

**Farm animals**

Language Level	<b>Novice</b>	Grade	9-12	Date		Day in Unit		Minutes	<b>50</b>
Unit Theme and Question	<b>Animals : what are the farm animals?</b>								
Daily topic:	<b>Farm animals</b>								
<b>STANDARDS</b>	<b>LESSON OBJECTIVES</b>								
What are the communicative and cultural objectives for the lesson?	<b>Communication and Cultures</b>	<i>Which modes of communication will be addressed?</i>		<b>Students can:</b> 1- identify the names of some of the farm animals. 2- ask and answer questions about farm animals. 3- use the names of farm animals in simple phrases or sentences. <b>4-</b> know some rules of keeping farm animals. <b>5-</b> Draw their favorite farm animals.					
		✓ Interpersonal							
		✓ Interpretive							
		✓ Presentational							
<b>If applicable</b> , indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson.	<b>Connections</b>	animals – color – size – maths							
	<b>Comparisons</b>	Comparing farm animals in Egypt and U.S.							
	<b>Communities</b>	Students know the most popular farm animals in their community and where.							
<b>Lesson Sequence</b>	<b>Activity/Activities</b> What will learners do? What does the teacher do?			<b>Time*</b> How many minutes will this segment take?	<b>Materials • Resources • Technology</b> Be specific. What materials will you develop? What materials will you bring in from other sources?				
<b>Gain Attention / Activate Prior Knowledge</b>	<ul style="list-style-type: none"> <li>After greeting students, I revise yesterday's lesson (pets) by using flashcards and the smart board. / الكلب / القطة / السمك / السلحفاة / البيغاء / الحمام / الأرنب</li> <li>(The dog- the cat – fish – turtle – parrot – pigeon –rabbits)</li> <li>Teacher holds an image of a pet in one hand and the name card of the animal in the other hand.</li> <li>Teacher asks in Arabic; what is this? (holding an image of a dog) ما هذا؟</li> <li>He responds in Arabic; this is a dog. هذا كلب</li> <li>Teacher starts to present the new topic using PowerPoint presentation. He introduces new vocabulary for farm animals. (the horse – the donkey – the cow – the camel – chicken – cock – turkey - sheep – goat)</li> </ul>			<b>5</b>	<b>Poster Images</b> <b>Name cards</b> <b>PowerPoint presentation</b>				

	<ul style="list-style-type: none"> <li>الحصان – الحمار – البقرة – الجمل – الدجاج – الديك – الديك الرومي – الخروف – الماعز</li> </ul>		
<b>Provide Input</b>	<ul style="list-style-type: none"> <li>Teacher shows a video to the class. It shows some pictures of farm animals accompanied by their Arabic names.</li> <li>Teacher replays the video again pausing for students to react in Arabic trying to say the name of the animal they see.</li> <li>Teacher replays the video again, but without sound. Students try to guess and say the name of the animals.</li> <li>Teacher stops the video on each animal, giving more time for individual, pair and choral repetition.</li> </ul>	<b>10</b>	<a href="https://www.youtube.com/watch?v=d-AcSjaM-dU">https://www.youtube.com/watch?v=d-AcSjaM-dU</a>
<b>Elicit Performance / Provide Feedback</b>	<p><b>Speaking activity:</b></p> <ul style="list-style-type: none"> <li>Teacher divides the class into groups, giving each group images of the farm animals they have just studied. These images are put in a bag.</li> <li>Each group form a circle to pass the bag among them. At the same time, teacher counts from one to five in Arabic. When he says five in Arabic, the student who holds the bag opens it and gets a picture out saying the name of the animal. Teacher keeps this image away.</li> <li>Again, teacher starts to count while students are passing the bag to do the same until the bag becomes empty of images.</li> <li>Teacher gives his students much time if needed to do this task.</li> </ul> <p><b>Find the Animal (open the box)</b></p> <ul style="list-style-type: none"> <li>Teacher puts the images / toys of the animals, students just studied in a paperback box.</li> <li>Teacher says the name of any animal in Arabic, encouraging pairs of students to search for the right image.</li> <li>Teacher gives each pair three trials to let another pair do the same activity.</li> </ul>	<b>10</b>	<b>Images / toys paperback box.</b>
<b>Provide Input</b>	<ul style="list-style-type: none"> <li>Teacher plays the first video giving students enough time to know the names of the farm animals they see in the video.</li> <li>Teacher plays the second video. Students listen to an Arabic song about farm animals and their sounds.</li> <li>Teacher asks students to imitate the sounds they have just heard.</li> </ul>	<b>10</b>	<a href="http://www.dailymotion.com/video/x2z2h72">http://www.dailymotion.com/video/x2z2h72</a>  <a href="https://www.youtube.com/watch?v=6sxCdI1Fb84">https://www.youtube.com/watch?v=6sxCdI1Fb84</a>

	<ul style="list-style-type: none"> <li>Teacher divides his class into pairs; one says the animal and the other tries to imitate the sound of this animal.</li> </ul>		
<b>Elicit Performance / Provide Feedback</b>	<ul style="list-style-type: none"> <li>Teacher plays this video which show farm animals with their English names and their sounds.</li> <li>Teacher starts this activity individually, then in pairs and finally in groups.</li> <li>Students watch the video and has to give the Arabic names of the animals they see.</li> </ul> <p><b>Color your poster:</b></p> <ul style="list-style-type: none"> <li>Teacher gives students a paper with many farm animals. Each student has to color the farm animals according to the instructions; the horse is black, the donkey is brown, the cow is black with white spots, the chicken is yellow and white.... etc.</li> <li>Teacher gives them enough time to finish this activity.</li> <li>Students has to follow the instruction and finish as quick as possible.</li> </ul> <p><b>Flyswatter activity:</b></p> <ul style="list-style-type: none"> <li>Teacher sticks the images of the farm animals on the board. He asks pairs of students to come to the board to do the activity. Students have to react quickly to what the teacher says by pointing to the right image.</li> </ul>	<b>10</b>	<p><a href="https://www.youtube.com/watch?v=RVJbKPW3Crs">https://www.youtube.com/watch?v=RVJbKPW3Crs</a></p> <p><b>a paper with pictures of farm animals crayons Flyswatters Poster</b></p>
<b>Closure</b>	<p><b>Show your poster:</b></p> <ul style="list-style-type: none"> <li>Teacher asks students to come in front of the class to talk about their farm animal poster. They have to use Arabic names and expressions they have studied.</li> <li>(this is a horse. It is black) هذا حصان – هذا حصان أسود</li> </ul>	<b>5</b>	
<b>Reflection</b>	The lesson went on very well and all the students were engaged and could say the Arabic names of some farm animals. They were excited during the speaking activity and coloring their posters. They could ask and answer each other using Arabic expressions. They are eager to know more animal names in Arabic. I will teach them other animal names in categories; wild animals carnivorous and herbivorous, sea animals and birds.		

\* Remember that the maximum attention span of the learner is approximately the age of the learner up to 20 minutes. The initial lesson cycle (gain attention/activate prior knowledge, provide input and elicit performance/provide feedback) should not take more than 20 minutes. The second cycle (provide input and elicit performance/provide feedback) should be repeated as needed and will vary depending on the length of the class period.