***Semester Plan***

 **Class Level 5th grade Semester: 2nd  semester**

 **Subject: English Language Welcome Back Duration: ---**

**Pages SB : 4 to 7 AB: 2 to 5 NO. of Classes:**

|  |  |  |  |  |  |  |
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| **Unit** | **Outcomes** | **Resources**  | **Instructional** | **Assessment** | **Associated** | **Reflection** |
|  |  | **& Materials** | **Strategies** | **Strategy** | **Tool** | **activities** |  |
| **W** | **Students are expected to:****1- talk about hobbies and technology****2-revise hobbies and technology.****3- recall the characters with a story.****4- review the Past simple.****5-recall types of technology.** | **Teacher’s book****Students' books****Activity books****White board****Flash cards****Interactive** **Worksheet****Phone** **Bluetooth Speaker** | **1/1****- 1/3-** **1/4- 1/5-** **1/6- 1/7** **-1/8** **-1/9-1/10****-- 3/5-** **3/6-** **3/7- 3/8--4/8.** | **1/1- 1/2- 1/3- 1/4-- 1/6.****2/1-****2/2****-3/2****-4/3.** | **1****2****Test** | * **Scanning.**
* **Skimming**
* **Group work**
* **Pair work**
* **Fluency and accuracy.**
* **Communicative strategies.**
* **Theme- based approach.**
* **Dialogue journals.**
* **Extra curriculum activities.**
* **Discovery approach to grammar**
* **Using the library/Internet**
 | **I feel content with:** **------------------------------------------------------------------------------------------------------------------------****Challenges** **that faced me:****------------------------------------------------------------------------------------------------------------------------****Suggestions for improvement:****--------------------------------------------------------------------------------------------------------------------**  |
|  General information about students: Prepared by: School principal Date:……………….. signature……………………. … …… ……...Supervisor Date:………………...signature……… |  | Form#QF71-1-4-9rev.a |

***Semester Plan***

 **Class Level : 5th grade Unit 5 :** **Animals in danger Semester: 2nd semester**

 **Subject: English Language Duration: ---**

**Pages SB : 8 to 17 AB: 6 to 13 NO. of Classes**

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| **Unit** | **Outcomes** | **Resources**  | **Instructional** | **Assessment** | **Associated** | **Reflection** |
|  |  | **& Materials** | **Strategies** | **Strategy** | **Tool** | **activities** |  |
| **Five** | **Students are expected to:** **1- learn and use sea animals vocabulary.****2- listen to, analyse and act a story.****3- learn and use the Past continuous.****4- learn and use land animals vocabulary****5- compare the Past continuous and the Past simple.****6- learn and sing a song.****7- learn about the RSPCA (Royal Society for the Prevention of Cruelty to Animals).****8- learn to remind someone to do something****9- identify and use the prefix dis- to infer meaning.****10- read and analyse an article about whales.****11- understand a listening task.****12- talk about an animal in danger****13- write about an animal in danger** | **Teacher’s book****Students' books****Activity books****White board****Flash cards****Interactive** **Worksheet****Phone** **Bluetooth Speaker** | **1/1****- 1/3-** **1/4- 1/5-** **1/6- 1/7** **-1/8** **-1/9-1/10****-- 3/5-** **3/6-** **3/7- 3/8--4/8 -4/10.** | **1/1- 1/2- 1/3- 1/4-- 1/6.****2/1-****2/2****-3/2****-4/3.** | **1****2****Test** | * **Scanning.**
* **Skimming**
* **Group work.**
* **Pair work**
* **Fluency and accuracy.**
* **Communicative strategies.**
* **Discovery approach to grammar.**
* **Theme- based approach.**
* **Dialogue journals.**
* **Extra curriculum activities.**
* **Using the library/Internet**
 | **I feel content with:** **------------------------------------------------------------------------------------------------------------------------****Challenges that faced me:****------------------------------------------------------------------------------------------------------------------------****Suggestions for improvement:****----------------------------------------------------------------------------------------------------------------------------------------------**  |
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***Semester Plan***

