**Semester Plan No ( 2 ) Lesson Plan Page No (8 Activity book)**

**Class / level: 3 rd grade Unit title: 5 Fun On the farm**

**Number of classes: 1 date: from ………………to ……………….. Lesson one: lesson 4 Activity Book**

**Previous learning: Vertical Integration: farm animals and work; She's running to the cows. They're running after me. Horizontal Integration:-**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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**  **1 After you read Remember the story. Read and tick (✔). With books closed, ask pupils to tell you about the story. Check answers as a class.**  **2 Values Look and circle. Ask pupils why it's important for them to pay attention in each situation. Pupils check if the people in the pictures are paying attention or not and circle accordingly.**  **3 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.** | **-Check list**  **- Rating scale** | **Peer learning: Think-pair-**  **share technique Independent learning:**  **Summative**  **questions technique** | **Direct instruction/ Exercises**  **Groupwork/ Pair work**  **Activity based learning/ Oral**  **presentation**  **Narration** | **Activity Book Page 8** | **to recognise facts about**  **simple cartoon stories** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*Suggestions for improvement ………….…………………………

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| **Homework** | **Fulfilled Outcomes** | **Period** | **Section** | **Day & Date** |
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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 ……………….**

**Semester Plan No ( 2 ) Lesson Plan Page No 12**

**Class / level: 3rd grade Unit title: 5 Fun On the farm!**

**Number of classes: 1 date: from ………………to ……………… Lesson two: lesson 5 Vocabulary and Grammar**

**Previous learning:**

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

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **2 5.7 & 5.8 Listen and sing. Play the song for pupils to sing. Explain that 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.**  **3 Look at Activity 2. Ask and answer. 5.9 Explain to pupils that we use are 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.** | **-Check list**  **- Rating scale** | **Setting aims and criteria:**  **lesson objectives presentation Monitoring**  **pupils**  **learning: Traffic light**  **cards technique**  **Peer learning: pairwork; groupwork Independent learning:**  **Summative questions technique** | **Groupwork/ Groupwork Pair work**  **Direct instruction**  **Exercises** | **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** | **.**  **to listen to and talk about farm-activities** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**Semester Plan No ( 2 ) Lesson Plan Page No ( 9 AB )**

**Class / level: 3rd grade Unit title: 5 Fun on the farm.**

**Number of classes: 1 date: from ………………to ……………….. 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:**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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**  **1 Look and circle. Ask pupils to say what the action in each picture is.**  **2 5.10 Listen and write. Pupils listen to the audio and then 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.** | **-Check list**  **- Rating scale** | **-**  **Peer**  **learning:**  **pairwork** | **Groupwork/ Pair work**  **Direct instruction/ Exercises** | **Activity Book Page 9** | **to answer questions about farm activities** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**Semester Plan No ( 2 ) Lesson Plan Page No ( 10 AB )**

**Class / level: 3rd grade Unit title: 5 Fun on the farm.**

**Number of classes: 1 date: from ………………to ……………….. Lesson two: lesson 7 Skills**

**Previous learning: Vertical Integration: revision of all taught words and grammar Horizontal Integration:**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **1 5.11 Listen and draw lines. There's one extra name. Explain the activity. Use the Traffic light cards technique to check pupils understand it.**  **Extra activity Critical thinking TB page 44.**  **2 5.12 Cut out. Then listen and play. Place pupils in pairs and play 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.**  **2 Write, draw and share.**  **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..** | **-Check list**  **- Rating scale** | **-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** | **- Groupwork/ Pair work**  **Direct instruction/ Exercises**  **Activity based learning/ game** | **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** | **.**  **to play a game about animals and farm activities** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………**

**Semester Plan No ( 2 ) Lesson Plan Page No ( 14pB/ 11AB )**

**Class / level: 3rd grade Unit title: 5 Fun On the farm s.**

**Number of classes: 2 date: from ………………to ……………….. Lessons lesson 8 culture**

**Previous learning: Vertical Integration:farm, olive trees, picnic Horizontal Integration: -**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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**  **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.**  **2 5.13 Listen and read. Ask pupils to describe the pictures in the text. 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**  **3 After you read Activity book, page 11. In groups, have pupils imagine 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** | **-Check list**  **- Rating scale** | **Setting aims and criteria**  **lesson**  **objectives presentation Monitoring pupils' learning: Traffic light cards technique Peer learning:;**  **groupwork** | **Groupwork/ Groupwork**  **Direct instruction/ Exercises**  **Activity based learning/ Project** | **Pupil's Book Page 14.**  **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** | **to read a simple text about farms in Jordan;**  **to write about a day on the farm** | **1**  **2** |

**(Daily follow- up table)**

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| **Homework** | **Fulfilled Outcomes** | **Period** | **Section** | **Day & Date** |
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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 ……………….**

