

Lesson Plan

Class / Level: 5th Grade
Subject: English Language

Number of Classes:

Unit Title: **Welcome Back**

Lesson Title: **1-Vocabulary (PB Ps. 4–5-AB. Ps2-3)**

Previous Learning: Students have a basic vocabulary for describing daily activities.

The Main Outcomes:	-Revise free-time activities vocabulary. - Reintroduce the characters with the story. - Listen to and identify free-time activities. -Talk about free-time activities. -Read and identify information in a simple text. - Learn and review free-time activity vocabulary.		
The Stages	Teacher Action	Learner Action	Time
1-Engagement	Warm -up: Engage students by writing "Discovery Team" on the board and ask them to name the team and what they know about them. -Prompt students about their favorite free-time activities. -Call out activities and direct pupils to use Yes/No response cards to show what they do.	-Share their knowledge of the Discovery Team. -Communicate their favorite activities. – -Respond to activities using Yes/No cards.	
2-Explanation	-Guide pupils to observe the pictures and signal when they see characters or objects. - Play the audio (W1). -Assess comprehension by asking what free-time activities were heard. -Challenge students with questions like, "What's the new boy's name?". - Check answers using the Lollipop stick technique.	-Locate page 4 and observe the pictures. -Listen to the audio. -Answer comprehension questions. -Respond to the Lollipop stick technique for checking answers.	
3-Elaboration	-Collaborate with pupils by having them work individually on Exercise 2, then compare with a partner. -Facilitate turn-taking for reading answers with the Lollipop stick technique. -Organize pupils into groups of four for Exercise 3 and assign a role to each. -Play the audio again to support their practice. -Encourage groups to act out the story. -Partner pupils for Exercise 4 and monitor as they practice asking and answering questions. -Guide pupils in pairs for Exercise 5 to describe a person.	-Write and compare missing words individually, then in pairs. -Perform their answers .. -Practice and act out the story in groups. -Ask and answer questions with a partner using the weekly planner. -Describe a person to their partner.	
4-Closing	-Direct pupils to the Activity Book. -Monitor individual work and pair checks. - Check answers with the class. -Assess the lesson's success by asking, "Who is your favourite member of the Discovery Team? Why?".	-Work individually and in pairs on the Activity Book -Provide and receive peer feedback. - Respond to the final question to show what they have learned.	

Self-Reflection on Learning and Teaching:

Class/Section					
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The class order in the timetable					
Day/Date					

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Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

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Unit Title: **Welcome Back**

Lesson Title: **2-Grammar (PB .P 6- AB .P.4)**

Previous Learning: Students are familiar with vocabulary for free-time activities and daily routines & they have been introduced to the Discovery Team characters and the story from the previous lesson.

The Main Outcomes:	-Use the Present simple with when/before/after. - Identify specific information and the correct sequence of events in a story or dialogue. - Recognize familiar keywords and phrases in short, basic descriptions. - Describe daily routines and answer simple questions about them.		
The Stages	Teacher Action	Learner Action	Time
1- Engagement	Warm up: Activate prior knowledge by writing Monday, Tuesday, and Wednesday on the board. Encourage pupils to reflect on one activity they do each day. -Facilitate a class discussion to elicit their daily routines. -Assess their listening skills and memory to probe for a friend's daily activity. -Invite the pupil to confirm if the answer is correct.	-Reflect and record one activity for each day. -Actively listen to peers' answers. -Communicate their own answers to the class. -Validate a peer's response to show comprehension..	
2- Explanation	-Explain the lesson's grammar focus. -Direct pupils to page 6 and have them read sentences in Exercise 1. Ask pupils to check their answer by referring to page 4. -Challenge them to remember who said the other sentences. -Present before, when, and after using a timeline on the board. -Play the audio for Exercise 2 (W3). -Check comprehension with questions like, "What do I do first?".	-Read sentences from the Pupil's Book. -Refer to page 4 to check their answer. Remember who said the other sentences. - Listen to the teacher's explanation of the grammar. Answer questions about the sequence of events.	
3- Elaboration	Instruct pupils to circle the correct word in Exercise 3 individually. -Play the audio (W4) for them to check. -Organize a TPR(Total Physical Response). activity: : -give pupils phrases and have them move to the correct corner of the room. -Direct pupils to work in pairs for Exercise 4, reading, asking, and answering questions. -Monitor and help pairs, and ask them to demonstrate for the class.	-Circle the correct words. - Listen to the audio to check. -Move to the correct corner during the TPR activity. -Read, ask, and answer questions in pairs. -Demonstrate a question and answer for the class.	
4- Closing	-Direct pupils to the Activity Book. -Monitor individual work and pair checks. - Check answers with the class. -Finish by having pupils close their books and ask them to say sentences using before, when, and after. -Use the Summative questions technique to check their understanding.	--Work individually and in pairs on the Activity Book. -Say sentences using the new grammar. - Answer the summative questions to show they understand.	

