

**Daily Lesson Plan**  
**Title: Introduction and classroom Rules**  
**Duration: 50 minutes**  
**September 2017**

<b>What am I teaching? My Family (vocabulary and written form)</b>	
<p>Aim: by the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize the vocabulary for Family members</li> <li>• Say the words for family members</li> <li>• Introduce their family members to their groups</li> <li>• Recognize the written form of the words for family members</li> </ul>	
<b>How am I teaching it?</b>	
<b>Do Now: Look and Guess 2m</b>	
<p>I greet the students as they enter the class and ask them to look at the picture on the board and guess the topic of the lesson.</p> <p>I elicit the topic</p> <p>I ask ss to say any Arabic words related to the topic.</p>	<input type="checkbox"/> Promotes higher-level thinking <input type="checkbox"/> Opportunities for students to initiate higher-order questions & extend/enrich the discussion <input type="checkbox"/> Open-ended questions with multiple correct answers
<b>Class Activity: 10 m</b>	
<p>Look and say</p> <ul style="list-style-type: none"> <li>• SS are asked to look at the board* and repeat the words that refer to family members after me.</li> <li>• I show the written form of the words as well.</li> <li>• When I feel they are confident, I point to the different family members and they say the words in coral.</li> <li>• Individual SS volunteer to say the words</li> </ul> <p>*(Power Point Slides can be found in the resources section under the name <u>My Family by Adel G.</u>)</p>	<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
<b>Class Activity: 10 m</b>	
<p>Benchmark the picture:</p> <ul style="list-style-type: none"> <li>• Each pair of the students gets a picture of the family members.</li> <li>• One student points to a member, the other says the word</li> <li>• They exchange and do it again</li> <li>• They change the technique; first they one says the word, then the other SS points at it.</li> <li>• Before it gets boring, I end the game.</li> <li>• Two students do it in front of the whole class</li> </ul>	<input type="checkbox"/>
<b>Class Activity: 10 m</b>	
<p>Picture Competition</p> <ul style="list-style-type: none"> <li>• SS step out in pairs and look at the board (the family picture)</li> </ul>	<input type="checkbox"/> Students serve as resources for one another <input type="checkbox"/> Cooperative learning when

<ul style="list-style-type: none"> <li>• As I click, an arrow appears and points at one of the people</li> <li>• The two SS take turns saying the words</li> <li>• A students keeps record of the points</li> <li>• Repeat it several times with different pairs</li> </ul>	possible
<b>Class Activity: 10 m</b>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Same as last activity using words (the written form) rather than pictures</li> </ul>	<input type="checkbox"/>
<b>How am I assessing it?</b>	
<p>Draw &amp; Present</p> <ul style="list-style-type: none"> <li>• I ask SS to sit in groups of four and draw pictures of their families</li> <li>• They use their pictures to present their families to their groups</li> <li>• I go around, listen and take notes of any issues to address later.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Integrated into instruction</li> <li><input type="checkbox"/> Students contribute to assessment criteria</li> <li><input type="checkbox"/> Students self-assess &amp; are aware of characteristics of high-quality work</li> <li><input type="checkbox"/> Specific &amp; timely feedback</li> </ul>