

Lesson Plan: Unit 1, Lesson 2

Class: 1st Year Middle School

Unit/Lesson: Unit 1: Hello, nice to meet you! | Lesson 2: Numbers & Age

Duration: 55 Minutes

Context: Students learn to count and exchange information about age using a "Secret Identity" game to avoid the monotony of everyone being the same age (12).

Curriculum Alignment & Standards:

- **Functional Objectives:** Asking and answering about age; Counting from 0–20; Recognizing numbers aurally.
- **Grammatical Objectives:** *Wh-* questions ("How old...?"); Verb *to be* with age ("I am...", "She is...").
- **UDL Principles:**
 - *Representation:* Visualizing numbers as "word shapes" (Visual).
 - *Action & Expression:* "Air Writing" and clapping rhythms (Kinesthetic).
 - *Engagement:* Gamified math problems and roleplay (Affective).

Objectives

- **Primary Objective (Production):** By the end of the lesson, students will be able to ask "*How old are you?*" and answer "*I am [number]*" using a fictional identity.
- **Secondary Objectives (Literacy/Receptive):** Students will be able to match the written form of numbers (e.g., "eight") to the digit (8) and apply correct spelling strategies for silent letters (like 'gh' in eight).

Target Language Focus

Area	Examples
Vocabulary	Numbers 0–20 (Focus: <i>Zero, One, Two, Three, Four, Five, Six, Seven, Eight, Nine, Ten, Eleven, Twelve... Twenty</i>). Key nouns: <i>Year, Old, Birthday</i> .
Grammar	Question: How old are you? / How old is he? Answer: I am twelve. / He is ten.
Phonology	The "th" sound: /θ/ in <i>three</i> and <i>thirteen</i> (vs. /t/ in <i>tree/ten</i>). Silent letters: <i>Eight</i> . The "v" vibration: <i>Five</i> vs. <i>Fife</i> (common Moroccan error).

Anticipated Problems & Solutions

Problem	Solution
L1 Interference (Pronunciation): Students often pronounce "Three" as "Tree" or "Sree" due to French/Darija phonology.	Visual Mnemonic: Show a picture of a tree 🌳 vs. the number 3. Have them stick their tongue out exaggeratedly for the "th". Use the "Snake Sound" gesture.
Literacy (Spelling): "Eight" is notoriously difficult for Moroccan beginners because 'gh' is silent (unlike in Arabic where 'gh' is /ħ/).	The Ghost Letter: Draw the word "Eight" on the board and draw a small ghost 👻 over the "gh". Explain that ghosts are silent; we don't hear them.
Monotony: In a 1MS class, almost every student is 11, 12, or 13. Practicing "How old are you?" becomes boring real truth.	The "Lying Game" (Roleplay): Give students "Secret Age Cards" so they have to pretend to be a baby (1), a grandfather (80), or a player like Hakimi (26).

Procedure

Time	Stage	Interaction	Procedure
5 Mins	Lead-in / Warm-up <i>(The Thunder Clap)</i>	T-S Whole Class	"The Thunder Clap": T starts a slow clap. T says "One". Class claps once. - T says "Two". Class claps twice. - T increases speed up to 10. Then T stops speaking and only holds up fingers. Students must shout the number. Cultural Hook: T shows a picture of the Moroccan National Team jersey (e.g., Ounahi #8 or Ziyech #7). Ask: "What number is this?" Pedagogical Rationale: Immediately engages kinesthetic learners and transitions from non-verbal to verbal counting without a textbook.

10 Mins	Input / Presentation <i>(Inductive Math)</i>	T-S	1. The Equation Board: T does NOT write a list 1-20. T writes sums: 1 + 1 = ? (Elicit "Two") 5 + 5 = ? (Elicit "Ten") 10 + 2 = ? (Elicit "Twelve") 2. Focus on 11, 12, 13, 15, 20. (These are the irregulars/difficult ones). 3. Drill: Choral repetition with emotion. "Say 'Twelve' like you are angry." "Say 'Thirteen' like you are sleepy." 4. Introduce the Q&A structure using a puppet or drawing: <i>"Hello! I am Hamza. I am... (write 12). How old are you?"</i> Pedagogical Rationale: Uses simple math (CLIL) to make the English meaningful. Emotional drilling prevents "robot voice."
10 Mins	Literacy Extension <i>(The Number Snake)</i>		1. T draws a long snake on the board. Inside the snake, number words are written without spaces: <i>onetwothreefourfivesix.</i> 2. Students must copy the snake and draw lines to separate the words: `one
10 Mins	Controlled Practice <i>(The "Buzz" Game)</i>	Whole Class	1. Students stand in a circle (or at desks). 2. They count 1, 2, 3... down the line. 3. The Rule: Every time they hit a number with "5" in it (5, 15), they must say "BUZZ" instead of the number. 4. If they say the number, they sit down. 5. Speed up. Pedagogical Rationale: High repetition of target vocabulary in a gamified, low-stakes environment. Forces active listening.

15 Mins	Production <i>(The Secret Celebrity)</i>	S-S (Mingle)	1. T hands out small slips of paper. Each slip has a number (1–20) and a name (or image) of a character (e.g., <i>Mickey Mouse</i>, 10; <i>Achraf Hakimi</i>, 20; <i>Baby</i>, 1). 2. Task: Students stand up. They must meet 3 people. Student A: <i>"Hello. What is your name?"</i> Student B: <i>"I am Mickey."</i> Student A: <i>"How old are you?"</i> Student B: <i>"I am ten."</i> 3. Student A writes down the info. <i>Pedagogical Rationale:</i> Authentic communicative practice. The persona element lowers the affective filter (shyness).
5 Mins	Cool Down <i>(Back Tracing)</i>	Pairs	1. Students work in pairs. Student A uses their finger to draw a number (digit) on Student B's back. 2. Student B must say the number in English. 3. Switch. <i>Pedagogical Rationale:</i> Calming, tactile activity to end the lesson. Reinforces the connection between the digit concept and the English word.