

(Semester Plan No (2)
Class / level: 3 rd grade
Number of classes: 1
Activity Book

Lesson Plan

date: fromto

Page No (8 Activity book
Unit title: 5 Fun On the farm
Lesson one: lesson 4

Previous learning:

Vertical Integration: farm animals and work: She's running to the cows. They're running after me.

Horizontal Integration

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to recognise facts about simple cartoon stories	Activity Book Page 8	Direct instruction/ Exercises Groupwork/ Pair work Activity based learning/ Oral presentation Narration	Peer learning: -Think-pair share technique Independent :learning Summative questions technique	Check list- Rating - scale	Starting the lesson Ask pupils if they remember the value of the story. Ask • them to list as many situations as they can where it's important to pay attention.L Practice After you read Remember the story. Read and tick (✓). 1 With books closed, ask pupils to tell you about the story. .Check answers as a class Values Look and circle. Ask pupils why it's important for 2 them to pay attention in each situation. Pupils check if the people in the pictures are paying attention or not and circle .accordingly Look and colour. Use the Think-pair-share technique to 3 .discuss if pupils liked the story Finishing the lesson Use the Summative questions technique to have pupils • discuss what they think about today's lesson, what they've .managed to learn and where they have difficulties	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me:

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by: School principle Date Signature
..... Supervisor Date Signature

:Previous learning

date: fromto

Lesson two: lesson 5 Vocabulary and

Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	. to listen to and talk about farm-activities	Pupil's Book Page 12 lesson sheets of A4 paper, enough for each pupil strips of paper, six per pupil. Resources 39, 47, 54 and 58	Groupwork/ Groupwork Pair work Direct instruction Exercises	Setting aims and :criteria lesson objectives presentation Monitoring pupils learning: Traffic light cards technique Peer learning: pairwork; groupwork Independent :learning Summative questions technique	Check list- Rating - scale	Starting the lesson .Ask pupils to say action or activity words. Write them on the board • Presentation. Explain that in this lesson pupils will learn different types of .things they can do on a farm Practice Pupil's Book 1 5.6 Listen and say. Then listen and tick (✓) or cross (X). Point to an activity for pupils to mime and say after you. Play the first part of the audio. Pupils repeat the activities as they hear them. Extension In .pairs, pupils say and mime an activity Listen and sing. Play the song for pupils to sing. Explain that 5.8 & 5.7 2 when they hear an action, they mime it. Extension Place pupils in small .groups to rewrite the song using different actions. Groups sing their song Look at Activity 2. Ask and answer. 5.9 Explain to pupils that we use are 3 and -ing after the verb to ask about actions happening now when the subject is in the plural. We use short answers to reply. Use the Traffic light .cards technique to check Finishing the lesson Use the Summative questions technique to ask pupils how this lesson • has helped them improve their English. Ask pupils what they would like to .learn next	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

..... Supervisor Date Signature

*Suggestions for improvement

(Semester Plan No (2)

Lesson Plan

Page No (9 AB

.Class / level: 3rd grade

Unit title: 5 Farm on the farm

Number of classes: 1

date: fromto

Lesson one: lesson 6 Activity book

Previous learning:

Vertical Integration: collect the eggs, milk the cows, brush the horses, fix the gate, sweep the barn, clean the cage

:Horizontal Integration

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to answer questions about farm activities	Activity Book Page 9	Groupwork / Pair work Direct instruction / Exercises	- Peer :learning pairwork	Check-list - Rating scale	Starting the lesson Write some of the sentences from the farm on the board • with key words missing. Pupils complete the missing sentences e.g. collect the ... fix the Practice Look and circle. Ask pupils to say what the action in each 1 .picture is Listen and write. Pupils listen to the audio and then 5.10 2 write short answers. Tell pupils to go to the Extra practice on page 13 and do the activities. See notes in Lesson 10. Then tell pupils to complete the Picture dictionary on page 44 Extra activity Fast finishers TB page 43 Finishing the lesson Have pupils work in pairs to mime an activity. Ask pupils • Are they sweeping the barn? etc. Pupils answer with Yes they .are or No they aren't	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

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..... Supervisor Date Signature

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

(Semester Plan No (2)

.Class / level: 3rd grade

Number of classes: 1

:Previous learning:

Lesson Plan

date: fromto

Vertical Integration: revision of all taught words and grammar

Page No (10 AB

Unit title: 5 Farm on the farm

Lesson two: lesson 7 Skills

Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to play a game about animals and farm activities	Pupil's Book .Page 13 Activity Book Page 10. unit flashcards. sheets of A4 paper, enough for each pupil Activity 1 audioscript with names or actions blotted out scissors	Groupwork/ Pair - work Direct instruction/ Exercises Activity based learning/ game	Setting aims and- :criteria lesson objectives presentation 'Monitoring pupils :learning Traffic light cards ;technique Lollipop stick technique Peer :learning ;;pairwork Two stars and a ;wish technique Expert envoy technique Independent :learning Summative questions technique	Check list- Rating - scale	Starting the lesson .Play a Bingo! game with animals and farm activities • Presentation Explain that in this lesson pupils will do a listening activity and • .then play a game with their cut-out cards Practice Pupil's Book On the board, write Hamed is sweeping the barn. In pairs, pupils write three sentences about the picture like the one .on the board Listen and draw lines. There's one extra name. Explain the 5.11 1 activity. Use the Traffic light cards technique to check pupils .understand it .Extra activity Critical thinking TB page 44 Cut out. Then listen and play. Place pupils in pairs and play 5.12 2 the audio.. Ask pupils to look at their cards and using the Lollipop stick technique, have random pupils describe a picture. Use the Expert envoy technique to help pupils who haven't understood the .game .Activity Book 1 Read and circle .Write, draw and share 2 Finishing the lesson. Use the Summative questions technique to ask pupils about what they learnt in this lesson and what they did. ..Ask them to make brief notes	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

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(Semester Plan No (2)

.Class / level: 3rd grade

Number of classes: 2

____ :Previous learning:

Lesson Plan

date: fromto

Vertical Integration: farm, olive trees, picnic

Page No (14pB/ 11AB

Unit title: 5 Fun On the farm s

Lessons lesson 8 culture

Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to read a simple text about farms in ;Jordan	Pupil's Book Page .14	Groupwork/ Groupwork	Setting aims and criteria lesson objectives presentation	Check list-	Starting the lesson. Refer pupils to page 12 in Elicit what they learnt in .that lesson Presentation Explain that in this lesson pupils will learn about farms in Jordan.. Ask • .pupils to say what they know about farms in their country Practice	
2	to write about a day on the farm	Activity Book Page 11. Lesson 5 song sheets of A4 paper, enough for each pupil pictures of farms, farm animals or anything related to farms	Direct instruction/ Exercises Activity based learning/ Project	Monitoring pupils' learning: Traffic light cards technique Peer ;learning groupwork	Rating - scale	Pupil's Book 1 Before you read Where do you go at the weekend to have .fun? Have pupil say what kinds of things they do at the weekend Listen and read. Ask pupils to describe the pictures in the text. 5.13 2 After listening to the audio, ask pupils what they found interesting about .it. Ask pupils what they would like to do on a farm ace pupils in five small groups and give them a paragraph from the text to read to each other After you read Activity book, page 11. In groups, have pupils imagine 3 .they own a farm AB. 1 Look and write. 2 After you read. Read and circle. Use the Traffic .light cards technique to make sure pupils have understood the activity .Extra activity TPR & Fast finishers page 46 Project Viewing and presenting Make a collage of a farm. Give pupils a sheet of A4 paper and, using the Lollipop stick technique, ask a pupil to read through the instructions. Remind pupils to write sentences about .their collage in their notebooks Finishing the lesson. Have each pupil write two sentences using the words from Lesson 8	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

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(Semester Plan No (2)

Class / level: 3rd grade

Number of classes: 1

___ :Previous learning:

Lesson Plan

date: fromto

Vertical Integration: Fix the gate, please. Sorry, can you repeat that?

Page No (15PB/12 AB

Unit title: 5 Fun On the farm

Lesson five: lesson 9 English in action

Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to ask for clarification	Pupil's Book .Page 15 Activity Book 12. strips of paper, five per pupil a bottle per .group straw puppets. Resource 66	Groupwork/ Groupwork Pair work Activity based learning/ game Direct instruction/ Exercises	Setting aims and :criteria lesson objectives presentation Monitoring 'pupils :learning Lollipop stick ;technique Stop/Go technique Peer :learning pairwork Independent :learning Summative questions technique	Check-list Rating - scale	Starting the lesson Divide the class into small groups and have them sit in a circle. Put • .the bottle in the middle. Play categories game Presentation Explain that in this lesson pupils will learn how to ask for • .clarification Practice Pupil's Book 1 5.14 Listen and read. Ask pupils to look at the picture and tell you what they see. Play the audio once for pupils to read and .listen to Act out the dialogue. Use different activities and animals. Using the 2 Stop/Go technique, have pupils tell you if they are ready to proceed with the activity. Explain that pupils can use straw puppets if they like. Act out the dialogue with pairs .Activity Book 1 5.15 Listen and number Finishing the lesson Use the Summative questions technique to ask pupils to tell you • what they enjoyed about today's lesson	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

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..... Prepared by : School principle Date Signature

..... Supervisor Date Signature

Reflection:

*I feel satisfied with

.....