**Semester Plan No ( 2 ) Lesson Plan Page No ( 15PB/12 AB )**

**Class / level: 3rd grade Unit title: 5 Fun On the farm**

**Number of classes: 1 date: from ………………to ……………….. Lesson five: lesson 9 English in action**

**Previous learning: Vertical Integration:Fix the gate, please. Sorry, can you repeat that? Horizontal Integration: -**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **2 Act out the dialogue. Use different activities and animals. Using the 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** | **-Check list**  **- Rating scale** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Monitoring**  **pupils'**  **learning:**  **Lollipop**  **stick**  **technique;**  **Stop/Go**  **technique**  **Peer**  **learning:**  **pairwork**  **Independent**  **learning:**  **Summative**  **questions**  **technique** | **Groupwork/ Groupwork Pair work**  **Activity based learning/ game**  **Direct instruction/ Exercises** | **Pupil's Book Page 15.**  **Activity Book 12. strips of paper, five per pupil a bottle per group.**  **straw puppets. Resource 66** | **to ask for clarification** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**Semester Plan No ( 2 ) Lesson Plan Page No ( 15 PB/ 12 AB )**

**Class / lev 3rd grade Unit title: 5 Fun On the farm**

**Number of classes: date: from ………………to ……………….. Lessons lesson 10 phonics**

**Previous learning: Vertical Integration: Horizontal Integration: -**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **25.17 Listen and circle.**  **3 5.18 Listen and say the tongue twister. Ask pupils to read the tongue 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.** | **-Check list**  **- Rating scale** | **Peer learning: pairwork** | **- Groupwork/ Pair work**  **Direct instruction/ Exercises** | **Pupil's Book Page 15.**  **Activity Book Page 12. phonics from this and past lessons on index cards.**  **phonics notebooks for each pupil** | **.**  **to listen to and say the blends ng and ing** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**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: from ………………to ……………….. 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-**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **2 6.1 Listen and stick. Then listen and say. Place the flashcards on the board. 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**  **3 Find the adjectives in the picture on page 16. In pairs, pupils look at the picture and describe the different objects using the new vocabulary.**  **4 6.2 & 6.3 Listen and chant. On the board, write I haven't got an old scooter. Explain that we place the adjective before the noun. And negative form to show that we don't own something.**  **5 Point and say. 6.4 Draw pupils' attention to the Grammar box and the recorded 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.** | **-Check list**  **- Rating scale** | **Setting aims and criteria:**  **lesson objectives presentation Monitoring**  **pupils'**  **learning:**  **Lollipop**  **stick**  **technique**  **Peer**  **learning:**  **pairwork** | **Direct instruction/ Exercises**  **Groupwork/ Pair work**  **Direct instruction/ Flashcards** | **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** | **.**  **.**  **to talk about things using adjectives** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*Suggestions for improvement ………….…………………………

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| **Homework** | **Fulfilled Outcomes** | **Period** | **Section** | **Day & Date** |
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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 ……………….**

**Semester Plan No ( 2 ) Lesson Plan Page No (AB 14+15 )**

**Class / level:3rd grade Unit title :6 Out in the forest.**

**Number of classes: 1 date: from ………………to ……………….. Lesson :- Lesson 2 Activty Book**

**Previous learnings**

**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**

**.Horizontal Integration:**

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

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ………………**

**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: from ………………to ……………….. Lesson lesson 3 story**

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

**Horizontal Integration:**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **.Starting the lesson**  **• Give pupils three strips of paper each. Ask them to write a word from the new vocabulary on cach 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.**  **2 6.5 Listen and read. Have pupils read or listen to the story. Ask 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 True/False cards technique, to check understanding.**  **3 After you read Look at the story. Read and write.**  **4 Ací out the story. Divide pupils into small groups. Tell them to choose their roles and practise them.**  **5 Viewing and presenting. Place pupils in small groups and have them complete the activity 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.** | **-Check list**  **- Rating scale** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentatio;**  **Key question**  **technique**  **Monitoring**  **pupils**  **learning:**  **Lollipop**  **stick**  **technique;**  **True/False**  **cards**  **technique**  **Peer**  **learning:**  **pairwork;**  **groupwork** | **Groupwork/ Groupwork Pair work**  **Direct instruction/ Exercises**  **Activity based learning/ Oral**  **presentation**  **Narration** | **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** | **to read simple cartoon stories.** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**Semester Plan No ( 2 ) Lesson Plan Page No ( 1 )**

**Class / level: 3rd grade Unit title: 6 Out in to he forest.**

**Number of classes: 1 date: from ………………to ……………….. 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**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **Starting the lesson**  **• Write some of the words from the story with their vowels missing. Pupils complete the words with the missing vowels.**  **Practice**  **After you read**  **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** | **-Check list**  **- Rating scale** | **Peer learning:-**  **pairwork;**  **Think-pair- share technique**  **Independent learning: Summative questions technique** | **Groupwork/ Pair work**  **Direct instruction/ Exercises**  **Activity based learning/ Oral presentation**  **Narration** | **Activity Book**  **Page 16** | **to remember facts about**  **simple cartoon stories** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**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: from ………………to ……………….. 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**

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

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**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: from ………………to ……………….. 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:**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **Starting the lesson**  **• Ask individuals questions with Have you got ...? Encourage them to respond with Yes, I have. or No, I haven't.**  **Practice**  **1 Look, order and write.**  **2 6.10 Listen and match. Tell pupils to go to the Extra practice 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..** | **-Check list**  **- Rating scale** | **Independent learning:**  **Summative**  **questions**  **technique;**  **portfolios** | **Direct instruction/ Exercises-** | **Activity Book**  **Page17** | **to remember about camping items** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**Semester Plan No ( 2 ) Lesson Plan Page No ( AB18 )**