 **Class Level : 5th grade Unit 6 : Staying healthy + Language booster 3 Semester: 2nd semester**

 **Subject: English Language Duration: ---**

**Pages SB :18 to 31 AB: 14 to 23 NO. of Classes:**

|  |  |  |  |  |  |  |
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| **Unit** | **Outcomes** | **Resources**  | **Instructional** | **Assessment** | **Associated** | **Reflection** |
|  |  | **& Materials** | **Strategies** | **Strategy** | **Tool** | **activities** |  |
| **Six****+**Language booster 3 | **Students are expected to:** 1**-learn and use illnesses vocabulary.****2- listen to, analyse and act a story.****3-learn and use should/shouldn’t.****4-learn and use healthy lifestyle vocabulary.****5- learn and use the infinitive of purpose.****6- learn and sing a song.****7-learn about Healthy Food Day.****8-learn to talk at the doctor’s.****9- identify and use the prefixes un- and ir- to infer meaning.****10-read and analyse an article giving health tips.****11-understand a listening task.****12- talk about staying healthy and relaxing.****13- write a description about staying fit and healthy.****14- consolidate and extend vocabulary and grammar from Units 5–6****15- learn about landscape paintings.****16-learn about materials artists use in landscape paintings** | **Teacher’s book****Students' books****Activity books****White board****Flash cards****Interactive** **Worksheet****Phone** **Bluetooth Speaker** | **1/1****- 1/3-** **1/4- 1/5-** **1/6- 1/7** **-1/8** **-1/9-1/10****-- 3/5-** **3/6-** **3/7- 3/8--4/8 -4/10.** | **1/1- 1/2- 1/3- 1/4-- 1/6.****2/1-****2/2****-3/2****-4/3.** | **1****2****Test** | * **Scanning.**
* **Skimming**
* **Group work.**
* **Pair work**
* **Fluency and accuracy.**
* **Communicative strategies.**
* **Discovery approach to grammar.**
* **Theme- based approach.**
* **Dialogue journals.**
* **Extra curriculum activities.**
* **Using the library/Internet**
 | **I feel content with:** **------------------------------------------------------------------------------------------------------------------------****Challenges that faced me:****------------------------------------------------------------------------------------------------------------------------****Suggestions for improvement:****-------------------------------------------------------------------------------------------------------------------------------------------** |
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|  General information about students: Prepared by: School principal Date:……………….. signature…………………….… …… ……...Supervisor Date:………………...signature……… |   |  |

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***Semester Plan***

 **Class Level : 5th grade Unit 7 : Curtain up! Semester: 2nd semester**

 **Subject: English Language Duration: ---**

**SB :32 to 41 AB: 24 to 31 NO. of Classes:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit** | **Outcomes** | **Resources**  | **Instructional** | **Assessment** | **Associated** | **Reflection** |
|  |  | **& Materials** | **Strategies** | **Strategy** | **Tool** | **activities** |  |
| **Seven** | **Students are expected to:** **1-learn and use theatre words.****2-listen to, analyse and act a story.****3- learn and use the Present perfect.****4- learn and use entertainment vocabulary.****5- learn and use Present perfect questions with ever****6-learn and sing a song****7-learn about theatres.****8- make a poster for a show.****9- learn to describe clothes.****10- identify and use the suffix -ful to infer meaning.****11-read and analyse part of a play.****12- understand a listening task****13- discuss what happens next in a play.****14- write the ending to the play in Lesson 11.** | **Teacher’s book****Students' books****Activity books****White board****Flash cards****Interactive** **Worksheet****Phone** **Bluetooth Speaker** | **1/1****- 1/3-** **1/4- 1/5-** **1/6- 1/7** **-1/8** **-1/9-1/10****-- 3/5-** **3/6-** **3/7- 3/8--4/8 -4/10.** | **1/1- 1/2- 1/3- 1/4-- 1/6.****2/1-****2/2****-3/2****-4/3.** | **1****2****Test** | * **Scanning.**
* **Skimming**
* **Group work.**
* **Pair work**
* **Fluency and accuracy.**
* **Communicative strategies.**
* **Discovery approach to grammar.**
* **Theme- based approach.**
* **Dialogue journals.**
* **Extra curriculum activities.**
* **Using the library/Internet**
 | **I feel content with:** **------------------------------------------------------------------------------------------------------------------------****Challenges that faced me:****------------------------------------------------------------------------------------------------------------------------****Suggestions for improvement:****----------------------------------------------------------------------------------------------------** |
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***Semester Plan* Semester: 2nd semester**