*Challenges that faced me

.....

*Suggestions for improvement

.....

(Semester Plan No (2)

Class / lev 3rd grade

Number of classes: _____

____ :Previous learning:

Lesson Plan

date: fromto

Vertical Integration:

Page No (15 PB/ 12 AB

Unit title: 5 Fun On the farm

Lessons lesson 10 phonics

Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	. to listen to and say the blends ng and ing	Pupil's Book Page .15 Activity Book Page 12. phonics from this and past lessons on index .cards phonics notebooks for each pupil	Groupwork/ - Pair work Direct instruction/ Exercises	Peer learning: pairwork	Check list- Rating - scale	Starting the lesson revise the sounds which pupils learned in Grade 3 Semester 1. • Suggested sounds and words include play (pl), drum (dr), tree (tr), swim .((sw), stop (st) and what (wh) Presentation On the board, write ng and ing. Say the phonics sounds and have • pupils repeat after you.. Elicit other words that pupils know with these .sounds and write them on the board Practice Pupil's Book 1 5.16 Listen and say. On the board, write ng and ing. Say the words with these phonics and have pupils repeat after you. Play the audio for pupils to listen and say. Have pupils say the phonic sounds and .words in pairs .Listen and circle 25.17 Listen and say the tongue twister. Ask pupils to read the tongue 5.18 3 .twister and find and say words with the phonics in today's lesson .Activity Book 1 5.19 Listen and write ng or ing. Then match Extra practice 1 Look and circle. 2 Look and write. 3 Look, read and .number Finishing the lesson Say one of the words containing ng. Pupils clap. Say one of the words • .containing ing. Pupils stand up	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

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..... Supervisor Date Signature

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

(Semester Plan No (2)

Lesson Plan

Page No (16+17

.Class / level: 3 rd grade

Unit title: 6 Out in the forest

:Number of classes: 2

date: fromto

Lesson 1 Vocabulary and Grammar

Previous learning: - Vertical Integration: dirty, clean, old, new, plain, fancy, hard, soft, wet, dry; I haven't got a new book. He/She hasn't

Horizontal Integrat : Them 4: Environment/science Them

-2

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to talk about things using adjectives	Pupil's Book Pages .16-17 flashcards from this .lesson stopwatch. sheets of A4 paper, enough for each .pupil fly .swatters new or old .book Resources 40 and 48	Direct instruction/ Exercises Groupwork/ Pair work Direct instruction/ Flashcards	Setting aims and :criteria lesson objectives presentation Monitoring 'pupils :learning Lollipop stick technique Peer :learning pairwork	Check-list Rating - scale	Starting the lesson On the board, write The Farm and tell pupils they have about minute to write as many words as they can that are related to farms. Use the .Lollipop stick technique to ask pupils to say different sentences related to farms Presentation Explain that in this lesson pupils will learn how to describe things. .Practice Pupil's Book 1 How many boats can you see? Ask pupils to count the boats in the picture.. Place pupils in pairs. Pick up the stopwatch and explain that they have one .minute to answer the questions in the box Listen and stick. Then listen and say. Place the flashcards on the board. Point 6.1 2 to each picture and say the word. Pupils repeat after you. Point to an item and use the Lollipop stick technique to have pupils tell you what it is Find the adjectives in the picture on page 16. In pairs, pupils look at the picture 3 .and describe the different objects using the new vocabulary Listen and chant. On the board, write I haven't got an old scooter. 6.3 & 6.2 4 Explain that we place the adjective before the noun. And negative form to show .that we don't own something Point and say. 6.4 Draw pupils' attention to the Grammar box and the recorded 5 model.. Have pupils read and act out the model dialogue. Place pupils in pairs to complete the activity .miching the lesson. Play Word swat with the Unit 6 .flashcards	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

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..... Supervisor Date Signature

Vertical Integration: dirty, clean, old, new, plain, fancy, hard, soft, wet, dry; I haven't got a new book. He/She hasn't got a soft ball

date: from to

Lesson :- Lesson 2 Activty Book

:Horizontal Integration.

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	.to talk about things using adjectives	Activity Book Pages 14-15	Direct instruction/ Exercises	Independent :learning Summative questions -technique	Check-list Rating - scale	<i>Starting the lesson</i> <i>.Ask pupils to remember the new words from Lesson 1</i> <i>Ask them to point to something in the room that demonstrates each adjective as .they say it</i> <i>Previous Vertical Integ Specific</i> <i>No. Outcome</i> <i>to read s cartoon storie .1</i> <i>Practice</i> <i>Look at Pupil's Book page 16. Read and write. Pupils read and answer the 1 .questions</i> <i>.Ask them to refer back to the Pupil's Book if necessary</i> <i>.Look, match and write 2</i> <i>Pupils look at the pictures, match to the opposite adjective and write the word • using the word pool</i> <i>.Follow and circle 3</i> <i>.Pupils follow the lines and circle the correct words •</i> <i>.Look and write 4</i> <i>Pupils complete the sentences using the words in the word pool •</i> <i>Finishing the lessso</i> <i>Use the Summative questions technique to ask pupils what they liked about • .today's lesson</i>	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

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 Supervisor Date Signature

(Semester Plan No (2)

Lesson Plan

Page No (1

.Class / level: 3rd grade

Unit title: 6 Out in the forest

Number of classes: 2

date: fromto

Lesson lesson 3 story

Previous learning: ____ Vertical Integration: adjectives and camping objects: My backpack is old. I've got a wet sweater

:Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to read simple cartoon .stories	Pupil's Book Pages 18-19. sheets of A4 paper, enough for .each pupil Unit 6 story cards strips of paper a bag or a .box True/False response cards • Resources 63 and 71	Groupwork/ Groupwork Pair work Direct instruction/ Exercises Activity based learning/ Oral presentation Narration	Setting aims :and criteria lesson objectives ;presentatio Key question technique Monitoring pupils :learning Lollipop stick ;technique True/False cards technique Peer :learning ;pairwork groupwork	Check-list Rating - scale	Starting the lesson. Give pupils three strips of paper each. Ask them to write a word from the new vocabulary • .on each one. Pupils say the word to their partner who has to find its opposite then swap Presentation. Using the Key question technique, ask pupils what they enjoy about the stories .in the course. Tell pupils that today's story is about a problem with a map Practice Pupil's Book 1 Before you read Who's got the yoyo? Ask pupils to say as many toys .as they can remember. Pupils look for the yoyo in the story Listen and read. Have pupils read or listen to the story. Ask them what happens in it.. 6.5 2 Play the audio again and pause at frame 5. In pairs, pupils discuss the question in the box.. .Using the True/False cards technique, to check understanding .After you read Look at the story. Read and write 3 Ací out the story. Divide pupils into small groups. Tell them to choose their roles and 4 .practise them Viewing and presenting. Place pupils in small groups and have them complete the activity 5 on a sheet of A4 paper. Use the Lollipop stick technique to ask groups to present their work to the class. Make a classroom display .Finishing the lesson. In pairs, pupils discuss their favourite scene from the story	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

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 Supervisor Date Signature

(Semester Plan No (2)

Lesson Plan

Page No (1

.Class / level: 3rd grade

Unit title: 6 Out in the forest

Number of classes: 1

date: fromto

Lessons lesson 4 Activity book

: .Previous learning

Vertical Integration : adjectives and camping objects; My backpack is old. I've got a wet sweater

Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to remember facts about simple cartoon stories	Activity Book Page 16	Groupwork/ Pair work Direct instruction/ Exercises Activity based learning/ Oral presentation Narration	--:Peer learning ;pairwork Think-pair- share technique Independent learning: Summative questions technique	Check list- Rating - scale	Starting the lesson Write some of the words from the story with their vowels missing. • .Pupils complete the words with the missing vowels Practice <u>After you read</u> Remember the story. Correct the words in bold. With books closed, ask .pupils to tell you about the story. Check answers as a class . (Values Look and tick (✓) or cross (X Ask pupils how the people in the pictures are being resourceful.. • Extension In pairs, pupils help the girl in the first picture to be resourceful. ?What would they do .Look and colour .Use the Think-pair-share technique to discuss if pupils liked the story • Finishing the lesson Use the Summative questions technique to have pupils discuss what • they think about today's lesson, what they've managed to learn and where they have difficulties	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

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..... Supervisor Date Signature

(Semester Plan No (2)

Lesson Plan

Page No (20

.Class / level: 3rd grade

Unit title: 6 Out in the forest

Number of classes: 1

date: fromto

Lesson : lesson 5 Vocabulary and

Grammar

Previous learning: __ Vertical Integration: tent, sleeping bag, shampoo, toothpaste, sunscreen, torch; Have you got a tent? Yes, I have/No haven't. Has he/she got a tent? Yes, he/she has./No, he/she hasn't.

