

Teacher: El Mouden  
Level: 3<sup>rd</sup> year J.H.S  
Time: 1 hr

Book: FOCUS  
Unit 1  
Lesson: What's Your Name?  
How Old Are You?

### COMPETENCES

By the end of the lesson Sa should be able to:

- Greet people
- Introduce themselves and introduce each other
- Recognize and use correctly the cardinal numbers from 01 to 20.
- Ask and give information about their ages.

| ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | MATERIALS & TECHNIQUES                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <p><b>PRESENTATION</b></p> <p>Teacher (T) welcomes and greets his students (Sa); then introduces himself.</p> <p>Teacher: Hello! Hi! Good morning</p> <p>My name is ...</p> <p>I'm your English teacher.</p> <p>T asks his Sa about their names.</p> <p>Teacher: What's your name?</p> <p>Student: My name is ...</p> <p>Teacher: Nice to meet you! Pleased to meet you!</p> <p>How old are you?</p> <p>Student: Nice to meet you! Pleased to meet you!</p> <p>How old are you?</p> <p>T presents briefly some unfamiliar vocabulary items: (School, Classroom, Supermarket, Language center).</p> <p>Sa listen to the dialogues.</p> <p><b>MANIPULATION</b></p> <p>Sa read the dialogues page 10, and do the True and False exercise page 11.</p> <p>Sa read out the dialogues page 10 in pairs.</p> <p>Sa listen to the exchange to the exchange page 11, and repeat it in pairs.</p> <p>Sa work in groups of three, ask questions and introduce each other.</p> <p>T practices with Sa the pronunciation of numbers from 01 to 20.</p> <p>Sa work in pairs to complete the missing numbers in page 11.</p> <p>Sa listen to the exchange page 11 and repeat it in pairs.</p> <p>Sa ask each other about their age.</p> <p>ST: How old are you?</p> <p>ST: I'm ...</p> <p><b>EXPLOITATION</b></p> | <p>Student Book (SB) page 10.</p> <p>Pair Work.</p> <p>Group Work.</p> <p>Closed Pair Work.</p> |

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Sa try to rehearse the dialogues page 10, and then perform one of them in front of the class.

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### COMPETENCES

By the end of the lesson Sa should be able to:

- Recognize and use correctly Subject pronouns (Singular & Plural).
- Recognize and use correctly the affirmative form of the verb "be" in the Simple present (Short & Full form).
- Recognize and use correctly the indefinite articles "a/an".

| ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | MATERIALS & TECHNIQUES                                                                                                                                                                                                                   |
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| <p><b>PRESENTATION</b></p> <p>Sa look at the pictures page 12, and try to name what they see (Teacher, Classroom, Students, One Girl, Boy).</p> <p>Sa listen to the words above and repeat them for pronunciation practice.</p> <p>Sa listen to the statements page 12 attentively and repeat them for pronunciation practice.</p> <p>T presents the Subject pronouns (Singular &amp; Plural), through the statements page 12.</p> <p>Using the grammar table, T introduces the full form of the verb "be" in the simple present, and Sa repeat it for pronunciation practice.</p> <p>Sa read the statements page 12 and give the short form of the verb "be" in the simple present.</p> <p><b>MANIPULATION</b></p> <p>Sa do exercise 2 page 12 and complete the sentences with the appropriate Subject pronoun.</p> <p>Sa do exercises 3 &amp; 4 page 12 to practice the use of verb "be" in the simple present (full &amp; short form).</p> <p>T presents the Indefinite Articles "a/an"</p> <p>Using the grammar table page 13, T presents the indefinite articles "a/an"</p> <p>Exercise: Sa list the words used with the indefinite articles "a" and those used with the indefinite article "an"</p> <p>(Book, umbrella, elephant, mobile, chair, orange, pen, notebook, envelope, bicycle, car, cream, apple, ...)</p> <p>Sa do exercise 5 page 13, and complete the sentences with the</p> | <p>Student Book.</p> <p>REVISION</p> <p>What's your name?</p> <p>How old are you?</p> <p>What's your name?</p> <p>How old are you?</p> <p>What's your name?</p> <p>How old are you?</p> <p>What's your name?</p> <p>How old are you?</p> |

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appropriate indefinite articles "a/an"

### EXPLOITATION

Sa try to give their own sentences using the verb "be" in the simple present.

Sa give words and associate them with the appropriate indefinite article "a/an"

Pair Work.

