Learning (ACTFL Standard 1.1) –

* Use single words and simple memorized phrases to present to an audience:-

Red أحمر / حمراء – green أخضر / خضراء yellow اصفر / صفراء – white أبيض
بيضاء / – black اسود – سوداء – blue أزرق / زرقاء - orange بُرْتُقَالِي /
بنفسجي / بنفسجية - pink زهرية / زهري - purple بُرْتُقَالِيَة

* Understand how to respond to simple memorized questions in the target language, which focus on the key vocabulary of the lesson, in classroom activities and different content areas.

- ما لون ال.....??

- Consolidate the previously taught vocabulary and phrases. Colors as masculine adjectives.
- Use readily available technology tools and digital literacy skills to present in the target language.

Step 2 – Assessment Evidence

Performance task – What will students do to show what they have learned?

- Ss will produce sentences containing the target language by describing some flashcards using the pattern (noun+ adjective).
- Students will infer patterns of changing the masculine color adjectives into feminine using visual clues.
- Students will do a Quizlet matching activity where they will read the text and match it to the correct picture. .

Step 3 – Learning Plan

Learning activities - Answer's the question, how do I teach it?

Materials used: flashcards, whiteboard.

Technology used : Screen projector, video presentation

<https://www.youtube.com/watch?v=1pTVFeWfDII>

Google classroom, Quizlet, laptops and earphones.

online random name selector

Warm-up :- (10 minutes)

Teacher greets students in Arabic and asks them to do the bell ringer (copy and read a sentence in Arabic containing samples of the target vocabulary of the lesson: (عندي سيارة سوداء و حصان ابيض). T walks around making sure Ss are on task before using the random name selector to get Ss to read the sentence. T then tells the students that they are going to learn about colors. He/she plays a video of colors to remind Ss with the masculine form of colors they have previously learned.

Activity one (10 minutes)

The teacher writes color adjectives on the board in their masculine and feminine form. He uses a different color to illustrate the change in the adjective from masculine to feminine. E.g. (أحمر - حمراء) / (بُرْتَقَالِي - بُرْتَقَالِيَّة). T then invites students to try and infer the patterns of changing the masculine into feminine for colors. He lets students discuss in pairs before he encourages Ss to share their observation with the whole class.

Activity two: (10 minutes)

The teacher distributes flashcards of familiar things and asks the students to describe their colors in pairs using the pattern (noun+ adjectives) before they exchange them. T walks around listening to students and offers help when needed. T then uses random name selector to select some Ss getting them to describe the flashcard they have.

Activity three: Vocabulary consolidation (10 minutes)

The teacher gets Ss to use their laptops and log into their google classroom, find the shared link for the Quizlet activity for colors <https://quizlet.com/381058840> and listen to the pronunciation of each word accompanied by visual clue.

Step 3 – Learning Plan (contd.)

Activity four:(matching activity) : (9 min)

The teacher encourages Ss to do the matching activity for colors on Quizlet. T declares that the student that scores the least time will be awarded.

Activity five:(pick the animal) : (5 min)

The teacher asks Ss to go onto google drawing and draw a simple object, color it and write a description for it using the target vocabulary of the lesson.

Closure: Exit ticket :(1 min) Ss email their drawings to the teacher before they leave.

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?*

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