Horizontal Integration

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to talk about camping items	Pupil's Book Page 20 unit flashcards. sheets of A4 paper, enough for each pupil fly swatters. Resources 41, 49, 55 and 59	Direct instruction / Flashcards Direct instruction / Exercises	Setting aims and criteria: lesson objectives presentation Monitoring pupils' learning Traffic light cards ;technique	Check-list - Rating scale	<i>Starting the lesson</i> <i>.Ask pupils to say as many adjectives as they can. Write them •</i> <i>Presentation</i> <i>Explain that in this lesson pupils will learn about different things •</i> <i>.they can take with them on trips</i> <i>Practice</i> <i>Pupil's Book 1 6.6 Listen and say. Then listen and tick (✓). What's missing? Play the first part of the audio. Pupils repeat the items as .they hear them. The second time they tick the objects</i> <i>Listen and sing. Ask pupils to read the song and 6.8 & 6.7 2 underline all the new vocabulary. • Play the song for pupils to sing. .Explain that when they hear camping items, they clap their hands</i> <i>Look at Activity 1. Circle one thing you've got. Then ask. 6.9 3 Draw pupils' attention to the Grammar box and the recorded model. explain it on board. Use the Traffic light cards technique to .check</i> <i>Finishing the lesson</i> <i>Play Word swat with the Unit 6 flashcards •</i>	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

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..... Supervisor Date Signature

(Semester Plan No (2)

Lesson Plan

Page No (AB 17

.Class / level: 3rd grade

Unit title: 6 Out in the forest

Number of classes: 1

date: fromto

Lesson :- Lesson 6 Activity

Book

Previous learning: ____ Vertical Integration:_ tent, sleeping bag, shampoo, toothpaste, sunscreen, torch; Have you got a tent? Yes, I

:have/No haven't. Has he/she got a tent? Yes, he/she has./No, he/she hasn't.

Horizontal Integration

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to remember about camping items	Activity Book Page17	Direct instruction/ -Exercises	Independen :t learning Summative questions ;technique portfolios	Check- list Rating - scale	Starting the lesson Ask individuals questions with Have you got ...? Encourage • .them to respond with Yes, I have. or No, I haven't Practice <u>.Look, order and write 1</u> Listen and match. Tell pupils to go to the Extra practice 6.10 2 on page 21 and do the activities. See notes in Lesson 10. Then .tell pupils to complete the Picture dictionary on page 45 Extra activity Fast finishers. Pupils write the questions for Activity 2 using Has he/she got ...? and different items, with answers. Place their .work in their portfolios Finishing the lesson Use the Summative questions technique to ask pupils how • this lesson has helped them improve their English and what ..they would like to learn next	

(Daily follow- up table)

Reflection:

*I feel satisfied with

*Challenges that faced me

Day & Date	Section	Period	Fulfilled Outcomes	Homework

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

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..... Supervisor Date Signature

(Semester Plan No (2)

Lesson Plan

Page No (AB18

.Class / level: 3rd grade

Unit title: 6 out in the forest

: Number of classes: _____

date: fromto

Lesson Lesson 7 skills

:Previous learning:

Vertical Integration:revision of all taught words and grammar.

Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to play a game describing items	Pupil's Book Page 21 Activity Book Page 18. unit flashcards. sheets of A4 paper, enough for each pupil Activity 1 audioscript with names or actions	Groupwork/ Pair work Direct instruction/ Exercises Activity based learning/ game	Setting aims :and criteria lesson -objectives presentation Monitoring pupils learnings Lollipop stick technique Traffic light cards technique Peer learning pairwork;; Expert envoy ;technique Two stars and a wish technique Independent :learning Summative questions technique	Check-list Rating - scale	Starting the lesson. On the board, write the first three or last three letters of unit vocabulary words. Give pupils one minute to find as many words as they can and write them in their .notebooks Presentation. Explain that in this lesson pupils will do a listening activity and then play a .game with their cut-out cards Listen and tick (✓). Explain the activity. Use the Traffic light cards technique to check 6.11 1 pupils understand it. Play the audio twice, pausing for pupils to write their answers. Then .use the Lollipop stick technique Cut out. Then listen and play. Place pupils in pairs and play the audio.. Ask pupils to 26.12 look at their cards and using the Lollipop stick technique, have random pupils describe a .picture. Use the Expert envoy technique if needed .Activity Book 1 Read and write Write, draw and share. Ask pupils to imagine they are on a camping weekend and write 2 sentences about what they are doing there with friends or family. Pupils show their work to their partners and use the Two stars and a wish technique to comment on each other's .work. They read their sentences in pairs Finishing the lesson Give each pupil a sheet of A4 paper. Use the Summative questions technique to have the pupils think about what they learnt so far in the unit and what their favourite activities were. Ask them to make brief notes. Then have the pupils stand up and .read their notes to the class. Pupils illustrate their work	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

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*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

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(Semester Plan No (2)

Lesson Plan

Page No (PB22/ AB 19

.Class / level: 3rd grade

Unit title: 6 Out in the forest

Number of classes: 2

date: fromto

Lesson : Lesson 8 Culture

:Previous learning: __

Vertical Integration: _ hole, lid, meat, vegetables, grills, fire, barrel

Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to read a simple text about .;camping food in Jordan	Pupil's Book .Page 22 Activity Book Page .19 sheets of A4 paper, enough for each pupil. pictures of popular camping	Groupwork/ -Groupwork Direct instruction/ Exercises Activity based learning/ Project	- Setting aims :and criteria Key question ;technique lesson objectives presentation Monitoring 'pupils :learning Lollipop stick ;technique	Check- list Rating - scale	Starting the lesson Use the Key question technique have learnt so far in their Culture lessons. to have a short discussion on what pupils Presentation Explain that in this lesson pupils will learn .about a popular camping food in Jordan Practice Pupil's Book 1 Before you read What's your favourite camping food?. Show pupils pictures of different food. Ask pupils what they enjoy eating when .they go camping or would enjoy should they go Listen and read. Ask pupils to describe the 6.13 2 pictures in the text and tell you what their favourite food item is. After listening to the audio, ask pupils if .they have tried Zarb or would like to try it After you read Activity book, page 19. Pupils turn to 3 .page 19 in their Activity Books	
2	to make a recipe book of popular camping food						

		food in Jordan		Stop/Go technique Peer :learning groupwork Independent :learning -Thought provoking questions technique		.Activity Book 1 Look and write After you read Read and number. Use the Stop/Go 2 technique to make sure pupils have understood the activity.Project Viewing and presenting. Ask pupils to say what words they think they will use for the project and write them on the board. Place pupils in groups and give them a sheet of A4 paper. Using the Lollipop stick technique, ask a pupil to read through the instructions.. Pupils present their work to the class.Finishing the lesson Use the Thought-provoking questions technique to ask pupils which lessons they like the best. Ask pupils what else they would like to learn in future Culture .lessons	
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(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by : School principle Date Signature
..... Supervisor Date Signature

(Semester Plan No (2)

.Class / level: 3rd grade

Number of classes: 1

:Previous learning_

Lesson Plan

date: fromto

Vertical Integration: Whose torch is this? It's his

Page No (AB 20

Unit title: 6 Out in the forest

Lessons Lesson 9 English in action

Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to talk about who possessions belong to	Pupil's Book .Page 23 Activity Book Page 20 sheets of A4 Oral presentation Assessment presentation Monitoring ,paper enough for each pupil bags or .boxes	-Direct instruction Exercises Oral presentation	Setting aims and criteria lesson -objectives presentation Monitoring 'pupils :learning Traffic light cards ;technique Independent :learning Summative questions technique	Check-list Rating - scale	Starting the lesson ask pupils to write on their notebooks ten words they have learnt in this unit. • Say all the new words from this unit in random order. Each time pupils hear a word on their list, they cross it off. The first person to cross off all their words calls !out Bingo Presentation Explain that in this lesson pupils will learn how to talk about possessions. On the • .board, write Whose backpack is that? Point to a backpack and elicit an answer Practice Pupil's Book 1 6.14 Listen and read. Ask pupils to look at the picture and tell you what they see. Play the audio once for pupils to read and listen to. Play the audio .again for pupils to repeat chorally Act out the dialogue. Use different objects and adjectives. Using the Traffic light 2 cards technique, have pupils tell you if they are ready to proceed with the activity. .Explain that pupils can use straw puppets if they like .Activity Book 1 6.15 Listen and write Finishing the lesson Use the Summative questions technique to ask ss to tell you • what they enjoyed about today's lesson	

		straw .puppets pictures of boys and pictures of girls Resource 67					
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(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by : School principle Date Signature
..... Supervisor Date Signature

(Semester Plan No (2)

.Class / level: 3rd grade

Number of classes: 1

phonics

∴Previous learning: __

Lesson Plan

date: fromto

Page No (PB23/AB 20

Unit title: 6 Out in the forest

Lesson lesson 10

Vertical Integration:

Horizontal Integration

No	Specific Outcomes	Material / Restore s	Instruction al Strategy	Assessment		Procedures	Duratio n
				Strategy	Tool		
1	to listen to and say the blends cl, sl and fl	Pupil's Book .Page 23 Activity Book Page 20 coat hanger for each pupil index cards dice. string	Groupwork / Groupwork Pair work Direct instruction -/ Exercises	Monitoring pupils' :learning Peer -learning pairwork; groupwork	Check-list - Rating scale	Starting the lesson Divide the class into small groups. Play die and words. • .Details in TB page 68 Practice Pupil's Book 1 6.16 Listen and say. On the board, write cl, sl and fl. Have pupils repeat after you. Play the audio for pupils to listen and say. Write the phonic words on the board. Tell pupils you will spell a phonic word for them to say which one it is. Have pupils say the phonic sounds and .words in pairs .Listen and write cl, fl or sl 6.17 2 Listen and say the tongue twister. Ask pupils to read 3.6.18 the tongue twister and find and say words with the phonics	

		and stapler. phonics notebooks for each pupil				in today's lesson. In pairs, pupils say the tongue twister as fast as they can to their partner .Activity Book 1 6.19 Listen and write cl, fl or sl .Extra practice 1 Look and write. 2 Write. 3 Follow and circle Finishing the lesson Say one of the words containing cl. Pupils clap. Say one of the words containing sl. Pupils stand up. Say one of the words containing fl. Pupils put their hands up. Continue saying words with the sounds from the lesson for pupils to do the actions	
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(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

.....

