***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:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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:**  **----------------------------------------------------------------------------------------------------------------------------------------------** |
| |  |  |  | | --- | --- | --- | | General information about students: Prepared by: School principal Date:……………….. signature…………………….  … …… ……...Supervisor Date:………………...signature……… |  | Form#QF71-1-4-9rev.a | | | | | | | | Form#QF71-1-4-9rev.a | | |

***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:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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:**  **-------------------------------------------------------------------------------------------------------------------------------------------** |
| |  |  |  | | --- | --- | --- | | 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 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:**  **----------------------------------------------------------------------------------------------------** |
| |  |  |  | | --- | --- | --- | | General information about students: Prepared by: School principal Date:……………….. signature…………………….  … …… ……...Supervisor Date:………………...signature……… |  |  | | | | | | | | Form#QF71-1-4-9rev.a | | |

***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:**  **----------------------------------------------------------------------------------------------------------------------------------------** |
| |  |  |  | | --- | --- | --- | | General information about students: Prepared by: School principal Date:……………….. signature…………………….  … …… ……...Supervisor Date:………………...signature……… |  | rm#QF71-1-4-9rev.a | | | | | | | | Form#QF71-1-4-9rev.a | | |

***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 and  recognizing 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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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:**

Form # QF71- 1- 49rev. a