**Class / level: 3rd grade Unit title: 6 out in the forest.**

**Number of classes: 1 date: from ………………to ……………….. Lesson Lesson 7 skills :**

**Previous learning: Vertical Integration:revision of all taught words and grammar. Horizontal Integration:**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **1 6.11 Listen and tick (✔). Explain the activity. Use the Traffic light cards technique to check pupils understand it. Play the audio twice, pausing for pupils to write their answers. Then use the Lollipop stick technique.**  **26.12 Cut out. Then listen and play. Place pupils in pairs and play 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 if needed.**  **Activity Book 1 Read and write.**  **2 Write, draw and share. Ask pupils to imagine they are on a camping weekend and write 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.** | **-Check list**  **- Rating scale** | **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** | **Groupwork/ Pair work**  **Direct instruction/ Exercises**  **Activity based learning/ game** | **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** | **to play a game describing items** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**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: from ………………to ……………….. Lesson : Lesson 8 Culture**

**Previous learning: Vertical Integration: hole, lid, meat, vegetables, grills, fire, barrel Horizontal Integration:**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **2 6.13 Listen and read. Ask pupils to describe the 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.**  **3 After you read Activity book, page 19. Pupils turn to page 19 in their Activity Books.**  **Activity Book 1 Look and write.**  **2 After you read Read and number. Use the Stop/Go 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** | **-Check list**  **- Rating scale** | **-**  **Setting aims**  **and criteria:**  **Key question technique;**  **lesson**  **objectives presentation**  **Monitoring**  **pupils'**  **learning:**  **Lollipop**  **stick**  **technique;**  **Stop/Go technique**  **Peer**  **learning:**  **groupwork**  **Independent**  **learning:**  **Thought-**  **provoking questions technique** | **Groupwork/ Groupwork-**  **Direct instruction/ Exercises**  **Activity based**  **learning/ Project** | **Pupil's Book**  **Page 22.**  **Activity Book Page 19.**  **sheets of A4 paper, enough for each pupil. pictures of popular camping food in Jordan** | **to read a simple text about camping food in Jordan;.**  **to make a recipe book of popular camping food** | **1**  **2** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………**

**Semester Plan No ( 2 ) Lesson Plan Page No ( AB 20 )**

**Class / level: 3rd grade Unit title: 6 Out in the forest.**

**Number of classes: 1 date: from ………………to ……………….. Lessons Lesson 9 English in action**

**Previous learning Vertical Integration: Whose torch is this? It's his Horizontal Integration:**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **2 Act out the dialogue. Use different objects and adjectives. Using the Traffic light 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** | **-Check list**  **- Rating scale** | **Setting aims and criteria**  **lesson**  **objectives-**  **presentation Monitoring**  **pupils'**  **learning:**  **Traffic light**  **cards**  **technique;**  **Independent**  **learning:**  **Summative**  **questions technique** | **Direct-**  **instruction**  **Exercises**  **Oral**  **presentation** | **Pupil's Book**  **Page 23.**  **Activity Book Page 20**  **sheets of A4**  **Oral**  **presentation**  **Assessment**  **presentatio Monitoring**  **paper,**  **enough for each pupil**  **bags or boxes.**  **straw puppets.**  **pictures of boys and pictures of girls Resource 67** | **to talk about who possessions belong to** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………**

**Semester Plan No ( 2 ) Lesson Plan Page No ( PB23/AB 20 )**

**Class / level: 3rd grade Unit title: 6 Out in the forest.**

**Number of classes: 1 date: from ………………to ……………….. Lesson lesson 10 phonics**

**Previous learning: Vertical Integration: Horizontal Integration:-**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **2 6.17 Listen and write cl, fl or sl.**  **3.6.18 Listen and say the tongue twister. Ask pupils to read the tongue twister and find and say words with the phonics 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.** | **-Check list**  **- Rating scale** | **Monitoring pupils' learning:**  **Peer learning-**  **pairwork; groupwork** | **Groupwork/ Groupwork Pair work**  **Direct instruction/ Exercises-** | **Pupil's Book Page 23.**  **Activity Book Page 20 coat hanger for each pupil index cards dice. string and stapler. phonics notebooks for each pupil** | **to listen to and say the blends cl, sl and fl** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**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: from ………………to ……………….. 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 IntegrationTheme 1: Society Theme 2: Culture/ Social**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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**  **2 7.1 Listen and stick. Then listen and say. Place the flashcards on the board. 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**  **3 Find the furniture in the picture on page 24. In pairs, pupils find the furniture and say the word.**  **4 7.2 & 7.3 Listen and chant. Pupils read the chant and find examples of the grammar.. Play the chant. Tell pupils to clap their hands when they hear a piece of furniture.**  **5 Make a verse of the chant about your home. Place pupils in small groups. Then they come to the front and sing their song to the class.**  **6 Talk about your home. 7.4 Draw pupils' attention to the Grammar box.. 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.** | **-Check list**  **- Rating scale** | **Setting aims and criteria:-**  **lesson**  **objectives**  **presentation**  **Monitoring**  **pupils'**  **learning:**  **Lollipop**  **stick**  **technique**  **Peer**  **learning:**  **pairwork;**  **groupwork**  **Independent**  **learning:**  **Thought-**  **provoking**  **questions**  **technique;** | **Groupwork/ Groupwork Pair work**  **Direct instruction/ Flashcards**  **-** | **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** | **to talk about furniture** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**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: from ………………to ……………….. 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:**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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**  **1 Look at Pupil's Book page 24. Read and write. In pairs, pupils discuss the answers to the questions. Feedback as a class.**  **2 Look and write. Pupils label the pictures using the words in the word pool**  **3 Look and tick (✔) or cross (X). Pupils read the sentences and tick if the sentence is true.. or cross if the sentence is false.**  **4 Look, write and circle. Pupils write There's a or There are and circle the correct singula or plural word.**  **Finishing the lesson**  **• Play Word swat with the Unit 7 flashcards** | **Checklist**  **Rating Scale** | **Peer learning: pairwork; groupwork** | **Direct instruction/ Exercises**  **Flashcards**  **Groupwork/ Groupwork Pair work** | **Activity Book Pages 22-23.**  **unit flashcards**  **• fly swatters** | **to talk about furniture** | **1** |

**Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**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: from ………………to ……………….. Lessons : Lesson 3 story**

**Previous learning: Vertical Integration. The clue is in your bedroom Horizontal Integration:-**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **Starting the lesson. Tell pupils to write as many of the furniture words. Show a flashcard and if they have the word on the list, they call it out. If not, they write it down.**  **Presentation. Tell pupils that today's story is about the children looking for something using different clues.**  **Practice**  **Pupil's Book 1 Before you read Where are the pyjamas? Ask pupils to look at the pictures and use the Lollipop stick technique to have pupils describe each frame.**  **2 7.5 Listen and read. Have pupils read or listen to the story. Use the Expert envoy technique to have pupils help one another with anything they didn't understand. Play the audio again and pause at frame 5. In pairs, pupils discuss the question in the box.**  **3 After you read Look at the story. Read and write Yes or No. Pupils complete the activity.**  **4 Act out the story. Divide pupils into small groups. Tell them to choose their roles and practise them.**  **5 Viewing and presenting. Place pupils in small groups. Ask them to think about an item they would like to hide. Use the Stop/Go technique to check understanding. Give each group three index cards to write clues on. Groups play against each other.**  **Finishing the lesson. Ask a pupil to come to the front of the class. Tell them to choose a scene and mime it as best as they can. The first pupil to guess the scene comes to the front to continue the game. Use the Summative questions technique to ask pupils what they enjoy about the stories. Have the class vote on their favourite story so far.** | **-Check list**  **- Rating scale** | **Setting aims and criteria**  **lesson**  **objectives**  **presentation**  **Monitoring**  **pupils’**  **learning:**  **Lollipop**  **stick**  **technique;**  **Stop/Go**  **technique**  **Peer**  **learning**  **pairwork;**  **groupwork;**  **Expert envoy technique Independent**  **3 Af**  **4 A prac**  **5 V they thre**  **learning:**  **Summative questions technique** | **Direct instruction/ Exercises Flashcards**  **Groupwork/ Groupwork Pair work**  **Activity based learning/ Oral presentation**  **Narration**  **Game** | **Pupil's Book Pages 26-27** | **to read simple cartoon stories** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*Suggestions for improvement ………….…………………………

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| **Homework** | **Fulfilled Outcomes** | **Period** | **Section** | **Day & Date** |
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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 ……………….**

**Semester Plan No ( 2 ) Lesson Plan Page No ( AB 24 )**

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

**Number of classes: 1 date: from ………………to ……………….. Lesson one: Lesson 4 Activity Book**

**Previous learning: Vertical Integration: The clue is in your bedroom Horizontal Integration:**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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**  **1 After you read Remember the story. Read and number. With books closed, ask pupils to tell you about the story. Check answers as a class.**  **2 Values Look and write Yes or No. Have pupils tell you how the value is presented in each picture. Pupils complete the activity.**  **3 Look and colour. 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 backwards for them to find which frame they are from...** | **-Check list**  **- Rating scale** | **Peer-**  **learning:**  **Think-pair-**  **share**  **technique** | **-**  **Groupwork/ Pair work**  **Direct instruction/ Exercises**  **Activity based learning/ Oral**  **presentation**  **Narration** | **Activity Book Page 24** | **to understand simple**  **cartoon stories** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*Suggestions for improvement ………….…………………………

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| **Homework** | **Fulfilled Outcomes** | **Period** | **Section** | **Day & Date** |
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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 ……………….**

**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: from ………………to ……………….. 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:-**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **27.7 & 7.8 Listen and sing. Have pupils read the song quietly and tell you the new vocabulary they see in it. Play the song for pupils to sing.**  **3 Play a true or false game. 7.9 Draw pupils' attention 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 .** | **-Check list**  **- Rating scale** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Monitoring**  **pupils'**  **learning:**  **Thumbs**  **up/down**  **technique;**  **Independent**  **learning:**  **Thought-**  **provoking technical**  **questions-** | **Direct instruction/ Exercises**  **Activity based learning/ game** | **Pupil's Book Page 28 unit flashcards. sheets of A4 paper, enough for each pupil Resources 43, 51, 56 and 60** | **to listen to and use prepositions** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**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: from ………………to ……………….. 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:-**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **Starting the lesson**  **• Have pupils write as many words or sentences from the book as they can in one minute.**  **Practice**  **1 Look and write. Pupils complete the crossword by looking at the picture clues.. Pupils compare answers in pairs before whole class feedback.**  **2 Write. Pupils use the letters in the grey squares in the crossword to make a word to complete the sentence.**  **3 Look and write. Ask pupils to describe the pictures. Now tell 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.** | **-Check list**  **- Rating scale** | **Peer learning**  **pairwork** | **Groupwork**  **Pair work**  **Direct instruction/ Exercises** | **Activity Book Page 25** | **to write prepositions** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**Semester Plan No ( 2 ) Lesson Plan Page No ( PB29 /AB26 )**