*Challenges that faced me

.....

*Suggestions for improvement

.....

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by : School principle Date Signature
..... Supervisor Date Signature

(Semester Plan No (2)

Lesson Plan

Page No (24-25

.Class / level: 3rd grade

Unit title: 7 look at the stars

Number of classes: _2

date: fromto

Lesson :- Lesson 1 Vocabulary and

Grammar

Previous learning. : Vertical Integration : door, window, sofa, armchair, television, bed, wardrobe, mirror, clock, bookcase, There's a
bookcase. There are bookcases

Horizontal Integration Theme 1: Society Theme 2: Culture/ Socia

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		

1	to talk about furniture	Pupil's Book Pages 24-25 flashcards from this lesson stopwatch sheets of A4 paper, enough for each pupil. strips of paper, three per pupil ten ● sticky notes per pair Resources 42 and 50	Groupwork/ Groupwork Pair work Direct instruction/ Flashcards -	Setting aims and -:criteria lesson objectives presentation Monitoring 'pupils :learning Lollipop stick technique Peer :learning ;pairwork groupwork Independence t :learning -Thought provoking questions ;technique	Check-list Rating - scale	Starting the lesson. Give each pupil three strips of paper and ask them to write a vocabulary item on each one from any unit. In pairs one says a word and the other says the opposite. Presentation. Explain that in this lesson .pupils will learn about furniture Practice Pupil's Book 1 How many furniture words do you know? Ask pupils where the people in each picture are. Ask if they can name any of the pieces of furniture in the picture. Write them on the board. questions in the box. Pick up the stopwatch and give pupils one minute to answer the Listen and stick. Then listen and say. Place the flashcards on the board. 7.1 2 Point to each picture and say the word. Pupils repeat after you. Point to an item and use the Lollipop stick technique to have pupils tell you what it is Find the furniture in the picture on page 24. In pairs, pupils find the 3 .furniture and say the word Listen and chant. Pupils read the chant and find examples of the 7.3 & 7.2 4 grammar.. Play the chant. Tell pupils to clap their hands when they hear a .piece of furniture Make a verse of the chant about your home. Place pupils in small groups. 5 .Then they come to the front and sing their song to the class Talk about your home. 7.4 Draw pupils' attention to the Grammar box.. 6 Explain that we use There's with singular nouns and There are with plural .nouns Finishing the lesson. Use the Thought-provoking questions technique to ask .pupils what else they would like to learn about in this unit	
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(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by : School principle Date Signature

..... Supervisor Date Signature

(Semester Plan No (2)

Lesson Plan

Page No (AB 22-23

.Class / level: 3rd grade

Unit title: 7 look at the stars

Number of classes: 1

date: fromto

Lesson : lesson 2

Activity Book

Previous learning: -

Vertical Integration: door, window, sofa, armchair, television, bed, wardrobe, mirror, clock, bookcase;

:There's a bookcase. There are bookcases

Horizontal Integration

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		

1	to talk about furniture	Activity Book Pages .22-23 unit flashcards fly • swatters	Direct instruction/ Exercises Flashcards Groupwork/ Groupwork Pair work	Peer learning: pairwork; groupwork	Checklist Rating Scale	Starting the lesson Place pupils in small groups and have them play a game where they • draw a picture of the new vocabulary for their group members to .guess Practice Look at Pupil's Book page 24. Read and write. In pairs, pupils discuss 1 .the answers to the questions. Feedback as a class Look and write. Pupils label the pictures using the words in the word 2 pool Look and tick (✓) or cross (X). Pupils read the sentences and tick if 3 .the sentence is true.. or cross if the sentence is false Look, write and circle. Pupils write There's a or There are and circle 4 .the correct singular or plural word Finishing the lesson Play Word swat with the Unit 7 flashcards •	
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(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by : School principle Date Signature

..... Supervisor Date Signature

(Semester Plan No (2)

Lesson Plan

Page No (1

.Class / level: 3rd grade

Unit title: 7 Look at the stars

Number of classes: 2

date: fromto

Lessons : Lesson 3 story

∴Previous learning: Vertical Integration. The clue is in your bedroom

Horizontal Integration

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		

[illegible]

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by :

School principle

Date **Signature**

..... Supervisor Date Signature

(Semester Plan No (2)

.Class / level: 3rd grade

Number of classes: 1

:Previous learning:

Lesson Plan

date: fromto

Vertical Integration:_ The clue is in your bedroom

Page No (AB 24

Unit title: 7 Look at the stars

Lesson one: Lesson 4 Activity Book

Horizontal Integration

No	Specific Outcomes	Material / Restores	Instruction al Strategy	Assessment		Procedures	Duration
				Strategy	Tool		

1	to understand simple cartoon stories	Activity Book Page 24	- Groupwork / Pair work Direct instruction / Exercises Activity based learning/ Oral presentation Narration	-Peer :learning -Think-pair share technique	Check-list - Rating scale	Starting the lesson Write some of the words from the story on the board with • their vowels missing. Pupils complete the words with the .missing vowels Practice After you read Remember the story. Read and number. 1 With books closed, ask pupils to tell you about the story. .Check answers as a class Values Look and write Yes or No. Have pupils tell you how 2 the value is presented in each picture. Pupils complete the .activity Look and colour. Use the Think-pair-share technique to 3 .discuss if pupils liked the story Finishing the lesson Explain to pupils that you will read sentences from the story ...backwards for them to find which frame they are from	
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(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by: School principle Date Signature
 Supervisor Date Signature

(Semester Plan No (2)

Lesson Plan

Page No (28

.Class / level: 3rd grade

Unit title: 7 look at the stars

Number of classes: 1

date: fromto

Lesson : Lesson 5 Vocabulary and

Grammar

Previous learning: _

Vertical Integration:_ in front of, between, opposite, behind, next to; There isn't a chair. There aren't any beds.

_:Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to listen to and use prepositions	Pupil's Book Page 28 unit flashcards . sheets of A4 paper, enough for each pupil Resources 43, 51, 56 and 60	Direct instruction/ Exercises Activity based learning/ game	Setting aims :and criteria lesson objectives presentation Monitoring 'pupils :learning Thumbs up/down ;technique Independent :learning -Thought provoking technical -questions	Check-list Rating - scale	Starting the lesson Make a list of vocabulary covered in Units 5, 6 and 7 • .on the board and quickly revise it Presentation Explain that in this lesson pupils will learn • .prepositions and how to use them Practice Pupil's Book 1 7.6 Listen and say. Then listen and number. Play the first part of the audio. Pupils repeat the items as they hear them. The second time they .number the prepositions they hear Listen and sing. Have pupils read the song 7.8 & 27.7 quietly and tell you the new vocabulary they see in it. .Play the song for pupils to sing Play a true or false game. 7.9 Draw pupils' attention 3 to the Grammar box.. Explain that we use any in the plural. Ask two pupils to read the model dialogue. Have pupils use the Thumbs up/down technique to .check understanding Finishing the lesson Use the Thought-provoking questions technique to • . ask pupils about their learning so far	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by : School principle Date Signature

..... Supervisor Date Signature

(Semester Plan No (2)

Lesson Plan

Page No (AB 25

.Class / level: 3rd grade

Unit title: 7 Look at the stars

Number of classes: _

date: fromto

Lessons lesson 6 Activity

Book

Previous learning: __

Vertical Integration_ in front of, next to, opposite, behind, between; There isn't a chair. There aren't

any beds.

Horizontal Integration

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to write prepositions	Activity Book Page 25	Groupwork Pair work Direct instruction/ Exercises	Peer learning pairwork	Check-list Rating - scale	Starting the lesson Have pupils write as many words or sentences from the • .book as they can in one minute Practice Look and write. Pupils complete the crossword by looking 1 at the picture clues.. Pupils compare answers in pairs before .whole class feedback Write. Pupils use the letters in the grey squares in the 2 .crossword to make a word to complete the sentence Look and write. Ask pupils to describe the pictures. Now tell 3 pupils to go to the Extra practice on page 29 and do the activities. See notes in Lesson 10. Then tell pupils to complete .the Picture dictionary on page 46 Finishing the lesson Have pupils work in pairs to ask and answer questions • about where things are in the room. e.g. Where is the door? .It's opposite the window	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by :

School principle

Date Signature

..... Supervisor Date Signature

(Semester Plan No (2)

.Class / level: 3rd grade

Number of classes: 2

Previous learning:

Lesson Plan

date: fromto

Vertical Integration:revision of all taught words and grammar.

