**Teacher: Rezk Amer Alsaidy Columbus International High School**

**Grade level: Arabic 1 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?*   * The outcomes: By the end of the lesson, the students will be able to:   1. Say the Arabic names of the colors in both cases masculine and feminine.   (أسود – سوداء – أبيض- بيضاء – أحمر – حمراء – أزرق - زرقاء – اخضر – خضراء – أصفر - صفراء).   * 1. Read some Arabic letters that have similar shapes. ( ف – ق – ك – ل )   2. Write and connect these letters in different positions of the word.   3. Review the question “What are you/is he/is she wearing? ماذا ترتدى / يرتدى / ترتدى؟”   4. Connecting clothes to colors using “I am / he is / she is wearing a color + a piece of clothes….”   " أنا أرتدى / هو يرتدى / هي ترتدى ..........."   * 1. Connect colors with feelings and some Arabic idioms.   قلب ابيض – قلب أسود – ضحكة صفرا – القرش الأبيض ينفع في اليوم الأسود |
| Step 2—Assessment Evidence |
| *Performance task—What will students do to show what they have learned?*   1. Can say the color of their clothes in Arabic. 2. Can say the colors of things around them in the class. 3. Can read and write some Arabic letters that look similar. 4. Use the sentences “ I like / I don’t like + a color” |
| Step 3—Learning Plan |
| *Learning activities - Answer’s the question, how do I teach it?*   * Materials needed:   - Power Point presentation - Flash cards  - Real objects - markers, scissors and glue. .   * **Learning activities:**    1. **Warm-up: ( 3 minutes )**      + What colors do you like?   2. **Introduction to lesson: ( 10 minutes )**      + I begin the lesson by pointing to the different pieces of clothes I am wearing saying their names in Arabic as a review and the students repeat after me. Then I say the names of clothes again describing their colors and the students repeat after me. Finally I ask the students to describe the clothes they are wearing and their colors.      + I introduce some Arabic letters that have similar shapes ( ف- ق – ك- ل ) and show the students how they are pronounced and written in different positions in the word. They repeat after me, then individually and finally copy in their notebooks.   **3. Guided practice: ( 20 minutes )**   * + - I show my PowerPoint presentation that has my voice animation and the students repeat after me.     - I teach the students how to say “ I like / don’t like ……..” in Arabic. Then they work in pairs asking and answering about the colors they like and do not like.   **4. Review: ( 8 minutes )**   * + - Finally I give them some handouts that have outlines of clothes and dolls, they work in groups or individually to color the clothes then they cut out these clothes and stick them to the bodies they have. After they finish, each one describes the clothes and their colors his/her toy.  1. **Closure/ extension: ( 4 minutes )**  * I log on some Websites about colors and clothes for the students to follow.   <https://www.youtube.com/watch?v=RSruabXcKLw>  <https://www.youtube.com/watch?v=VPHvHsbCkZE>  <https://www.youtube.com/watch?v=XCtqIjN7P-c>  **NB: These are the websites which I used to get the outlines of clothes and toys**  <http://www.makingfriends.com/friends/f_schb&w1.htm>  <http://www.makingfriends.com/friends/f_pick_freinds_outliness.htm> |
| 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?*   * Some students could say the names of colors in Arabic but some others still need more practice. I haven’t finished teaching colors yet. Over the next classes, I am going to review today’s lesson and go on to teach the other colors using the same technique.   (بنى - بنية –رصاصى – رصاصية – رمادى – رمادية – برتقالى – برتقالية – بنفسجى – بنفسجية – وردى – وردية – فاتح – قاتم)  ( م – ن – ه – و ) |

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