

<b>Language Level</b>	Novice-Mid	<b>Grade</b>	3rd	<b>Date</b>		<b>Day in Unit</b>	4	<b>Minutes</b>	45	
<b>Unit Theme and Question</b>	Beauty and Aesthetics/ Shapes and Sizes / What shapes and sizes make our world?									
<b>Daily topic:</b>	Shapes We See Daily									
<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>Learners can:</b> <ul style="list-style-type: none"> <li>Identify names of shapes and colors based on given visuals.</li> <li>Match pictures of shapes to its names on shapes chart.</li> <li>Sing the shapes song and raise each mentioned shape throughout the song.</li> <li>Identify the shape displayed in an Arabic artifact.</li> </ul>						
		Interpretive								
		Presentational								
<b>If applicable</b> , indicate how Connections • Comparisons • Communities • Common Core will be part of your lesson.	<b>Connections</b>	Social Studies: Arab contribution to world civilization and architecture.								
	<b>Comparisons</b>	Identify American and Arabic artifacts that represent shapes targeted in this unit.								
	<b>Communities</b>									
	<b>Common Core</b>									
<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 (PK = some shapes and colors)</b>	<ul style="list-style-type: none"> <li>Greet learners and have some different shapes with different colors ready. Start by asking “What is this shape?” Learners answer “this is a triangle” Teacher “what is the color of this triangle?” Learners respond. Hand learner who answers correctly that shape.</li> <li>While learners are holding shapes, let them know that they will sing the shapes song and that they need to raise the shape that is mentioned in each song.</li> </ul>				8 minutes		Shapes toys of: triangle, rectangle, square, circle, pyramid, round  Colors: Red, green, blue, black and white.  Worksheet that shows images			

Wael Fawzy - Unit: Shapes and Sizes/ Lesson Plan: Shapes we see daily

	<ul style="list-style-type: none"> <li>• Inform learners that we will see some Arabic artifacts pictures and they should identify all shapes shown on each Arabic artifact. Also ask learners to mention any similar places they have seen and represent the same shapes related to each Arabic artifact.</li> </ul>		<p>of two or three Arabic artifacts. (Make sure these artifacts cover all target shapes).</p> <p>Images relating to shapes presented on a power point along with the name of each artifact: Pyramids of Giza, Halab Citadel, Tower of Cairo, Oqbah Bin Nafaa Mosque in Tunisia, Sadoon door, city gate, Fass triangle, Babylon fence and gates and Kabaa in Saudi Arabia.</p>
<p><b>Provide Input</b></p>	<ul style="list-style-type: none"> <li>• Hand each group of learners a set of cards with all target shapes that will be presented on the PowerPoint. Ask learners to find and point at the name of the shape on the card while you are showing a shape toy and then say the name of shape; continue doing the same model until all targeted shapes are covered. Teacher should repeat the name of the shape and include it in a simple sentence.</li> </ul>	<p>7 minutes</p>	<p>Script only flash cards, with all targeted shape names written in Arabic.</p>
<p><b>Elicit Performance / Provide Feedback</b></p>	<ul style="list-style-type: none"> <li>• Ask learners to gather their cards and place them in center of each group.</li> <li>• Tell learners that you will be showing Arabic artifacts on the board and talk about them. Their job is to find the card that has the name of the shape/s found on each Arabic artifact.</li> <li>• Start showing one artifact and assure that learners are following all procedures.</li> <li>• Inform learners that one of each team will come to the board to place their shapes vocabulary cards on the artifact.</li> <li>• Ask another learner from each team to come and present</li> </ul>	<p>12 minutes</p>	<p>PowerPoint and vocabulary cards.</p>

Wael Fawzy - Unit: Shapes and Sizes/ Lesson Plan: Shapes we see daily

	<p>the names of shapes while partner is placing cards on the board.</p> <ul style="list-style-type: none"> <li>• Provide help to learners as needed in pronouncing the names of artifact.</li> </ul>		
<b>Provide Input / Elicit Performance / Provide Feedback</b>	<ul style="list-style-type: none"> <li>• Do the same model as before but this time you will have a different group of learners raise their hands and orally say the names of shapes included on the artifact.</li> <li>• Ask learners if they have ever seen a similar artifact that includes the same shapes associated with the Arabic artifact.</li> <li>• Ask learners to orally describe the shapes associated with their artifacts.</li> </ul>	7 minutes	Same as previous
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Teacher should ask one of the learners to collect the shapes vocabulary cards.</li> <li>• Teacher passes the assessment worksheet and ask learners to put number stated on the right side of shapes words on the artifacts.</li> <li>• Teacher should draw lines on the artifact to indicate and clarify the shape.</li> </ul>	7 minutes	Worksheet
<b>Closure</b>	<ul style="list-style-type: none"> <li>• Return assessment sheet to teacher. Line up to leave.</li> <li>• Exit cue: Teacher act out shapes and ask each learner to say the name of the shape.</li> </ul>	4 minutes	
<b>Enhance Retention &amp; Transfer</b>			
<b>Reflection – Notes to Self</b>	<ul style="list-style-type: none"> <li>• What worked well? Why?</li> <li>• What didn't work? Why?</li> <li>• What changes would you make if you taught this lesson again?</li> </ul>		