Page No (PB29 /AB26

Unit title: 7 Look at the stars

Lesson 7 skills

Horizontal Integrat

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to play a game about where things are in a room	Pupil's Book Page .29 Activity Book Page 26. unit flashcards sheets of A4 paper, enough for each pupil strips of ,paper enough for .each pupil scissors cut- outs of furniture from different magazines	- /Groupwork Pair work Direct instruction/ Exercises Activity based learning/ game	Setting aims :and criteria Setting aims and criteria lesson objectives presentation Monitoring 'pupils :learning Stop/Go ;technique Lollipop stick technique Peer :learning pairwork Two stars and a wish technique Independent :learning -Thought provoking questions technique	Check-list Rating - scale	Starting the lesson. Play alphabet strips game, details in .TB page 80 Presentation Explain that in this lesson pupils will do a listening • .activity and then play a game with their cut-out cards Practice Pupil's Book 1 7.10 Listen and draw lines. Tell pupils that they are going to draw lines from the items to the room. Play the audio twice, pausing for pupils to draw the .lines Cut out. Then listen and play. Place pupils in pairs 7.11 2 and play the audio. Using the Stop/Go technique, have pupils tell you if they are ready to proceed with the game.. Use the Lollipop stick technique to bring pairs to .the front of the class and do the activity .Activity Book 1 Look, read and circle Write, draw and share. Explain that pupils have to 2 draw and write about their favourite room. Tell pupils they can refer to the text in Activity 1. Use the Two stars and a wish technique for pupils to assess each other's .work Finishing the lesson On the board, write ten words from this unit. Ask • .pupils to write seven words from the board Say seven words from the list and if the pupils have • them, they tick them off. The first pupil to tick off all the words, comes to the front to call out the words for the next round.. Use the Thought-provoking questions .technique	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

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..... Supervisor Date Signature

(Semester Plan No (2)
Lesson Plan
Page No (PB30 / AB 27

Class / level: 3rd grade
Unit title: 7 Look at the stars

Number of classes: __
date: fromto
Lessons Lesson 8 Culture

Previous learning: _
Vertical Integration_ log cabin, logs, fireplace, ceiling, wall
Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		

1	to read a simple text about log cabins	Pupil's Book Page .30	-Groupwork	Setting aims	Check-list	.Starting the lesson. Revise prepositions from the previous lesson
2	to make a poster about a dream house	Activity Book Page .27 True/False response cards sheets of A4 paper, enough for each pupil strips of paper a bag or a box pictures of caravan parks, boat houses, small apartments	-Groupwork Direct instruction/ Exercises Activity based learning/ Project	:and criteria lesson objectives presentation Monitoring 'pupils :learning Lollipop stick ;technique True/False cards technique Peer :learning ;groupwork Expert envoy technique Two stars and a wish technique Independent :learning Summative questions -technique	Rating - scale	.Presentation.. Explain that in this lesson pupils will learn about log cabins Practice. Pupil's Book 1 Before you read. Ask pupils if they live in a house or a flat.. .Have pupils think about how big or small it is and tell you what furniture is in it Listen and read.. Play the audio for pupils to read along to. Then use the 7.12 2 Lollipop stick technique to have a few pupils read the text aloud. Say half a sentence about the text for pupils to complete.. Pupils ask questions to each other about the .text using the True/False cards technique .After you read Activity book, page 27. Pupils turn to page 27 in their Activity Books 3 Activity Book 1 Look and match .After you read Read and write Yes or No 2 Project Viewing and presenting. Place pupils in small groups, using the Expert envoy technique for each one. Give pupils sheets of paper and read through the instructions. The expert explains to pupils in their group. Use the Two stars and a wish .technique to have pupils judge works Finishing the lesson. Use the Summative questions technique to ask pupils what they .would like to learn next

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by : School principle Date Signature

..... Supervisor Date Signature

(Semester Plan No (2)

Lesson Plan

Page No (PB 31/ AB 28

.Class / level: 3rd grade

Unit title: 7 Look at the stars

Number of classes: 1 date: fromto

Lesson eight: Lesson 9 English in action

.Previous learning: Vertical Integration: Is it behind the sofa? Look behind the armchair.

Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to listen to and say the blend ck	Pupil's Book Page .31 Activity Book Page 28. strips of paper, three per pupil. sheets of A4 paper, enough for each pupil phonics notebooks for each pupil	Group Work/ Group Work Pair work Direct instruction/ -Exercises	Peer :learning group work Independent :learning -portfolios	Check-list Rating - scale	Starting the lesson Divide the pupils into small groups. Say a phonic from Semester 1 or Units 5 and • 6. Pupils write as many words as they can with that sound. The group with the .most words wins Practice Pupil's Book 1 7.15 Listen and say. On the board, write ck, ch, sh, th. Say their sounds aloud. Have pupils repeat after you. Play the audio for pupils to listen and .say Listen and circle. Pupils check answers with their partners after the audio. 7.16 2 Walk around the class and say different words with today's phonics for pupils to .say what they are Have pupils take out their phonics notebooks and write the phonics they have • .learnt today in them Listen and say the tongue twister. Ask pupils to read the tongue twister 7.17 3 .and find and say words with the phonics in today's lesson Activity Book 1 7.18 Listen. Circle the ck words red, the ch words blue, the sh words yellow and the th words green. Pupils circle the words in the correct .colours .Extra practice 1 Look and circle. Then write. 2 Look and write. Then circle Finishing the lesson Give each pupil a sheet of A4 paper. Ask them to write their favourite phonic • words and a sentence with them on it. Pupils read them to the class and take them home to show their parents. Collect them in the next lesson and place them in their portfolios	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

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..... Supervisor Date Signature

(Semester Plan No (2)

Lesson Plan

Page No (32+33)

Class / level: 3rd grade

Unit title: 8 Animals are fun

Number of classes: 2

date: fromto

Lesson : Lesson 1 Vocabulary and Grammar

Previous learning:

Vertical Integration:- monkey, tiger, hippo, giraffe, zebra, elephant, crocodile, penguin, eagle, kangaroo, Can

Penguins swim? Yes, they can. Can hippos jump? No, they can't.

Horizontal Integration:- Theme 4: Environment Theme 2: Culture /Science / Health:

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to talk about wild animals	Pupil's Book Pages .32-33 lesson flashcards fly .swatters Resources 44 and 52	Direct instruction/ Exercises Groupwork/ Pair work Direct instruction/ -Flashcards	Setting aims :and criteria lesson objectives presentation Monitoring 'pupils :learning Lollipop stick technique Peer :learning -pairwork	Check-list Rating - scale	<i>Starting the lesson. Use the Lollipop stick technique to ask pupils the names of different furniture, find the flashcard and place it on the board. Repeat for adjectives</i> <i>.Presentation Explain that in this lesson pupils will learn about wild animals Practice Pupil's Book 1 How many animals can you see? Using the Lollipop stick technique, .have pupils tell you how many species of animals they can see and to name them Listen and stick. Then listen and say. Place the flashcards on the board. Point to each 2.8.1 picture and say the word. Pupils repeat after you. Point to an item and use the Lollipop stick technique to have pupils tell you what animal it is and what colour it is Find the animals in the picture on page 32. Pupils find the animals in the picture and tell 3 .their partners Listen and chant. Explain that we use Can to show ability. Ask Can cats fly? Elicit 8.3 & 8.2 4 No, they can't. Continue with more animals. Play the chant. When pupils hear an animal, .they clap Listen and tick (✓) or cross (X). Then ask and answer. Have pupils look at the table. 8.4 5 .Explain that they will hear short conversations and put a tick or a cross in the boxes .Finishing the lesson. Play Word swat with the Unit 8 flashcards</i>	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by : School principle Date Signature

..... Supervisor Date Signature

Semester Plan No (2)

.Class / level: 3rd grade

Number of classes: 1

Previous learning: _

Lesson Plan

date: fromto

Vertical Integration: _ monkey, tiger, hippo, giraffe, zebra, elephant, crocodile, penguin, eagle, kangaroo, Can penguins swim? Yes, they can. Can

Page No (AB 30+31

Unit title: 8 Animals are fun

Lessons Lesson 2 activity Book

hippos jump? No, they can't .