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

**Number of classes: 2 date: from ………………to ……………….. Lesson 7 skills**

**Previous learning: Vertical Integration:revision of all taught words and grammar. Horizontal Integrat**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **2 7.11 Cut out. Then listen and play. Place pupils in pairs 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.**  **2 Write, draw and share. Explain that pupils have to 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.** | **-Check list**  **- Rating scale** | **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** | **-**  **Groupwork/**  **Pair work**  **Direct instruction/ Exercises**  **Activity based learning/ game** | **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** | **to play a game about where things are in a room** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ………………**

**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: from ………………to ……………….. Lessons Lesson 8 Culture**

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

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **Starting the lesson. Revise prepositions from the previous lesson.**  **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.**  **2 7.12 Listen and read.. Play the audio for pupils to read along to. Then use the 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.**  **3 After you read Activity book, page 27. Pupils turn to page 27 in their Activity Books.**  **Activity Book 1 Look and match**  **2 After you read Read and write Yes or No.**  **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.** | **-Check list**  **- Rating scale** | **Setting aims 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-** | **Groupwork-**  **Groupwork-**  **Direct instruction/ Exercises**  **Activity based learning/ Project** | **Pupil's Book Page 30.**  **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** | **.**  **to read a simple text about log cabins**  **to make a poster about a dream house** | **1**  **2** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*Suggestions for improvement ………….…………………………

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| **Homework** | **Fulfilled Outcomes** | **Period** | **Section** | **Day & Date** |
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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 ……………**

**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: from ………………to ……………….. Lesson eight: Lesson 9 English in action**

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

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **Starting the lesson**  **Give pupils a sheet of A4 paper each. Have pupils write ten words they have learnt in this unit. Play Bingo!**  **Presentation**  **• Explain that in this lesson pupils will talk about location.**  **Practice**  **Pupil's Book 1 7.13 Listen and read. Ask pupils to look at the picture and describe it.. Play the audio once for pupils to read and listen to. Ask pupils what the children were looking for.**  **• In pairs, pupils read the dialogue with their partners.**  **2 Act out the dialogue. Use different furniture and prepositions. Using the Traffic light cards**  **echnique, have pupils tell you if they are ready to proceed with the activity. Tell pupils they**  **can use other items as well. They can use straw puppets if they like, too. Using the Lollipop**  **tick technique, invite pupils to come to the front of the class and act out the dialogue.**  **Activity Book 1 7.14 Listen and order. Then write. Pupils listen and reorder the words to**  **complete the dialogue.**  **finishing the lesson. Use the Summative questions technique to ask pupils to tell you what**  **They have learnt today, what they think they are good at and in what area they need a little more practice** | **-Check list**  **- Rating scale** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Monitoring**  **pupils'**  **learning:**  **Lollipop**  **stick**  **technique;**  **Traffic light**  **cards**  **technique**  **Peer**  **learning:**  **pairwork;**  **Independent**  **learning:**  **Summative**  **questions**  **technique** | **Group Work/ Pair work**  **Direct instruction/ Exercises** | **Pupil's Book Page 31**  **Activity Book**  **Page 28**  **sheets of A4 paper, enough for each pupil. straw puppets . a small ball.**  **Resource 68** | **to talk about the location of things** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 …………**

**Semester Plan No ( 2 ) Lesson Plan Page No ( PB 31 /AB 28 )**

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

**Number of classes: 1 date: from ………………to ……………….. Lesson lesson 10 phonics**

**Previous learning: Vertical Integration: - Horizontal Integration:-**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **2 7.16 Listen and circle. Pupils check answers with their partners after the audio. 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.**  **3 7.17 Listen and say the tongue twister. Ask pupils to read the tongue twister 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** | **-Check list**  **- Rating scale** | **Peer**  **learning:**  **group work Independent learning:**  **portfolios-** | **Group Work/ Group Work Pair work**  **Direct instruction/ Exercises-** | **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** | **to listen to and say the**  **blend ck** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*Suggestions for improvement ………….…………………………

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| **Homework** | **Fulfilled Outcomes** | **Period** | **Section** | **Day & Date** |
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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 ………………**

**( 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: from ………………to ……………….. 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:**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | ***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.***  ***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.***  ***2.8.1 Listen and stick. Then listen and say. Place the flashcards on the board. 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 animal it is and what colour it is.***  ***3 Find the animals in the picture on page 32. Pupils find the animals in the picture and tell their partners.***  ***4 8.2 & 8.3 Listen and chant. Explain that we use Can to show ability. Ask Can cats fly? Elicit No, they can't. Continue with more animals. Play the chant. When pupils hear an animal, they clap.***  ***5 8.4 Listen and tick (✔) or cross (X). Then ask and answer. Have pupils look at the table. 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.*** | **-Check list**  **- Rating scale** | **Setting aims**  **and criteria:**  **lesson**  **objectives**  **presentation**  **Monitoring**  **pupils'**  **learning:**  **Lollipop**  **stick**  **technique**  **Peer**  **learning:**  **pairwork-** | **Direct instruction/ Exercises**  **Groupwork/ Pair work**  **Direct instruction/ Flashcards-** | **Pupil's Book Pages 32-33.**  **lesson**  **flashcards fly swatters.**  **Resources 44 and 52** | **to talk about wild animals** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**Semester Plan No ( 2 ) Lesson Plan Page No ( AB 30+31**