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Unit Title: **Welcome Back**

Lesson Title: **3- Vocabulary (PB.P . 7 -AB .P 5)**

Previous Learning: Students have a foundational vocabulary of general adjectives to describe people (e.g., tall, short, happy). They are familiar with the verbs to be and to have got in simple sentences and can use them to describe themselves and others. They also have basic reading and writing skills.

The Main Outcomes:	-Revise and use adjectives to describe people's appearance, specifically hair and facial features. -Read a poem and identify specific details about people's appearance. -Listen to descriptions and match them to the correct person. -Describe a person for their partner to guess. -Write their own poem about their family's appearance		
The Stages	Teacher Action	Learner Action	Time
1- Engagement	Warm-up -Activate prior knowledge by writing "Appearance" on the board. Guide a pair activity where pupils describe each other and elicit their responses.	-Work in pairs to write adjectives. -Guess who the adjectives describe and confirm the answer.	
2- Explanation	-Explain the lesson's aim. -Elicit known vocabulary before presenting the new words. -Use a drawing on the board to introduce new facial features. -Direct pupils to page 7 and play the audio for listening and repetition.	-Say words they know. - Identify facial features. -Listen, point, and repeat the new vocabulary from the book and audio.	
3- Elaboration	-Challenge pupils to brainstorm more adjectives in groups. Check their ideas using the Basketball technique. -Play the poem's audio and check comprehension with questions. -Explain a grammar tip (word order for hair). -Organize pair work for descriptive guessing. - Conduct a TPR activity where pupils stand up based on hair descriptions. -Instruct pupils to write a poem and facilitate peer review using "Two stars and a wish."	-Brainstorm adjectives in groups. -Listen to the poem and answer comprehension questions. -Describe a person for their partner to guess. -Stand up when a description matches their hair. -Write a poem and review a peer's work.	
4- Closing	-Direct pupils to the Activity Book. -Monitor individual work and pair checks. -Play audio for listening and matching exercises, and use the Lollipop stick technique to check answers. - End the lesson with a summative question to assess learning.	-Work individually and in pairs on the Activity Book. -- Listen to audio and match descriptions. -Answer questions to demonstrate learning.	

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Number of Classes:

Unit Title: ***1-Talent show***

Lesson Title: ***1 Vocabulary (P B .Pages 8–9)***

-Previous Learning: Students have a basic vocabulary for describing people's physical appearance (beard, moustache, long hair, black hair). They are able to form simple descriptive sentences.

The Main Outcomes:	- Learn and use personality adjectives. - Read and understand simple descriptions of people. - Write short descriptions using personality adjectives.		
The Stages	Teacher Action	Learner Action	Time
1-Engagement	Warm-up -Activate prior knowledge by having pupils draw on a face on the board. -Prompt pupils to say a single word that describes people. -Explain that in this lesson, pupils will learn to describe people's personalities.	-Draw a beard and moustache on a face. -Say a single word describing people. -Listen to the lesson's aim.	
2-Explanation	-Direct pupils to page 8 and elicit descriptions of people from the picture. -Use the Lollipop stick technique to ask for descriptions. -Demonstrate new vocabulary using props (e.g., a bottle for "tidy" and "untidy"). -Direct pupils to page 9 and teach the new vocabulary. -Play the audio for listening and repetition.	-Look at the picture. -Describe a person. Listen to the demonstration. -Find the new vocabulary and repeat it.	
3-Elaboration	-Instruct pupils to work in pairs and say a word for their partner to point to the correct picture -. Direct pupils to Exercise 3, give them one minute to work in pairs, and use the Lollipop stick to ask for feedback. -Facilitate a "Critical thinking" activity with "+" and "-" columns on the board. - Organize a TPR activity with the Happy/Sad face technique to consolidate adjectives.	-Say a word and point to the correct picture. -Work in pairs to find and write the missing word. - Write an adjective and its opposite. -React correctly during the TPR activity.	
4- Closing	-Instruct pupils to write their ideas for finishing sentences in Exercise 4 and monitor their work. - Direct pupils to new pairs for Exercise 5, reading their descriptions for their partner to guess the job. -Summarize the lesson by placing pupils in groups of four and asking them to describe their classmates.	-Write their ideas in notebooks. -Read out their ideas to a partner and guess the job. -Describe their classmates in groups.	

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Unit Title: ***1-Talent show***

Lesson Title: **2 Vocabulary (A B .Page6)**

-Previous Learning: Students have been introduced to personality adjectives and their opposites (e.g., tidy/untidy, hard-working/lazy). They can describe people's physical appearance.