Teacher: El Mouden  
Level: 3<sup>rd</sup> year J.H.S  
Time: 1 hr

Book: FOCUS  
Unit 1  
Lesson: Study Skills

### COMPETENCES

By the end of the lesson Sa should be able to:

- Recognize and use correctly the new vocabulary items: (Parts of the day, Days of the week and Months of the year).
- Recognize and use correctly the English Alphabets.
- Spell words correctly.

| ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | MATERIALS & TECHNIQUES                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <p><b>PRESENTATION</b></p> <p>Sa listen to the words of the parts of the day, and then repeat them for pronunciation practice.</p> <p>Sa match in Exercise 1 page 14, the parts of the day with the pictures.</p> <p>Sa match the word "Good" in with appropriate word to get an acceptable way of greeting. Exercise 2 page 14.</p> <p>T presents a new vocabulary item: "Calendar"</p> <p>T reads the days of the week page 14. Sa listen and follow and repeat them for pronunciation practice.</p> <p><b>MANIPULATION</b></p> <p>T presents A: Sa give the correct full names of the days: (Tue, Fri, Mon, Sat, Wed, Sun, Thu).</p> <p>Sa put the days page 14 in the correct order and complete the calendar.</p> <p>T presents to Sa the months of the year. Sa listen and follow and repeat for pronunciation practice.</p> <p>Exercise B: Sa give the correct names of the months in the correct order: (May, Nov, Apr, Jul, Jan, Sept, Mar, Dec, Oct, June, Feb, and Aug).</p> <p>T presents the English Alphabets using the English Song. Sa listen and repeat them for pronunciation practice.</p> <p>Sa listen to the exchange page 14 and repeat in pairs.</p> | <p>Student Book.</p> <p>Realia: (Calendar).</p> <p>Visual Aids (V/A) &amp; Page Recorder</p> |

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Unit 1  
Lesson: Study Skills

### COMPETENCES

By the end of the lesson Sa should be able to:

- Identify details in reading.
- Listen for specific information.
- Introduce oneself in writing.

| ACTIVITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | MATERIALS & TECHNIQUES                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <p><b>READING</b></p> <p>Sa look at the picture page 15 and make guesses about the girl's age. T note the Sa guess on the SB.</p> <p>Sa read Betty's letter a 1<sup>st</sup>. Silent reading and check if their guesses are correct or not.</p> <p>Sa read the letter a 2<sup>nd</sup>. Silent reading and correct the false statements page 15.</p> <p>Sa read the letter a 2<sup>nd</sup>. Vocal reading.</p> <p><b>LISTENING</b></p> <p>T explains to Sa that they're going to listen to a dialogue and at the same time they are supposed to complete the chart page 15.</p> <p>Sa listen to script a 1<sup>st</sup> listening.</p> <p>Sa listen a 2<sup>nd</sup> time and complete the chart.</p> <p><b>SPELLING</b></p> <p>Sa work in closed pairs and then in open pairs, they have to greet each other, ask each other about their names and ages. Sa make performances in front of their mates. T monitors Sa work.</p> <p><b>WRITING</b></p> <p>Sa work individually to write a letter about themselves. They can use the model letter page 15 as a guide. T monitors Sa work.</p> | <p>Student Book.</p> <p>Blackboard.</p> <p>Closed &amp; Open Pair Work.</p> <p>Individual work.</p> |

# Vocabulary Lesson Plans For 9th Grade

**United States. Office of Education**

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## **Vocabulary Lesson Plans For 9th Grade:**