Horizontal Integration

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	: to talk about wild animals	Activity Book Pages 30-31	Group Work/ Group Work Direct instruction/ Exercises Activity based learning/ game	Peer :learning Direct instruction/ Exercise Independen :t learning Summative questions technique	Check-list Rating - scale	Starting the lesson Place pupils in small groups and have them play a game of charades • where they mime the new animal vocabulary for their group members to .guess Practice .Look at Pupil's Book page 32. Read and write 1 .Pupils answer the questions. Check answers with the whole class • Look, read and circle. Pupils looks at the pictures and circle the correct 2 .words .Listen and circle 8.6 3 .Pupils listen and circle the answers to the questions • .Read and write 4 .Pupils complete the answers • Finishing the lesson Use the Summative questions technique to ask pupils what they enjoyed ..about the lesson	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by :

School principal

Date Signature

..... Supervisor Date Signature

(Semester Plan No (2)

.Class / level: 3rd grade

Number of classes: ____

:Previous learning: __

Lesson Plan

date: fromto

Vertical Integration:wild animals; Penguins can swim. They can't fly! They eat fish

Page No (34+35

Unit title: 8 Animals are fun

Lesson one: Lesson 3 Story

Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment	Procedures	Duration
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				Strategy	Tool		
1	to read simple cartoon stories	Pupil's Book Pages 34-35 sheets of A4 paper, enough for each pupil Unit 8 story cards unit flashcards animal mask (for animals mentioned in the story) cut-outs from the internet elastics for masks, enough for each pupil scissors Resources 65 and 73	Group Work/ Group Work Pair work Direct instruction/ Exercises P K Activity based learning/ Oral presentation -Narration	Setting aims :and criteria lesson objectives ;presentation Key question technique Monitoring 'pupils :learning Stop/Go technique Peer :learning ;pairwork -group work	Check-list Rating - scale	<i>Starting the lesson. Divide the class into two teams. Play pizza ,words' slices. Details in TB page 94</i> <i>Presentation. Using the Key question technique, ask pupils why they think it's good to read stories in English. Tell pupils that today's story is about a play at the zoo. Ask pupils what they think .will happen in the story</i> <i>Practice Pupil's Book 1 Before you read Who's the elephant? Have pupils look at all the pictures of the story. Ask where each .character in the story is. Ask pupils to find who the elephant is Listen and read. Have pupils read or listen to the story. Ask 2.8.7 them what happens in it.. Play the audio again and pause at frame 5. In pairs, pupils discuss the question in the box.. Using the Stop/Go technique, say different statements about the story, e.g. .(Polly is a penguin. (Stop). Bo is a crocodile. (Go After you read Look at the story. Read and write. Ask pupils what 3 the animals in the story can do. Pupils do the activity individually .and check with their partners</i> <i>Act out the story. Divide pupils into small groups. Tell them to 4 .choose their roles and practise them</i> <i>Viewing and presenting Design and share an animal mask. Ask 5 pupils to think about their favourite animal. Give pupils a sheet of A4 paper and explain they have to make a mask with their favourite .animal</i> <i>Finishing the lesson. In groups, pupils have to find the sentences from the story in two minutes and write them down. The group .with the most correct sentences wins</i>	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by: School principle Date Signature

..... Supervisor Date Signature

(Semester Plan No (2)

Page No (1

.Class / level: 3rd grade

Lesson :- lesson 4 activity

Number of classes: 1

Book

:Previous learning: _ Vertical Integration: _wild animals; Penguins can swim. They can't fly! They eat fish

Horizontal Integration

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to remember facts about simple cartoon stories	Activity Book Page 32	Group Work/ Pair work Direct instruction/ Exercises Activity based learning/ Oral presentation Narration	Peer :learning ;pairwork -Think-pair share technique	Check-list Rating - scale	Starting the lesson Write some of the sentences from the story on the board in a • random order. Pupils work in pairs to put the sentences in the • correct order Practice .After you read Remember the story. Read and write 1 .With books closed, ask pupils to tell you about the story • .(Values Look and tick (✓) or cross (X 2 - Pupils complete the activity individually. Ask why each food is • .healthy or unhealthy .Look and colour 3 Use the Think-pair-share technique to discuss if pupils liked the • .story Finishing the lesson Explain to pupils that you will read sentences from the story • with keywords missing. Pupils will try to identify the missing .words	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by : School principle Date Signature
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(Semester Plan No (2)

Lesson Plan

Page No (36

.Class / level: 3rd grade

Unit title: 8 Animals are fun

Number of classes: 1

date: fromto

Lessons lesson 5 Vocabulary and

Grammar

Previous learning: _

Vertical Integration: coconut, burger, kiwi, grapes, mango, ice lolly, Is there a coconut? Yes, there is./No, there isn't. Are there any burgers? Yes, there are./No, there aren't

:Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment			Duration
				Strategy	Tool		
1	To talk about food	Pupil's Book .Page 36 lesson .flashcards sheets of A4 paper, enough for each pupil strips of paper, three per pupil Resources 45, 53, 57 and 61	Group Work/ Pair work Direct instruction/ Exercises	Setting aims :and criteria lesson objectives presentation Monitoring 'pupils :learning Lollipop stick ;technique Peer :learning ;pairwork Independent :learning Summative questions technique	Check-list Rating - scale	Starting the lesson Use the Lollipop stick technique to have pupils say a word from the unit for you to write on • .the board. Pupils spell the word in unison as you write the word .Presentation. Explain that in this lesson pupils will learn about food Practice Pupil's Book 1 8.8 Listen and say. Then listen and draw or.. Say a food for pupils to point to in their Pupil's Books. Play the first part of the audio. Pupils repeat the items as they .hear them. The second time they draw the faces .Listen and sing. Ask pupils to read the song and underline all new vocabulary 8.10 & 28.9 Play the song for pupils to sing. Explain that when they hear a word related to food, they • .stamp their feet What's in your café? Tick (✓) or cross (X). Then ask and answer. 8.11 Draw pupils' 3 attention to the Grammar box and the recorded model. Have pupils complete the table in .pairs Finishing the lesson Ask pupils to write four questions using Is there ...? and Are there...? about classroom • objects to ask their partners. Pupils then swap partners to ask and answer. Use the Summative questions technique to have pupils say what they liked about today's lesson and .how it has helped them with their English	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by : School principal Date Signature

..... Supervisor Date Signature

(Semester Plan No (2)

.Class / level: 3rd grade

Lesson Plan

Page No (1

Unit title: 8 Animals are fun

Number of classes: 1

date: fromto

Lesson Lesson 6 Activity

Book

Previous learning: _ Vertical Integration: coconut, burger, kiwi, grapes, mango, ice lolly, Is there a coconut? Yes, there is./No, there isn't. Are there any burgers? Yes, there are./No, there aren't Horizontal Integration Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	To talk about food.	Activity Book .Page 33 lesson .flashcards graph paper	Direct instruction/ Exercise Group Work/ Pair work Direct instruction / Flashcards	Peer learning pairwork	Check-list Rating - scale	Starting the lesson Have pupils write as many food words as they can in • .one minute Practice Find, circle and write.. Pupils look at the pictures, find 1 .the words in the word search and write the words Look, read and circle. Tell pupils to go to the Extra practice on page 37 and do the activities. See notes in Lesson 10. Then tell pupils to complete the Picture dictionary on page 47 Extra activity Fast finishers Give pupils a sheet of graph paper and have them • make a word search puzzle. Tell them to use animals and .food Finishing the lesson Put different food flashcards on the board. Ask pupils • questions, Are there any ...? Is there a .Have pupils work in pairs to answer the questions ?...	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

.....

*Challenges that faced me

.....

*Suggestions for improvement

.....

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by :

School principle

Date Signature

..... Supervisor

Date Signature

() Semester Plan No (2)

Lesson Plan

Page No

.Class / level: 3rd grade

Unit title: 8 Animals are fun

Number of classes: _ 2

date: fromto

Lessons Lesson 7 Skills

∴Previous learning: __

Vertical Integration: _revision of all taught words and grammar

Horizontal Integration

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	.to play a game about animals	Pupil's Book Page 37. Activity Book Page 34. unit flashcard s, colour flashcard s. strips of paper, two per pupil. colour markers	Direct instruction/ Exercises Group Work/ Pair work Direct instruction / Flashcards Activity based learning/ game	Setting aims and criteria lesso objectives presentation Monitoring 'pupils :learning Lollipop stick ;technique Traffic light cards technique Peer :learning ;pairwork Expert envoy ;technique Two stars and a wish technique Independent learning Summative questions technique	Check-list Rating - scale	Starting the lesson. Do a quick review of unit vocabulary with .flashcards Presentation Explain that in this lesson pupils will do a listening activity and then play a game with their cut-out card Practice Pupil's Book 1 8.12 Listen and colour. Explain the activity. Use the Traffic light cards technique to check pupils understand it. .Play the audio twice, pausing for pupils to colour the picture Cut out. Then listen and play. Place pupils in pairs and play 8.13 2 the audio. Ask pupils to look at their cubes and using the Lollipop stick technique, have random pupils describe a side. • Use the Expert envoy technique to help pupils who haven't understood .the game Activity Book 1 Read and write. 2 Write, draw and share. Ask pupils to draw and write about their favourite zoo. Tell pupils they can refer to the text in Activity 1. Use the Two stars and a .wish technique for pupils to assess each other's work Finishing the lesson. Using the Summative questions technique, have pupils reflect on the lesson and how well they have done in .it	

(Daily follow- up table)

Reflection:

*I feel satisfied with

*Challenges that faced me

Day & Date	Section	Period	Fulfilled Outcomes	Homework

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by : School principle Date Signature
..... Supervisor Date Signature

(Semester Plan No (2)

