

Daily Lesson Plan
Title: Happy Birthday
Duration: 50 minutes
January 16th, 2018

What am I teaching?	
<p>Aim: by the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> • Say the names of all the months of the year in Arabic and link them to their numbers • Ask the question (When were you born?) and answer it. • Tell when someone else was born in the Arabic manner (Day / Month / Year) • Play a guessing game 	
How am I teaching it?	
Do Now: Present the four middle months (10 m)	
<ul style="list-style-type: none"> • Students already know how to say the first four months in Arabic they also know that the last four are pronounced exactly the same as in English • I present the four months in the middle (April / May / June / July) using pictures and the written form in both languages • In groups of four, each student takes the responsibility of teaching one month to his group. • I give them 4 m. of group work then check with the whole class 	<input type="checkbox"/> Promotes higher-level thinking <input type="checkbox"/> Opportunities for students to initiate higher-order questions & extend/enrich the discussion Open-ended questions with multiple correct answers
Class Activity: find someone who (15 m)	
<p>Write it down</p> <ul style="list-style-type: none"> • Each ss gets a <i>Find Someone Who was born in ...</i> worksheet • The goal is to find at least one person for each month (if exists) • Students go around the class asking and answering questions like (<i>were you born in ...?</i>) • This continues for 5 m. (or until somebody finishes) • I check with the whole class 	<input type="checkbox"/> Fully aligned with instructional outcomes <input type="checkbox"/> Permits student choice <input type="checkbox"/> Appropriately paced to allow time needed to intellectually engage with and reflect upon learning
Class Activity: Important dates (Guessing Game) (15 m)	
<ul style="list-style-type: none"> • Each student is asked to write an important date on a slip of paper • I collect the slips in a box • Students take turns to do the following <ul style="list-style-type: none"> ○ Pick a slip, read the date out loud, ask whose it is, and make a guess why the date is important to that person ○ The writer of the date confirms the guess or gives the right significance of the date • It continues for 10 m. 	<input type="checkbox"/>
How am I assessing it? Write the dates in numbers (10 m)	
<ul style="list-style-type: none"> • I ask the students to use a pencil and write the dates I say in numbers • I say 8 different dates out loud 	<input type="checkbox"/> Integrated into instruction <input type="checkbox"/> Students contribute to assessment criteria <input type="checkbox"/> Students self-assess & are aware of characteristics of

- SS check their writing with a partner
- The check in groups
- I check on the board and give feedback

high-quality work
 Specific & timely feedback