**Complete Physical Education Plans for Grades 5 to 12** Isobel Kleinman, 2009 This popular book provides loads of teacher tested lesson plans and assessment tools that will decrease your preparation time and increase your students competency After listening to requests of the first edition s users the author has packed two more popular field sports and a unique chapter on educational gymnastics into this new edition of Complete Physical Education Plans for Grades 5 to 12 Lessons can cover beginner intermediate and advanced levels and break down each skill as it is introduced The chapters also integrate the applicable rules and strategies during the learning process and use methods that will keep students active learning successful and completely motivated In addition to the clear instruction for teaching skills rules and strategies each lesson generates opportunities for students to develop physical cognitive and social skills Each unit is designed to help students gain competency appropriate for their experience level Formerly published as Complete Physical Education Plans for Grades 7 to 12 the book features exciting new material Detailed introductions of skills and how to practice the mechanics of each skill or dance Three new chapters field hockey lacrosse and educational gymnastics the latter of which includes three units that can be used in teaching both gymnastics and creative dance Complete Physical Education Plans for Grades 5 to 12 provides field tested lesson plans for 484 classes covering 18 areas of fitness creative movement and dance and sports These professionally prepared plans will not only cut your own prep time but also help you focus on the essentials in each step of your students learning process It is a great resource when you need material for a substitute teacher or when you are asked to submit plans to your school administrator In addition to the lesson plans the book and CD ROM package contains a wealth of teaching and assessment tools including skills rubrics portfolio checklists unit fact sheets and quizzes The accompanying CD ROM enables you to print study sheets student extension projects portfolio checklists unit quizzes and answer keys You can also print out any page of the text from the CD ROM e g lessons full units tests Publisher s website **Resources in Education** ,1999-04 Teaching Better Bradley A. Ermeling, Genevieve Graff-Ermeling, 2016-03-03 Discover the power of collaborative inquiry This unique visually stunning resource is packed with details to ignite and sustain the collaborative improvement of teaching and learning Includes US and international case studies powerful metaphors application exercises a leader s guide a companion website digital templates and more Learn what lesson study and collaborative inquiry can and should look like Find the guidance you need to lead and support schoolwide inquiry based improvement A true inspiration for educators who want to improve both their own craft and the methods of the profession Jim Stigler James Hiebert Authors of The Teaching Gap Teaching English Language Learners in Secondary Subject Matter Classes Yu Ren Dong, 2019-08-01 This book is for secondary subject matter teachers and administrators who work with English language learners ELLs in subject matter classes It is also for college professors who prepare pre service teachers to work with those students The book brings together insights from linguistic socio cultural educational cognitive developmental perspectives of what it means for

ELLs to learn both English and subject matter knowledge in English as a second language. It delineates unique challenges that ELLs experience, offers ELLs learning stories, and suggests concrete strategies with classroom teaching examples across academic disciplines. The 2nd edition broadens the scope of the 1st edition in several aspects. Specifically, it includes two chapters about secondary ELLs' previous educational experiences in their home countries, a chapter on subject matter lesson planning with ELLs in mind, with teacher collaborative strategies, and more principle-based and field-tested effective instructional and assessment strategies for working with ELLs.

**Teaching English Language Learners Across the Content Areas** Judie Haynes, Debbie Zacarian, 2010-02-15 Strategies, tools, tips, and examples that teachers can use to help English language learners at all levels flourish in mainstream classrooms.

Active Teaching and Learning Strategies Rock Moore, Michelle A. Moore, 2004 Active Teaching and Active Learning Strategies: Creating a Blueprint for Success is the cumulative result of a year of reflecting, asking, and listening to questions and comments that many have concerning the education of our youth. The book's genesis, however, started many years ago as the state of California, along with many other states, embraced a standards-based accountability system. This accountability has now been coupled with the recent addition of The No Child Left Behind Legislation. In a real sense, we are entering both the best and worst of times. I say this because of the effects of high stakes testing and the requirement that all students reach high levels of proficiency, which admittedly are very lofty goals. For this to be realized, changes will be required in teaching and assessment, as well as a more concentrated focus on student learning. The instructional design introduced in this book advocates four components: academic, social, collaborative, contextual, and cognitive/developmental. These components work in tandem with Active Teaching and Learning Strategies. Combined, they form a student-responsive instructional methodology which optimizes student success and academic achievement. We wanted to create a book that demonstrated to those of us in the field of education the value of looking at academic standards with data about our students and reflecting on how this information should influence our choices concerning instructional practices and our perceptions about the students that we are entrusted with. The focus of this endeavor is to see all students achieve and succeed and to keep passion and compassion at the heart of all that we do. It is the premise of this book that the difference between effective and outstanding teachers is that outstanding teachers care, know how to utilize data, practice active teaching strategies, and promote the active learning of students. Together, these characteristics became the design and course of action that created a Blueprint for Success.

**The High School Teacher**, 1925 *Research in Education*, 1974 **Supervised Study in English for Junior High School Grades** Anne Laura McGregor, 1921 **Secondary School Teaching Methods** Leonard H. Clark, Irving S. Starr, 1967 **Teaching Writing From Content Classroom to Career, Grades 6-12** Maria C. Grant, Diane Lapp, Marisol Thayre, 2023-09-04 Teaching writing that is relevant to your students and their futures. What kind of writing do we do beyond school? It certainly isn't the well-known five paragraph essay or tight iambic pentameter. In today's workforce, the purpose of writing is to communicate.