Lesson Plan

Page No (PB38 / AB 35

.Class / level: 3rd grade

Unit title: 8 Animals are fun

Number of classes: 2

date: fromto

Lesson 8: Culture

:Previous learning: Vertical Integration: _wild animals, rescue centre, visit, sick, baby monkey

Horizontal Integration

No	Specific Outcomes	Material /	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to read a simple text about ;wild animals	Pupil's Book .Page 38 Activity Book .Page 35 sheets of A4 paper, enough for each .pupil .a ball different brochures	Direct instruction/ Exercises Activity based learning/ game Activity based learning/ Project	Setting aims :and criteria lesson objectives presentation Monitoring 'pupils :learning Traffic light cards ;technique Lollipop stick ;technique Stand up and change places technique Independent :learning Summative questions technique	Check-list	Starting the lesson. Have the class form a circle. Play (throwing & asking game (TB page 100 Presentation. Explain that in this lesson pupils will learn about a place where wild animals are rescued Practice Pupil's Book 1 Before you read Are there animal rescue centres where you live?. Ask pupils if they know of .any rescue centres and if so what animals they have Listen and read. Ask pupils to describe the pictures 28.14 in the text. After listening to the audio, ask pupils what .they found interesting about it After you read Activity book, page 35. Pupils turn to 3 page 35 in their Activity Books. Activity Book 1 8.15 Listen .and number After you read Read and write. Use the Traffic light cards 2 technique to make sure pupils have understood the .activity Project Viewing and presenting Show pupils some brochures and their information. Ask pupils to think about their brochure and which words they will use, then make sentences about their rescue centre. Give pupils a sheet of A4 paper and, using the Lollipop stick technique, ask a .pupil to read through the instructions Finishing the lesson. Use the Summative questions technique to ask pupils about their learning in the Culture .lesson	
.2	to make a brochure about a rescue centre				- Rating scale		

(Daily follow- up table)

Reflection:

*I feel satisfied with

*Challenges that faced me

Day & Date	Section	Period	Fulfilled Outcomes	Homework

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

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(Semester Plan No (2)

Lesson Plan

Page No (PB 39 /AB 36

.Class / level: 3rd grade

Unit title: 8 Animals are fun

Number of classes: 1

date: fromto

Lesson 9: English in action

:Previous learning: - Vertical Integration:_ You should have some orange juice. Yes, please. Would you like an apple, too? No, thanks. I'm

Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	To talk about feeling	Pupil's Book .Page 39	Direct instruction/ Exercises	Setting aims :and criteria lesson objectives presentation	Check- list	<i>Starting the lesson</i> <i>Give pupils a sheet of A4 paper each. Have pupils write ten words they have learnt in this unit. •</i> <i>!Play Bingo</i> <i>Presentation</i> <i>.Explain that in this lesson pupils will learn how to talk about their feelings •</i> <i>Practice</i> <i>Pupil's Book 1 8.16 Listen and read. On the board, write Would you like some .?. Explain to pupils</i> <i>.that we use this to offer something. Play the audio once for pupils to read and listen to</i> <i>Act out the dialogue. Use different drinks and foods. Using the Stop/Go technique, have pupils 2</i> <i>tell you if they are ready to proceed with the activity.. Explain that pupils can use their straw</i> <i>.puppets if they like</i> <i>.Activity Book 1 8.17 Listen and circle</i> <i>Finishing the lesson</i> <i>Use the Summative questions technique to ask pupils to tell you what they have learnt today, •</i> <i>.what they think they are good at and what area they need a little more practice in</i>	2m
		Activity Book .Page 36	Oral presentation	Monitoring 'pupils			3m
		36 sheets of A4 paper, enough for .each pupil		:learning			7m
		prese strips of .paper		Stop/Go technique	Rating - scale		8m
		straw . puppets a bag or a .box		Independent :learning			6m
		Resource 69		Summative questions technique			7m
							10m
							2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

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(Semester Plan No (2)

Lesson Plan

Page No (1

.Class / level: 3rd grade

Unit title: 8 Animals

Number of classes: 1

date: fromto

Lesson 10 phonics

:Previous learning: -

Vertical Integration:

Horizontal Integration

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to listen to and say the blends fr, gr, and cr	Pupil's Book .Page 39 Activity Book .Page 36 phonics notebooks for each pupil. fly swatters	Direct instruction /Exercise	Monitoring 'pupils :learning Lollipop stick technique	Check-list Rating - scale	<i>Starting the lesson</i> <i>Write the phonics pupils have learnt so far on the • .board, make a revision</i> <i>Practice</i> <i>Pupil's Book 1 8.18 Listen and say. On the board, write fr, gr and cr. Say their sounds aloud Have pupils repeat after .you. Play the audio for pupils to listen and say Listen and circle. Use the Lollipop stick technique to 28.19 ask pupils to read the phonics in each item. Then play .audio & ask pupils to circle</i> <i>Listen and say the tongue twister. Ask pupils to 8.20 3 read the tongue twister and find and say words with the .phonics in today's lesson</i> <i>Activity Book</i> <i>.Listen and circle two words with the same sound 8.21 1</i> <i>.Listen and write fr, gr or cr 8.22 2</i> <i>Extra practice</i>	

						<i>.Follow and write 1 .Read, draw and share 2 Finishing the lesson. Say one of the words containing fr. Pupils clap. Say one of the words containing gr. Pupils stand up. Say one of the words containing cr. Pupils put their hands up. Continue with other words with those .sounds</i>	
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(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

.....

*Challenges that faced me

.....

*Suggestions for improvement

.....

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by : School principle Date Signature

..... Supervisor Date Signature

(Semester Plan No (2)

. Class / level: 3rd grade

Number of classes: 2

booster

Previous learning:

Lesson Plan

date: fromto

Page No (PB 40-41 / AB 38 - 39

Unit title:- Atomic's Learning Club

Lessons title:- lesson 1 language

Vertical Integration: park, department store, supermarket, chemist's, bakery, post office, bank,

- booksha wasn't at ... yesterday. Excuse me. Where's the bakery? It's on ... Is it ...?

Horizontal Integration

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to talk about places in town; ;to talk about yesterday	Pupil's Book Pages .40-41	Groupwork/ Pair work	Setting aims :and criteria lesson objectives presentation Monitoring	Check- list	Starting the lesson. Ask pupils to name as many wild animals and food they can remember from the previous unit. Presentation Explain that in this lesson pupils will .learn vocabulary related to places in town Practice Pupil's Book How many places in town can you say? Set a timer to a minute and have pupils say as many .places in town as possible	
2	to ask for and give directions	Pages .38-39 timer or sheets of A4 paper, enough for each pupil	Direct instruction/ Exercises	'pupils learning Peer :learning ;pairwork Summative questions technique	Rating - scale	LC1.1 Listen and say. Then listen and number. Ask pupils 1 to look at the pictures. Play the audio. Pupils repeat the items as they hear them. Play the audio again and this .time, pupils listen and write the correct number in the box LC1.2 Listen again and match. Ask pupils to read the 2 sentence halves before they listen to the audio. Ask pupils to listen out for the names and the words in town. Play the .audio again. Pupils check their answers in pairs Point and say. LC1.3 Draw pupils' attention to the 3 .grammar table and recorded model .LC1.4 Listen and read 4 Act out the dialogue. Use different places and 5 .prepositions Draw and write where you and your family were 6 .yesterday. Then share Show what you know Tick (✓). Pupils read and complete the Show what you know box. Check what pupils have .learnt	

						.Activity Book 1 Look, read and choose .Read about Maha. Write was or wasn't 2 .Read and order the dialogue 3 .Complete the dialogue. Use different places 4 .Where were they yesterday? Read and write 5 Finishing the lesson. Ask pupils to draw five places in town. In pairs, they swap their drawings with a partner. They write the names of the places. Use the Summative questions technique to ask pupils what they think about .what they learnt today .	
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(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

.....

*Challenges that faced me

.....

*Suggestions for improvement

.....

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by : School principle Date Signature

..... Supervisor Date Signature

(Semester Plan No (2)

Lesson Plan

Page No (1

.Class / level: 3rd grade

Unit title: Atomic's Learning Club

Number of classes: 1
?map

date: fromto

Lesson title:- lesson 2 What can we see on a

Previous learning: Vertical Integration :-Compass, satellite, satellite map–

Horizontal Integration

No	Specific Outcomes	Materials / I Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	To talk about maps	Pupil's Book Page 42. all units flashcards from Semesters 1 and 2 sheets of A4 paper, enough for each pupil fly swatters pictures of different types of maps (old and new • Google maps app if phone or tablet and internet access is available. old book	Direct instruction/ Exercises Activity based learning/ game	Setting aims and :criteria lesson objectives presentation Monitoring 'pupils :learning Lollipop stick ;technique Independent :learning Summative questions ;technique	Check-list Rating - scale	Starting the lesson Have a class vote on which unit pupils have enjoyed the most. • .Play pizza game Presentation .Explain that in this lesson pupils will learn about maps • Practice Pupil's Book 1 Think Why do we need maps? Ask pupils if they use maps and what for Show pupils the different maps again. Ask .pupils why a person would use each map Learn LC2.1 Listen, read and check. Have pupils look at the 2 pictures in the text. Ask pupils what kind of things they would like a satellite to show them and why.. Play the audio for pupils to read ..and listen to Check Read and circle. Use the Lollipop stick technique to have 3 .pupils tell you as much as they can about the text Finishing the lesson Give each pupil a sheet of A4 paper. Tell pupils to pretend they • are a satellite in space that is taking photos of the Earth. Tell them to draw a few things they see to send back to Earth and to write a few sentences about them. Use the Summative questions technique to ask pupils how this lesson has helped them .understand how things work	

		of a city's street maps					
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Daily follow- up table).

