**September Lesson Plan**

**School: Washington Latin Charter School**

Teacher: Tamer Genedy Grade level: Level 3

Lesson title: Summer holiday

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| Step 1—Desired Results |
| *\* Students ask and answer about daily routine.*  *\* Students name some daily activities.*  *\* Students order pictures according to their timings.*  *\* Students work in groups.* |
| Step 2—Assessment Evidence |
| *\* Students can ask and answer about daily activities.*  *\* Students can order pictures according to the day times.*  *\* Students describe what they do in certain places (living room, bedroom…etc.).* |

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| Step 3—Learning Plan |
| *\* Warm up ( 5 min ):*  *I ask students to watch a power point that includes a set of pictures with daily activities theme and their times. I ask some simple questions to introduce today's topic (daily routine).The questions are like: (I use gestures and body language)*  *- What is common in these pictures?*  *- When do you get up?*  *- What do you do after that?*  *\* Presentation ( 10 min ):*  *I act that I'm getting up while saying what I'm doing and repeat that several times. Then, I do another thing till I reach my sleeping time. Students repeat after me several times. I use the strategy of (modeling, hesitate and stop modeling).*  *\* Listen and point Activity 1 ( 2 min ):*  *I ask for four volunteers and each one is given a flash card with a certain daily activity. Every student stands in a corner showing the class their cards. I say the name of the activity and the rest of the students point to that food item.*  *\* I point and you say ( 3 min ):*  *I ask students to say the name of the activity (in full sentence using: I……) that I'm pointing at.*  *\* speed dating ( 10 min ):*  *Students sit at tables in a line (each student face another one). One ask a question that I write on the board: What are you doing at …..a.m./ p.m.? The other one answer and they take turns. After 2 minutes, I ask them to move a step to the right so they talk to different ones. While they are talking, I move around and make sure that they are talking in Arabic.*  *\* Order the pictures and say ( 15 min ):*  *I get students to form four or five groups. Each group get a set of pictures of daily routine/ activities with times on. I ask students to put them in order and each one in the group say what he is doing in the picture when I ask them.* |
| Step 4—Reflection |
| ***What happened during my lesson?***  *Students practice listening and speaking.*  *Students work in groups*  ***What did my students learn? How do I know?***  *They learned some daily activities and to say the time.*  *I know that when I hear them ask and answer using the target language.* |