 **Class Level : 5th grade Unit 8 : Let’s get creative!+ Language booster 4 + Youth Service Day + World Heritage Day**

 **Subject: English Language Duration: ---**

**Pages SB :42 to 57 AB: 32 to 43 NO. of Classes :**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Unit** | **Outcomes** | **Resources**  | **Instructional** | **Assessment** | **Associated** | **Reflection** |
|  |  | **& Materials** | **Strategies** | **Strategy** | **Tool** | **activities** |  |
| **Eight****+****Language booster 4****+ Youth Service** **Day** **+** **World Heritage Day** | **Students are expected to:** **1-learn and use household appliance words.****2- listen to, analyse and act a story.****3- learn and use the Present perfect with ever and never.****4- learn and use materials vocabulary.****5- learn and use is/are made of.****6- learn and sing a song.****7-learn about traditional Jordanian crafts.****8- learn to explain that something doesn’t work.****9- learn and practise two- and three-syllable words with the correct stress.****10-read and analyse an article about accidental inventions.****11- understand a listening task.****12- talk about what machines you have used this week.****13- write a personal account of machines in your home.****14-consolidate and extend vocabulary and grammar from Units 7–8****15-learn and use the Present perfect and the Past simple.****16-learn about the seven continents on Earth.** **17- extend vocabulary and grammar.****18-learn more about the continents.****19- learn about Youth Service Day.****20-learn about World Heritage Day** | **Teacher’s book****Students' books****Activity books****White board****Flash cards****Interactive** **Worksheet****Phone** **Bluetooth Speaker** | **1/1****- 1/3-** **1/4- 1/5-** **1/6- 1/7** **-1/8** **-1/9-1/10****-- 3/5-** **3/6-** **3/7- 3/8--4/8 -4/10.** | **1/1- 1/2- 1/3- 1/4-- 1/6.****2/1-****2/2****-3/2****-4/3.** | **1****2****Test** | * **Scanning.**
* **Skimming**
* **Group work.**
* **Pair work**
* **Fluency and accuracy.**
* **Communicative strategies.**
* **Discovery approach to grammar.**
* **Theme- based approach.**
* **Dialogue journals.**
* **Extra curriculum activities.**
* **Using the library/Internet**
 | **I feel content with:** **------------------------------------------------------------------------------------------------------------------------****Challenges that faced me:****------------------------------------------------------------------------------------------------------------------------****Suggestions for improvement:****----------------------------------------------------------------------------------------------------------------------------------------**  |
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|  General information about students: Prepared by: School principal Date:……………….. signature……………………. … …… ……...Supervisor Date:………………...signature……… |  | rm#QF71-1-4-9rev.a |

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 ***Content Analysis Second* semester**

**Subject: English Language**

**Level 5th grade Unit Title (W) : Welcome back Pages SB : 4 to 7**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Topic & themes** | **Vocabulary. terms expressions** | **Structures** | **Functions** | **Attitudes & values** | **Pronunciation** |
| To talk about hobbies and technology | Hobbies: bake a cake, do experiments, fix toys, juggle, make a pizza, throw a ball Technology: call, computer, email, keyboard, letter, mobile phone, smartwatch, study, tablet, telephone | Past simple I learnt how to cook. What did you do, Katy? | **………….** | Using free time effectively andrecognizing the importance of technology. | **……….** |