**Class / level: 3rd grade Unit title: 8 Animals are fun.**

**Number of classes: 1 date: from ………………to ……………….. Lessons Lesson 2 activity Book**

**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**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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**  **1 Look at Pupil's Book page 32. Read and write.**  **• Pupils answer the questions. Check answers with the whole class.**  **2 Look, read and circle. Pupils looks at the pictures and circle the correct words.**  **3 8.6 Listen and circle.**  **• Pupils listen and circle the answers to the questions.**  **4 Read and write.**  **• Pupils complete the answers.**  **Finishing the lesson**  **Use the Summative questions technique to ask pupils what they enjoyed about the lesson..** | **-Check list**  **- Rating scale** | **Peer learning:**  **Direct instruction/ Exercise Independent learning:**  **Summative questions technique** | **Group Work/ Group Work**  **Direct instruction/ Exercises**  **Activity based learning/ game** | **Activity Book Pages 30-31** | **:**  **to talk about wild animals** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*Suggestions for improvement ………….…………………………

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| **Homework** | **Fulfilled Outcomes** | **Period** | **Section** | **Day & Date** |
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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 principal …………………….. Date ………….... Signature ………………..**

**Supervisor …………………………….. Date …………….. Signature ……………….**

**Semester Plan No ( 2 ) Lesson Plan Page No ( 34+35 )**

**Class / level: 3rd grade Unit title: 8 Animals are fun.**

**Number of classes: date: from ………………to ……………….. Lesson one: Lesson 3 Story**

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

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | ***Starting the lesson. Divide the class into two teams. Play pizza words' slices. Details in TB page 94,***  ***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.***  ***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.***  ***2.8.7 Listen and read. Have pupils read or listen to the story. Ask 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).***  ***3 After you read Look at the story. Read and write. Ask pupils what the animals in the story can do. Pupils do the activity individually and check with their partners.***  ***4 Act out the story. Divide pupils into small groups. Tell them to choose their roles and practise them.***  ***5 Viewing and presenting Design and share an animal mask. Ask 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.***  ***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.*** | **-Check list**  **- Rating scale** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation;**  **Key question**  **technique**  **Monitoring**  **pupils'**  **learning:**  **Stop/Go**  **technique**  **Peer**  **learning:**  **pairwork;**  **group work-** | **Group Work/ Group Work Pair work**  **Direct instruction/ Exercises**  **P K**  **Activity based learning/ Oral presentation**  **Narration-** | **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** | **to read simple**  **cartoon stories** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**Semester Plan No ( 2 ) Lesson Plan Page No ( 1 )**

**Class / level: 3rd grade Unit title: 8 Animals are fun.**

**Number of classes: 1 date: from ………………to ……………….. Lesson :- lesson 4 activity Book**

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

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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**  **1 After you read Remember the story. Read and write.**  **• With books closed, ask pupils to tell you about the story.**  **- 2 Values Look and tick (✔) or cross (X).**  **• Pupils complete the activity individually. Ask why each food is healthy or unhealthy.**  **3 Look and colour.**  **• 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.** | **-Check list**  **- Rating scale** | **Peer**  **learning:**  **pairwork;**  **Think-pair-**  **share**  **technique** | **Group Work/ Pair work**  **Direct instruction/ Exercises**  **Activity based learning/ Oral presentation**  **Narration** | **Activity Book Page 32** | **to remember facts about simple cartoon stories** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**Semester Plan No ( 2 ) Lesson Plan Page No ( 36 )**

**Class / level: 3rd grade Unit title: 8 Animals are fun.**

**Number of classes: 1 date: from ………………to ……………….. 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:**

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| **Duration** |  | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **28.9 & 8.10 Listen and sing. Ask pupils to read the song and underline all new vocabulary.**  **• Play the song for pupils to sing. Explain that when they hear a word related to food, they stamp their feet.**  **3 What's in your café? Tick (✔) or cross (X). Then ask and answer. 8.11 Draw pupils' 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.** | **-Check list**  **- Rating scale** | **Setting aims**  **and criteria:**  **lesson**  **objectives**  **presentation**  **Monitoring**  **pupils'**  **learning:**  **Lollipop**  **stick**  **technique;**  **Peer**  **learning:**  **pairwork;**  **Independent**  **learning:**  **Summative**  **questions**  **technique** | **Group Work/ Pair work**  **Direct instruction/ Exercises** | **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** | **To talk about food** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 principal …………………….. Date ………….... Signature ………………..**