The Main Outcomes:	-Learn and use personality adjectives		
The Stages	Teacher Action	Learner Action	Time
1- Engagement	Warm-up -Activate prior knowledge by writing job titles on the board. -Give a description of the qualities needed for a job using personality adjectives from the previous lesson. -Encourage pupils to guess the job. - Facilitate a continuation of this guessing game if time allows.	-Read the job titles on the board. -Listen to the description and guess the correct job. -Continue the guessing game with classmates.	
2- Explanation	-Explain that this lesson will focus on practicing and applying the personality adjectives learned previously. Direct pupils to Activity Book Exercise 1. -Give them one minute to complete the sentences based on Pupil's Book page 8. - Instruct them to check their answers with a partner.	-Look at Pupil's Book page 8 and complete the sentences in Exercise 1. -Check answers with a partner.	
3- Elaboration	-Refer pupils to Activity Book Exercise 2. - Instruct them to look at the four girls and write the adjectives, then write their opposites to make pairs. -Monitor their individual work.	-Look at the four girls and write adjectives and their opposites in Exercise 2.	
4- Closing	- Consolidate the lesson's vocabulary by organizing pupils into collaborative groups of three. -Provide each group with a sheet of A4 paper and -instruct them to create a grid of twelve boxes. -Challenge them to collaboratively recall and record the twelve new personality adjectives in the boxes. -Facilitate a reflective discussion using the Summative questions technique to gauge their retention and assess their learning strategies.	- Collaborate in groups to create a vocabulary grid. - Retrieve and record the new words from memory. -Participate in a reflective discussion and articulate their recall and learning strategies.	

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Unit Title: ***1-Talent show***

Lesson Title: ***3 Story (P B . Pages 10–11)***

-Previous Learning: Revision of personality adjectives; juggling.

The Main Outcomes:	-Listen to a story -Follow the sequence of events in a simple story if told slowly and clearly - Follow the sequence of events in short, simple cartoon stories -Act out parts of a picture story using simple actions and words		
The Stages	Teacher Action	Learner Action	Time
1-Engagement	Warm-up -Write confident, hard-working, kind, polite, and tidy on the board with the first and last letter missing. -Ask different pupils to complete the words and say the opposites. -Instruct students to discuss in pairs what people do in a talent show.	-Complete the words on the board. Say the opposites. -Discuss in pairs what people do in a talent show.	
2-Explanation	-Explain that in this lesson pupils will listen to a story. -Demonstrate juggling with the three scrunched up balls of paper and teach the word juggling. -Ask pupils to guess if you are good at juggling.	-Listen to the explanation. -Observe the juggling demonstration and repeat the new word.	
3-Elaboration	-Direct pupils to pages 10 and 11 of their Pupil's Book. Ask "Which fruit can you see in the story?" -Play the audio for students to listen and read. Check comprehension by asking questions like: "Is Samia good at performing poems?" -Instruct pupils to mime the actions from the story (e.g., running, having a banana). -Have pupils discuss in pairs where Bailey lives. -Use the Happy/Sad face technique to check if they found out. -Ask pupils to read out the sentences in the correct order in Activity 4. -Provide differentiation by having Challenge pupils complete it individually and Support pupils collaborate in pairs. Divide pupils into groups of five and assign roles to act out the story. Provide each pupil with a sheet of A4 paper and instruct them to design their own house number.	-Find the fruit in the pictures. -Listen to the audio and read along. -Answer comprehension questions. -Mime the actions. - Discuss in pairs where Bailey lives. -Sequence the events in Activity 4. -Act out the story in groups. -Design their own house number.	
4- Closing	-Ask pupils to share what their favorite part of the story was. -Instruct pupils to keep their house number designs in their portfolios.	-Share their favorite part of the story. -Organize their design for their portfolio.	

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Unit Title: **1-Talent show**

Lesson Title: **4 Story (A B . page 7)**

-Previous Learning: Revision of personality adjectives; juggling. / Reviewing the Story

The Main Outcomes:	-Review a story -Follow the sequence of events in short, simple cartoon stories . - Write simple sentences about familiar things, given prompts or a model .		
The Stages	Teacher Action	Learner Action	Time
1- Engagement	Warm-up -Ask pupils to recall what happens in the story from the previous lesson. -Replay the audio if time allows.	-Recount the events of the story.	
2- Explanation	-Explain to pupils that they will now be completing a series of review exercises in their Activity Book.	-Listen to the instructions for the lesson's tasks.	
3- Elaboration	-Instruct pupils to complete the Read and complete. Then match activity in Exercise 1. - Give pupils one minute to complete the activity and then have them check their answers with their partners. -Direct pupils to complete Exercise 2, Read and write True or False, individually. -Instruct pupils to correct the false sentences in Exercise 3, and then have them compare their answers with a partner. -Check that pupils know what to do in the Values activity (Exercise 4) using the Traffic light cards technique.	-Read and complete the sentences in Exercise 1 and match them. -Check answers with a partner. -Complete the True or False activity individually. -Write and compare corrected sentences with a partner. -Tick the correct option in the Values activity.	
4- Closing	-Use the Summative questions technique to ask pupils what they learned about food and diet from the story.	-Answer questions about the lesson's theme.	

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