**Unit Title ( 5 ): Animals in danger**  **Pages SB : 8 to 17**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pronunciation** | **Attitudes & values**  | **Functions**  | **Structures**  | **Vocabulary. terms expressions**  | **Topic & themes** |
| Identify and use the prefix dis- to infer meaning: appear/disappear, like/dislike, agree/disagree, connect/disconnect | Being careful not to harm animals. | Reminding someone to do something: Remember to change the cat’s food and water every day | Past continuous The shark was looking for small sea animals. Past continuous vs past simple I was watching the koalas when the lion escaped. | Sea animals: dolphin, jellyfish, lobster, octopus, oyster, ray, seahorse, seal, shark, squid, turtle, whale Land animals: camel, gorilla, koala, lion, panda, parrot, polar bear, rhino Pronunciation: appear/disappear, like/dislike, agree/disagree, connect/disconnect | Talking about sea animals and land animals |

 Form # QF71- 1- 49rev. a

 ***Content Analysis***

 **Second semester**

**Subject: English Language**

 **Class/ Level: 5th Unit Title (6): Staying healthy Pages SB : 18 to 27**

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| **Pronunciation** | **Attitudes & values**  | **Functions**  | **Structures**  | **Vocabulary/ terms expressions**  | **Topic & themes** |
| Identify and use the prefixes un- and ir- to infer meaning: balanced/unbalanced, healthy/unhealthy, fit/unfit, regular/irregular, resistible/irresistible, responsible/ irresponsible | Helping friends when they are ill. | At the doctor’s: What’s the matter? I’m feeling sick. | should/shouldn’t You should go to the doctor’s! You shouldn’t go to school. Infinitive of purpose He went to the supermarket to buy fruit. | Illnesses: a cold, a cough, a headache, a high temperature, a rash, a runny nose, a sore throat, a stomach ache, a toothache, an earache, dizzy, sick Healthy lifestyles: do exercise, eat a balanced diet, eat junk food, fit, healthy, relax, unfit, unhealthy Pronunciation: balanced/unbalanced, healthy/unhealthy, fit/unfit, regular/irregular, resistible/irresistible, responsible/irresponsible | Talking about illnesses and healthy lifestyles |

 **Unit Title (7): Curtain up! Pages SB : 32 to 41**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pronunciation** | **A attitudes & values** | **Functions** | **Structures** | **Vocabulary. terms expressions** | **Topic & themes** |
| Identify and use the suffix -ful to infer meaning: cheerful, thankful, playful, fearful, peaceful, forgetful, careful, hopeful | working well together with friends. | Describing clothes: The trousers are too long. The T-shirt is too small. | Present perfect I’ve read Alice’s Adventures in Wonderland. I haven’t seen the film. He’s seen Alice’s costume somewhere, but he hasn’t found it. | Theatre: act, audience, backstage, cast, cheer, costumes, curtain, director, lighting, props, scenery, stage Entertainment: classical music, comic, concert, country music, festival, musical, poem, puppet show Pronunciation: cheerful, thankful, playful, fearful, peaceful, forgetful, careful, hopeful | Talking about the theatre and entertainment |

Form # QF71- 1- 49rev. a

***Content Analysis***

 **Second semester**

**Subject: English Language**

**Unit Title (8): Let’s get creative! Pages SB : 42 to 51**

**5th grade**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Pronunciation** | **Attitudes & values** | **Functions** | **Structures** | **Vocabulary. terms expressions** | **Topic & themes** |
| Produce two and three syllable words with the correct stress (verbs and verbs with -ing): begin, contain, decide, enjoy, recommend, understand, entertain, seeing, watching | Being kind to people. | Explaining that something doesn’t work: Can you help me? You need to turn it on. | Present perfect with ever/never Have you ever made chocolates? Yes, I have./ No, I haven’t. She’s never used the oven before. is/are made of What is it made of? It’s made of plastic. What are they made of? They’re made of gold | Household appliances: coffee machine, cooker, dishwasher, freezer, fridge, kettle, microwave, oven, sewing machine, toaster, vacuum cleaner, washing machine Materials: cotton, gold, leather, metal, paper, plastic, rubber, silver Pronunciation: begin, contain, decide, enjoy, recommend, understand, entertain, seeing, watching | Talking about machines and materials |

**Teacher:**

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