**Lesson Plan**

Teacher’s name: **Abdelkrim HAYAB**. School: Twinfield Union School

Grade level: Elementary. Language level: Novice

Lesson title: Numbers 1 to 10. Time: 40 mints

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| **Step 1—Desired Results** |
| **Lesson goals***What should students know, understand, and be able to do as a result of the lesson?*Students will be able to count from 1 to 10. |
| **Essential Questions** *What leading questions can you ask of students to get them to understand the Big Ideas?**Could you tell me your phone number in Arabic?* |
| **Lesson Objectives***Identify General Learner Outcome (GLO)* Students will be able to:-recognize numbers when they hear them-say the numbers-count from 1 to 10-ask and tell their phone numbers in Arabic.  |
| **Step 2—Assessment Evidence** |
| **Performance task** *— What will students do to show what they have learned? To show their grasp of the numbers, students will create an imagined phone number, then tell each other their phone numbers.***Performance criteria** *— How good is good enough to meet standards? Ss are good enough if they can point and say the number. Students are good if they recognize the numbers but still have a difficulty with pronunciation. Students are not good enough if they still make mistakes recognizing the numbers when they hear them.* |
| **Step 3—Learning Plan** |
| **Materials needed**Computer, speakers, cards, fly swatters. |
| **Learning activities***Step by step instructions from start to finish (including number of minutes needed per activity), and detailed enough for another teacher to follow. What teaching methods/activities will you be using?**Song: 6 mnts**Students listen to a song on numbers from 1 to 2 in Arabic (twice).**Eliciting: (6 mnts) Write the numbers on the board and ask students what they heard.* *You can also tell them the story of the Zero and where it comes from.**Drilling: (8 mnts) After writing all the numbers in Arabic, ask students to repeat after you so all students know the numbers and no one is left behind**Fly Swatter: (5) 2 Students play against each other while the other students take turns in saying the numbers they learn in a random way.**Exchanging phone numbers: (15) Students are introduced to how to ask and give phone numbers through an example. Then, students come up with imagined phone numbers. Students then ask each other for phone numbers. One student gives the phone number while the other tells it. After that, students compare the phone numbers and see if they heard the numbers right.* |
| **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?**Telling phone numbers was a success. The time was a little bit short for activities.* |