Day & Date	Section	Period	Fulfilled Outcomes	.Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

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..... Supervisor Date Signature

.Class / level: 3rd grade

Unit title: Atomic's Learning Club

?Number of classes: 1

date: fromto

Lessons :-what can we see on a map

Previous learning:

Vertical Integration: north, south, east, west, museum, fountain, hospital

Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	To make a map of a park	Pupil's Book .Page 43 sheets of A4 paper, enough for each pupil. scrap sheets of paper, enough for each pupil. small and big sticky notes. markers, glue, scissors and coloured paper • symbols on maps, e.g. school, restaurant, hotel, beach inst Ex	Group Work/ Pair work Direct instruction/ Exercises	Setting aims and :criteria lesson objectives presentation Monitoring 'pupils :learning Thumbs up/down technique Peer :learning ;pairwork Independent :learning Learning ;diary portfolios	Check list- Rating - scale	Starting the lesson Ask pupils what they remember from the text in Lesson 1 and the • .words they learnt Presentation .Explain that in this lesson pupils will learn how to read a map • Practice Pupil's Book 1 Let's practise Look at the map and find. Show pupils the different tourist maps and ask if they recognise any of the keys on them. Use the Thumbs up/down technique to check understanding.. Ask pupils why they think these keys are .important on maps Look at the map again and say. What's in the north, south, east 2 ?and west Show what you know Make a map of a town. Then show and tell. Explain that pupils are going to make a map of a town. Give pupils a sheet of A4 paper. In pairs, pupils read their sentences to the .class.. Pupils take their maps home to show their parents Finishing the lesson. Have pupils take out their Learning diary from their portfolios. • Explain that in it, they have to write what they have learnt so far in this semester.. Collect the diaries and place .them in their portfolios	

		different tourist maps					
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Daily follow- up table).

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

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..... Supervisor Date Signature

(Semester Plan No (2)

Lesson Plan

Page No (44_45

.Class / level: 3rd grade

Unit title: Festival

Number of classes: 2

date: fromto

Lessons :- National Olive festival

Previous learning: Vertical Integration: olives, oil, pour, dip, taste, demonstrations, bottle, soap; You can use olive oil to cook meat; How much is that beautiful bottle? We start to pick the olives in September.

Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to talk about the National Olive ;Festival	Pupil's Book Pages .44-45	Group Work/ Group Work Pair work	Setting aims and :criteria lesson objectives presentation	Check list-	Starting the lesson. Place the colour flashcards on the board. Revise by pointing to each colour, saying it for pupils to repeat after .you	
2	to make an olive oil and watercolour painting	Activity Book Page 40 lesson flashcards Lesson .fly swatter .	Direct instruction / Flashcards Exercises Activity based learning/ Project	Monitoring 'pupils :learning Peer learning: Pairwork; group work	Rating - scale	Presentation. Explain that in this lesson pupils will learn about the .National Olive Festival. Ask pupils what they know about festivals Practice Pupil's Book 1 F1.1 Listen and stick. Then listen and say. Place the flashcards on the board. Ask pupils if they know any of these words. Point to each picture and say the word. Pupils repeat .after you F1.2 Listen and say the poem. Ask pupils what they think the 2 poem will be about.. Have pupils read the poem and tell you what .new words they see in it .Say the poem again. Have the groups say the poem to the class 3 F1.3 Listen and read. Have pupils look at the pictures and say as 4 many new vocabulary words as they can. As pupils say the words,	

						place their matching flashcards on the board.. Play the audio for .pupils to follow. Then have pupils read the text to their partners F1.4 Listen and number. Tell pupils that they will now number the 5 .items they hear.. Check answers as a class Project Viewing and presenting Make an olive oil and watercolour painting. Explain to pupils that they are going to make an olive oil .and watercolour painting Finishing the lesson. Tell pupils to think about what food they would like to see demonstrated at the National Olive Festival using olive oil. Write all suggestions on the board. The class vote for their .favourite	
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Daily follow- up table).

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

.....

*Challenges that faced me

.....

*Suggestions for improvement

.....

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by : School principle Date Signature

..... Supervisor Date Signature

(Semester Plan No (2)

Lesson Plan

Page No (46_47

.Class / level: 3rd grade

Unit title: Festival

Number of classes:

date: fromto

lesson title:- Eid al-fiter

Previous learning:

Vertical Integration: - meat, sweets, feast, crescent moon, Arabic coffee, money, charity, lantern; We give money to charity. Look It's a crescent moon. Eid al-Fitr begins. We drink coffee with friends. We decorate our homes with lanterns.

Horizontal Integration

No	Specific Outcomes	Materia / I Restore s	Instructional Strategy	Assessment		Procedures	Duratio n
				Strategy	Tool		
1 2	;to talk about Eid al-Fitr to make a lantern	Pupil's Book Pages .46-47 Activity Book Page 41 lesson flashcards cards, crayons, scissors, glue, tissue paper	Group Work/ Group Work Pair work Direct instruction / Flashcards Exercises Activity based learning/ Project	Setting aims :and criteria lesson objectives presentation Monitoring 'pupils :learning Traffic lights cards ;technique Peer :learning pairwork -Thought provoking questions technique	Check-list Rating - scale	Starting the lesson. Place the lesson flashcards on the board. Point to each one in turn. Say the words and .pupils repeat Presentation. Explain that in this lesson pupils will learn about Eid al-Fitr. Ask pupils what they know .about it Practice Pupil's Book 1 F2.1 Listen and stick. Then listen and say. Pupils look at page 46. Read the title .Eid al-Fitr and have pupils repeat F2.2 Listen and say the poem. Play the audio and 2 pupils listen and follow in their Pupil's Book. Play the .audio again and pupils listen and say the poem Say the poem again. Use different words for your 3 favourite foods. Explain the activity. Use the Traffic .light cards technique to check understanding F2.3 Listen and read. Play the audio for pupils to 4 .follow. Then have pupils read the text in pairs F2.4 Listen and number. Play the audio. Pupils listen 5 .and write the number in the correct boxes	

						Project Viewing and presenting Make a lantern. Work .in groups Activity Book 1 Look, read and number. Pupils .number the pictures .Read and write Finishing the lesson. Use the Thought-provoking questions technique to discuss with pupils what they .liked and didn't like about today's lesson	
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Daily follow- up table).

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

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*Challenges that faced me

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*Suggestions for improvement

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.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

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..... Supervisor Date Signature

(Semester Plan No (2)

Lesson Plan

Page No (48-49

.Class / level: 3rd grade

Unit title: Festival

Number of classes: 2

date: fromto

Lesson title:- Aqaba Art festival

Previous learning:

Vertical Integration: stall, bracelet, necklace, rug, bowl, basket, henna painting, workshop; I've got henna painting

on my hand We're buying a rug. I'm making a basket!

Horizontal Integration

No	Specific Outcomes	Material / Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to talk about the Aqaba ;Arts Festival	Pupil's Book Pages .48-49 Activity Book Page 42 lesson flashcards. coloured paper, scissors, glue, coloured pens	Group Work/ Pair work Direct instruction / Flashcards Exercise Activity based learning/ Project	Setting aims :and criteria lesson objectives presentation Monitoring 'pupils learning: Peer :learning ;pairwork -Thought provoking questions technique	Check-list Rating - scale	Starting the lesson Place the lesson flashcards on the board. Point to each one in turn. Say the words and .the pupils repeat Presentation Explain that in this lesson pupils will learn about the Aqaba Arts Festival. Ask pupils if they .know anything about it Practice Pupil's Book 1 F3.1 Listen and stick. Then listen and say. Play the audio and pupils stick their stickers in the correct place. Play the audio again and .pupils repeat the words F3.2 Listen and say the poem. Play the audio and 2 pupils listen and follow in their Pupil's Book. Play the .audio again and pupils listen and say the poem Say the poem again. Use different Aqaba Festival 3 .words F3.3 Listen and read. Play the audio for pupils to 4 .follow. Then have pupils read the text in pairs F3.4 Listen and number. Play the audio. Pupils listen 5 and write the number in the correct boxes Project Viewing and presenting Design a rug. Explain that pupils are going to make a design for the kind of	
2	to design a rug						

						traditional rug they might buy at the Aqaba Arts .Festival Activity Book I Look, read and write .Read and write 2 Finishing the lesson. Use the Thought-provoking questions technique to discuss with pupils what they .liked and didn't like about today's lesson	
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Daily follow- up table).

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

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*Challenges that faced me

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*Suggestions for improvement

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.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by : School principle Date Signature

..... Supervisor Date Signature

Teacher Areej Mallah