**Daily Lesson Plan**
**Title: Are you a teacher?**
**Duration: 50 minutes**
**February 6th, 2018**

| What am I teaching? |
|---|

Aim: by the end of this lesson students will be able to:
- Say some jobs in singular and plural form
- Use the words for jobs to ask and answer questions
- Categorize plural forms into different patterns
- See the difference between masculine and feminine words that express jobs
- Use the vocabulary they learned to play a miming game

| How am I teaching it? |
|---|

| Do Now: KWL What do you remember    (10) m | |
|---|---|
| <ul><li>Students use a worksheet with jobs written in them to test their memories.</li><li>They should write the meaning and the plural of each job in the worksheet in 5 minutes</li><li>I let them check in pairs first, then …</li><li>I check with the whole class using the power point slides.</li><li>*Keyla, Desman, Dana, Ellijah, and Sahid receive a worksheet with the pronunciation and a few answers given to them.*</li><li>I ask if the students notice a pattern for plural formation.</li><li>Take a few answers and move on.</li></ul> | ☐ Promotes higher-level thinking<br>☐ Opportunities for students to initiate higher-order questions & extend/enrich the discussion<br>Open-ended questions with multiple correct answers |

| Class Activity: Listening, More Jobs.    ( 15 m ) | |
|---|---|
| Listening<ul><li>Students listen to some more jobs to recognize the pronunciation</li><li>They underline the familiar ones</li><li>They listen again and try to categorize the plural formation</li><li>They check their work in pairs and correct their mistakes</li><li>I check with the whole class and give feedback</li></ul> | ☐ Fully aligned with instructional outcomes<br>☐ Permits student choice<br>☐ Appropriately paced to allow time needed to intellectually engage with and reflect upon learning |

| Class Activity: what do I do? (Miming Game) (15 m) | |
|---|---|
| <ul><li>The class is divided into four teams</li><li>Each team gets 90 seconds to mime as many games as they can</li><li>Team members ask "Are you a …?" in Arabic three time per job or else they pass to the next job.</li><li>The winning team gets 5 points each to save for the big prize</li></ul> | ☐ |

| How am I assessing it? Exit Ticket (10 m) | |
|---|---|
| <ul><li>SS are asked to write as many jobs as they can remember (without copying)</li><li>Each student decides how many mistakes should be allowed.</li></ul> | ☐ Integrated into instruction<br>☐ Students contribute to assessment criteria<br>☐ Students self-assess & are aware of characteristics of |

| | |
|---|---|
| • I collect the exit ticket for scoring and give feedback next class.<br>• | high-quality work<br>☐ Specific & timely feedback |