**Supervisor …………………………….. Date …………….. Signature ……………….**

**Semester Plan No ( 2 ) Lesson Plan Page No ( 1 )**

**Class / level: 3rd grade Unit title: 8 Animals are fun.**

**Number of classes: 1 date: from ………………to ……………….. 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:-**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **Starting the lesson**  **• Have pupils write as many food words as they can in one minute.**  **Practice**  **1 Find, circle and write.. Pupils look at the pictures, find 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.** | **-Check list**  **- Rating scale** | **Peer learning pairwork** | **Direct instruction/ Exercise**  **Group Work/ Pair work**  **Direct instruction / Flashcards** | **Activity Book**  **Page 33.**  **lesson**  **flashcards.**  **graph paper** | **To talk about food.** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**Semester Plan No ( 2 ) Lesson Plan Page No ( )**

**Class / level: 3rd grade Unit title: 8 Animals are fun.**

**Number of classes: 2 date: from ………………to ……………….. Lessons Lesson 7 Skills**

**Previous learning: Vertical Integration: revision of all taught words and grammar Horizontal Integration:-**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **2 8.13 Cut out. Then listen and play. Place pupils in pairs and play 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.** | **-Check list**  **- Rating scale** | **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** | **Direct instruction/ Exercises**  **Group Work/ Pair work**  **Direct instruction / Flashcards**  **Activity based learning/ game** | **Pupil's Book Page 37. Activity Book Page 34. unit flashcards, colour flashcards. strips of paper, two per pupil. colour markers** | **.to play a game about animals** | **1** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ………………**

**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: from ………………to ……………….. Lesson 8: Culture**

**Previous learning: Vertical Integration: wild animals, rescue centre, visit, sick, baby monkey Horizontal Integration:**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **28.14 Listen and read. Ask pupils to describe the pictures in the text. After listening to the audio, ask pupils what they found interesting about it.**  **3 After you read Activity book, page 35. Pupils turn to page 35 in their Activity Books. Activity Book 1 8.15 Listen and number.**  **2 After you read Read and write. Use the Traffic light cards 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.** | **-Check list**  **- Rating scale** | **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** | **Direct instruction/ Exercises**  **Activity based learning/ game**  **Activity based learning/ Project** | **Pupil's Book**  **Page 38.**  **Activity Book**  **Page 35.**  **sheets of A4**  **paper, enough for each pupil.**  **a ball.**  **different**  **brochures** | **to read a simple text about wild animals;**  **to make a brochure about a rescue centre** | **1**  **2.** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*Suggestions for improvement ………….…………………………

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| **Homework** | **Fulfilled Outcomes** | **Period** | **Section** | **Day & Date** |
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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 …………**

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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: from ………………to ……………….. 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:**

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

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**Semester Plan No ( 2 ) Lesson Plan Page No ( 1 )**

**Class / level: 3rd grade Unit title: 8 Animals.**

**Number of classes: 1 date: from ………………to ……………….. Lesson 10 phonics**

**Previous learning: - Vertical Integration: Horizontal Integration:**

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

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 ……………….**

**Semester Plan No ( 2 ) Lesson Plan Page No ( PB 40-41 / AB 38 - 39 )**

**Class / level: 3rd grade Unit title:- Atomic's Learning Club .**

**Number of classes: 2 date: from ………………to ……………….. Lessons title:- lesson 1 language booster**

**Previous learning: 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 -**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **1 LC1.1 Listen and say. Then listen and number. Ask pupils 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.**  **2 LC1.2 Listen again and match. Ask pupils to read the 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 pai pairs.**  **3 Point and say. LC1.3 Draw pupils' attention to the grammar table and recorded model.**  **4 LC1.4 Listen and read.**  **5 Act out the dialogue. Use different places and prepositions.**  **6 Draw and write where you and your family were 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.**  **2 Read about Maha. Write was or wasn't.**  **3 Read and order the dialogue.**  **4 Complete the dialogue. Use different places.**  **5 Where were they yesterday? Read and write.**  **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..** | **-Check list**  **- Rating scale** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Monitoring**  **pupils'**  **learning**  **Peer**  **learning:**  **pairwork;**  **Summative**  **questions**  **technique** | **Groupwork/ Pair work**  **Direct instruction/ Exercises** | **Pupil's Book**  **Pages 40-41.**  **Activity Book**  **Pages 38-39.**  **timer or sheets of A4 paper, enough for each pupil** | **to talk about places in town; to talk about yesterday;**  **to ask for and give directions** | **1**  **2** |

**(Daily follow- up table)**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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.**

**……….. Semester Plan No ( 2 ) Lesson Plan Page No ( 1 )**

**Class / level: 3rd grade Unit title: Atomic's Learning Club.**

**Number of classes: 1 date: from ………………to ……………….. Lesson title:- lesson 2 What can we see on a map?**

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

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **2 Learn LC2.1 Listen, read and check. Have pupils look at the 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..**  **3 Check Read and circle. Use the Lollipop stick technique to have 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.** | **-Check list**  **- Rating scale** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Monitoring**  **pupils'**  **learning:**  **Lollipop**  **stick**  **technique;**  **Independent**  **learning:**  **Summative**  **questions**  **technique;** | **Direct instruction/ Exercises**  **Activity based learning/ game** | **PB 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 access is available. old book of a city's street maps** | **To talk about maps** | **1** |

**Daily follow- up table).**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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.**