complex ideas specific to career fields Students need more than simply mastering academic writing so Teaching Writing From Content Classroom to Career shows how to combine writing instruction teachers already share language selection tone voice audience organization and style with meaningful writing tasks so students can connect classroom writing to the world of their work and their futures Authors Maria C Grant Diane Lapp and Marisol Thayre explain ways to show students how writing works in the world of work with Ready to go lesson plans focused on relevant world of work writing tasks and formats An overarching rubric of key skills as well as student self assessment rubrics to make instruction and implementation crystal clear Downloadable and reproducible tools for both students and teachers for ease of implementation Exemplar mentor texts from the workplace in multiple disciplines that showcase writing s essential connections to workforce readiness Suggestions for using AI to generate exemplar texts Examples of how to be a successful communicator who knows how and when to move in and out of different modes of language Full of tools resources and strategies that are easy to implement and seamlessly overlay school writing curriculum this book sets students on the path to academic and career success through writing

**General Science Quarterly** ,1926      *English Journal* ,1997      *Advanced Pedagogy of Teaching*

Dr.N.Nandini,2025-06-14      **Implementing Personalized Learning Techniques with AI** Posavec, Kristina,2025-01-03 Artificial intelligence is reshaping the educational landscape by enabling more personalized efficient and inclusive learning experiences AI tools help educators address challenges like large class sizes and diverse student needs by automating administrative tasks and tailoring content to individual learners This shift has the potential to close educational gaps enhance student engagement and improve overall outcomes As AI continues to evolve its integration into classrooms could redefine how knowledge is delivered and accessed fostering more equitable and adaptive learning environments Implementing Personalized Learning Techniques with AI explores how AI can redefine educational practices and enhance the learning experience for both teachers and students It further delves into the multidimensional role of AI in education from automating routine tasks to providing personalized learning experiences according to the student s abilities skills and needs Covering topics such as accessible education student motivation and vocational school learning environments this book is an excellent resource for educators school administrators education policymakers instructional designers edtech developers academic researchers and more      How Teachers Can Turn Data into Action Daniel R. Venables,2014-02-03 From state and Common Core tests to formative and summative assessments in the classroom teachers are awash in data Reviewing the data can be time consuming and the work of translating data into real change can seem overwhelming Tapping more than 30 years experience as an award winning teacher and a trainer of PLC coaches Daniel R Venables author of The Practice of Authentic PLCs A Guide to Effective Teacher Teams soothes the trepidation of even the biggest dataphobes in this essential resource Field tested and fine tuned with professional learning communities around the United States the Data Action Model is a teacher friendly systematic process for reviewing and responding to data in cycles of two to nine weeks This powerful tool

enables you and your teacher team to Identify critical gaps in learning and corresponding instructional gaps Collaborate on solutions and develop a goal driven action plan and Evaluate the plan s effectiveness after implementation and determine the next course of action With easy to use templates and protocols to focus and deepen data conversations this indispensable guide delineates exactly what should be accomplished in each team meeting to translate data into practice In the modern sea of data this book is your life preserver

**State Curriculum Guides for Science, Mathematics, and Modern Foreign Languages** Elizabeth Anne Putnam,Ralph Paul Frazier,1960      **Circular - Office of Education** United States. Office of Education,1930      *Science Teacher Preparation in Content-Based Second Language Acquisition* Alandeom W. Oliveira,Molly H. Weinburgh,2016-10-25

The primary purpose of this book is to provide science teacher educators with exemplars of professional development programs designed to prepare school teachers to effectively help language learners in science classrooms simultaneously gain language proficiency and conceptual understanding To this end this book examines seventeen science teacher preparation programs that span a wide variety of grade levels elementary middle and secondary countries Italy Luxemburg Spain UK and US and linguistic contexts English as a Second Language English as a Foreign Language trilingual classrooms and teaching deaf children science through sign language The book is divided into three main parts Each part consists of chapters that illustrate a common cross cutting theme in science teacher preparation in content based second language acquisition namely pre service teacher preparation in service teacher preparation and international perspectives Each part provides many insights on the similarities and differences in the professional development approaches used to prepare science teaching with varied amounts of instructional experience help students in different parts of the world overcome linguistic barriers while simultaneously learning concepts central to science Bringing together researchers from various academic backgrounds science education TESOL and Applied Linguistics attention is given to varied facets of the intersection of science and language learning in the specific context of school teacher preparation

**Ideas for Teaching English, Grades 7-8-9** National Council of Teachers of English. Committee on Teaching English in Grades 7, 8 and 9,1966

## Reviewing **Vocabulary Lesson Plans For 9th Grade**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is really astonishing. Within the pages of "**Vocabulary Lesson Plans For 9th Grade**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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