






## teaching plan

<b>Subject:</b> English	<b>Grade:</b> Seventh
<b>Concept:</b> Visiting places	<b>(Duration:</b> 90 min. (two classes
<b>:Sub-concepts</b> Souk Jara  <b>:Learning outcomes</b> .Predicting the meanings of new vocabulary items- .Write about the differences between Souk Jara and other markets-	

### Procedures

Strategic phases/5Es	Teacher	Learner
 <p><b>Engage</b> Participation by employing previous knowledge, such as: analyzing pictures, watching a video, asking, meditating</p>	<p>Start a discussion- about Souk Jara and other markets (benefits, elements, and ways of .(designing</p>	<p>Say ideas using-items that are sold .there  Answer- questions of teacher and students, and make comments .on ideas  Asking about- <b>Souk Jara and where it is .located</b></p>
 <p><b>Explore</b> Providing a model for students in order to reach the base or solve the problem by collecting and linking data. Such as: brainstorming, hypothesis testing, data analysis, problem solving, categorizing, predicting</p>	<p>Ask students to- think of all the words they believe are relevant to <b>.Souk Jara</b>  Show the - “Markte” items there, and prompt students to say their ideas and .comments  Tell students to- highlight elements in Souk Jara in the .sample</p>	<p>Say words- related to <b>Markets in general</b> in a brain .storming activity  Analyze the - sample, and say ideas and .comments  Think of the- elements in the sample and .highlight them  Ask questions - about more</p>

		necessary Items ."in a "Souk Jara	
 <p><b>Explain</b> Creating a real discussion through questions such as: "What can I buy? What was it?" to motivate students to think deeply in order to provide evidence for the validity of an opinion or to refute</p>	<p>Read the-outcomes of the exercise with students. -Ask students about what they can say about what can be bought from Souk Jara. Write ideas on the .board</p>	<p>Answer-questions providing evidence, from the text or from previous .knowledge</p>	
 <p><b>Elaborate</b> Introducing new ideas and forging new valuable connections, such as: make connections, compare, analyze</p>	<p>By using a lab-top/iPad, show some ideas of <b>Markets in the .area</b> Focus on the idea-that students are supposed to state the differences between the market near them an Souk Jara, not only write a paragraph. They should include data and pictures to make it .attractive</p>	<p>Say opinions-about shown .pictures Draw-comparisons between two sources (text and pictures in the internet), and make connections about various designs of <b>.Markets</b> Discuss with-teacher their ideas about <b>A Market</b> which they will design .((homework</p>	
 <p><b>Evaluate</b> Reflection on the critical thinking process and the use of metacognitive strategies in the learning process, such as: self-assessment, reflection on the learning process, performance indicators This should be linked to) the final evaluation of the .learning material</p>	<p>Ask students to-evaluate each other's work by writing a list of comments .((peer-assessment</p>	<p>Show and read-<b>.Souk Jara</b> Receive-feedback from peers, write down notes "reflection on the learning process" and discuss some .points with peers</p>	