**Supervisor..,........ Prepared by School principal …………………….. Date ………….... Signature……………Date**

**Semester Plan No ( 2 ) Lesson Plan Page No ( 43 )**

**Class / level: 3rd grade Unit title: Atomic's Learning Club.**

**Number of classes: 1 date: from ………………to ……………….. Lessons :-what can we see on a map?**

**Previous learning: Vertical Integration: north, south, east, west, museum, fountain, hospital Horizontal Integration**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **2 Look at the map again and say. What's in the north, south, east 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.** | **-Check list**  **- Rating scale** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Monitoring**  **pupils'**  **learning:**  **Thumbs**  **up/down**  **technique**  **Peer**  **learning:**  **pairwork;**  **Independent**  **learning:**  **Learning**  **diary;**  **portfolios** | **Group Work/ Pair work**  **Direct instruction/ Exercises** | **PB Page**  **43.**  **sheets of A4 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**  **different tourist maps** | **To make a map of a park** | **1** |

**Daily follow- up table).**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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.**

**Supervisor…………….. Prepared by : School principal …………………….. Date ………….... Signature………….. ………………..Date**

**Semester Plan No ( 2 ) Lesson Plan Page No ( 44\_45 )**

**Class / level: 3rd grade Unit title: Festival.**

**Number of classes: 2 date: from ………………to ……………….. 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**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **Starting the lesson. Place the colour flashcards on the board. Revise by pointing to each colour, saying it for pupils to repeat after you.**  **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. .**  **2 F1.2 Listen and say the poem. Ask pupils what they think the poem will be about.. Have pupils read the poem and tell you what new words they see in it.**  **3 Say the poem again. Have the groups say the poem to the class.**  **4 F1.3 Listen and read. Have pupils look at the pictures and say as 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.**  **5 F1.4 Listen and number. Tell pupils that they will now number the 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.** | **-Check list**  **- Rating scale** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Monitoring**  **pupils'**  **learning:**  **Peer learning:**  **Pairwork;**  **group work** | **Group Work/ Group Work Pair work**  **Direct instruction / Flashcards Exercises**  **Activity based learning/ Project** | **Pupil's Book**  **Pages 44-45.**  **Activity Book**  **Page 40**  **lesson**  **flashcards**  **Lesson .fly swatter .** | **to talk about the National Olive Festival;**  **to make an olive oil and watercolour painting** | **1**  **2** |

**Daily follow- up table).**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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.**

**Supervisor……… Prepared by : School principal …………………….. Date ………….... SignatureDate… ………………..**

**Semester Plan No ( 2 ) Lesson Plan Page No ( 46\_47 )**

**Class / level: 3rd grade Unit title: Festival.**

**Number of classes: date: from ………………to ……………….. 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**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **2 F2.2 Listen and say the poem. Play the audio and pupils listen and follow in their Pupil's Book. Play the audio again and pupils listen and say the poem.**  **3 Say the poem again. Use different words for your favourite foods. Explain the activity. Use the Traffic light cards technique to check understanding.**  **4 F2.3 Listen and read. Play the audio for pupils to follow. Then have pupils read the text in pairs.**  **5 F2.4 Listen and number. Play the audio. Pupils listen 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 picture .**  **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.** | **-Check list**  **- Rating scale** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Monitoring**  **pupils'**  **learning:**  **Traffic lights**  **cards**  **technique;**  **Peer learning:**  **pairwork**  **Thought-**  **provoking**  **questions**  **technique** | **Group Work/ Group Work Pair work**  **Direct instruction / Flashcards Exercises**  **Activity based learning/ Project** | **Pupil's Book**  **Pages 46-47.**  **Activity Book**  **Page 41**  **lesson**  **flashcards**  **cards, crayons, scissors, glue, tissue paper** | **to talk about Eid al-Fitr;**  **to make a lantern** | **1**  **2** |

**Daily follow- up table**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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.**

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

**Semester Plan No ( 2 ) Lesson Plan Page No ( 48-49 )**

**Class / level: 3rd grade Unit title: Festival.**

**Number of classes: 2 date: from ………………to ……………….. 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**

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| **Duration** | **Procedures** | **Assessment** | | **Instructional Strategy** | **Material /**  **Restores** | **Specific Outcomes** | **No** |
| **Tool** | **Strategy** |
|  | **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.**  **2 F3.2 Listen and say the poem. Play the audio and pupils listen and follow in their Pupil's Book. Play the audio again and pupils listen and say the poem.**  **3 Say the poem again. Use different Aqaba Festival words.**  **4 F3.3 Listen and read. Play the audio for pupils to follow. Then have pupils read the text in pairs.**  **5 F3.4 Listen and number. Play the audio. Pupils listen 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 traditional rug they might buy at the Aqaba Arts Festival.**  **Activity Book I Look, read and write**  **2 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.** | **-Check list**  **- Rating scale** | **Setting aims and criteria:**  **lesson**  **objectives**  **presentation**  **Monitoring pupils'**  **learning: Peer**  **learning:**  **pairwork;**  **Thought-**  **provoking**  **questions**  **technique** | **Group Work/ Pair work**  **Direct instruction / Flashcards**  **Exercisecise**  **Activity based learning/ Project** | **Pupil's Book**  **Pages 48-49.**  **Activity Book**  **Page 42 lesson flashcards. coloured paper, scissors, glue, coloured pens** | **to talk about the Aqaba Arts Festival;**  **to design a rug** | **1**  **2** |

**Daily follow- up table).**

Reflection:

\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*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 …**