

Lesson plan

Unit Title : Welcome back

Class/Level 5th grade

Lesson Title: lesson 1

Number of classes: _

Date : From _____ To _____

Previous Learning : bake a cake, do experiments, fix toys, juggle, make a pizza, throw a ball

Vertical Integration: Past simple

Horizontal Integration: Science and technology / Recreation _

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	Presentation Explain that in this lesson pupils will meet the Discovery Team again and revise hobbies, as well as some forms of technology.	
2-	-revise hobbies and technology;		Presentation Discussion	Observation		Practice Pupil's Book 1 - Listen and read. • Refer pupils to page 4. Ask pupils to look at the pictures and to raise their hands to say who and what they can see. • Play the audio. • Ask What hobbies did you hear? (bake a cake, fix toys, do experiments, throw a ball, juggle) What technology words did you hear? (computer, emails, smartwatch, tablet)	
3	-recall the characters with a story		Group work- Pair work	Communication		•Check comprehension. Ask What can Granny do on her smartwatch? (make calls and play games) Can Hamed fix Katy's tablet? (He's not sure.) What club did Katy go to? (Science Club) Check answers	
4	-follow the sequence of events in short, simple cartoon stories that use familiar key words .		Critical thinking	Pencil & Paper		2 Read the sentences and write the missing words. • Before pupils begin, remind them who the characters are by asking questions, e.g. Who is Bo? (He's the robot.), etc. Pupils work individually and compare ideas in pairs. Check answers.	
5	-identify specific information in a simple story, if guided by questions		Problem- solving	Reflection		3 Act out the story. •Divide pupils into groups of four and allocate a role to each pupil (Katy, Millie, Hamed and Bo). •Play the audio again for pupils to listen to and practise. Pupils act out the story	
6	-follow the sequence of events in a simple story or narrative, if told slowly and clearly .					6 Write about your favourite hobby. •Share with the class. Pupils work individually to write about their favourite hobby. Brainstorm what they could write about (how often they do it, if they do it alone or in a group, why they like it, etc.).	
7	-act out parts of a picture story using simple actions and words					Activity Book 1 Look, read and match. Pupils work individually and check answers in pairs. 2 Look and write. •Pupils complete the activity individually. Check answers 3 Complete the sentences with the words from Activity •-Check answers 4 What did they do at the weekend? • Write and match. Pupils work individually. Check answers as a class.	
	-do activity book's exercises						

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan
Unit Title : Welcome back

Class/Level 5th grade

Lesson Title: lesson 2

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar -Vertical Integration: Past simple - Horizontal Integration: Science and technology / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1-3-4-5-6-7-8	Pupils are expected to be able to: - review the Past simple - identify specific information in a simple story, if guided by questions - write about past activities using simple language, given a model -extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts - talk about common past activities, using simple linking words - retell the main points of an extended story in their own words - talk about past events or experiences, using simple language -do activity book's exercises	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem- solving	Performance Observation Communicati on Pencil &Paper Reflection	Rating scale	Presentation : • Explain that in this lesson pupils will use the Past simple. • Ask pupils if they can remember what we use the Past simple for (completed actions in the past). Practice: Pupil's Book 1 Look back! Tick (✓) the sentence in this picture. • Refer pupils to page 6. • Ask different pupils to read out the sentences. Pupils refer back to page 4 to check their answer. Extension: Ask pupils to say who said the other sentences in Activity 1 (Hamed, Millie). 2 - Listen and repeat. • Play the audio. Draw pupils' attention to were. Ask Do we need the question word Did? and elicit No. •Ask How do we answer? With did or was/were? Didn't or wasn't/ weren't? and elicit the answers. • Draw pupils' attention to the irregular verb (learnt). • Tell pupils to look at the list at the back of their Activity Books and ask the meaning of any verbs they don't know 3 - Put the pictures in the correct order. •Listen and check. Pupils look at the pictures and think about what they see. •Play the audio. • Check pupils know. •Play the audio again if necessary. Extension Play the audio again and ask comprehension questions 4 -Complete the email. •Write the correct form of the verbs in brackets. Elicit the meaning of seaside (an area by the sea that people visit for a day or for a holiday). •Check answers 5-Write one true and one false sentence about what you did at the weekend. Your partner guesses which one is true. • Place pupils in pairs to complete the activity. Activity Book 1 Look and write sentences. •Give pupils a moment to look at the pictures. • Ask What can you see? and elicit answers. Use the Traffic light cards technique to check that pupils have understood what they have to do. •Check answers 2- Order the words to make sentences. •Pupils complete the activity individually. •Check answers as a class.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan
Unit Title : Welcome back

Class/Level 5th grade

Lesson Title: lesson 3

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar -Vertical Integration: Past simple - Horizontal Integration: Science and technology / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2- 3 4 5 6	Pupils are expected to be able to: - recall types of technology -understand short, simple descriptions of objects, people and animals, if supported by pictures - recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly - repeat phrases and short sentences, if spoken slowly and clearly - describe common everyday objects, using simple language (GSE) -do activity book's exercises	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	Presentation • Explain that in this lesson pupils will revise technology vocabulary. Practice Pupil's Book 1 -Listen, point and repeat. • Pupils refer to page 7. • Play the audio. Pupils listen, point and repeat. 2 W6 Listen and tick (✓). • Ask pupils to look at Activity 2. Ask pupils to say what they can see in the pictures. • Tell pupils they are going to listen to dialogues. • Play the audio for pupils to tick the correct object. Check answers 3 Make questions and ask your partner. • Place pupils in pairs. Have them write the questions before they begin Activity Book 1 Complete the crossword. • Pupils work individually to complete the crossword. • Check answers . 2 - Listen and match. Which is their favourite? • Play the audio. • Pupils compare answers with a partner. • Play the audio again for pupils to confirm answer. Check answers. 3 Describe three items in your notebook. In pairs, read and guess. • Read out the example in the speech bubbles aloud. • Monitor pupils while they're writing their descriptions. • Place pupils in pairs and have them read and guess their descriptions.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan
Unit Title : 5- Animals in danger

Class/Level 5th grade

Lesson Title: 1+2

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar -

Vertical Integration: Past continuous Past continuous vs Past simple

- Horizontal Integration: : Environment / Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	Presentation • Explain that in this lesson pupils will learn to talk about sea animals. Practice Pupil's Book 1 How many sea animal words do you know? • Refer pupils to page 8. Read the rubric and tell pupils to look at the picture and find the animals they know. Pupils work in pairs and tell each other the animals they know. Check answers 2 -Listen, point and repeat. • Refer pupils to page 9. Tell pupils to count how many animals they know. • Play the audio. • Tell pupils to look at the photos 1–12 and practise the new vocabulary. Tell pupils to give you all the possible answers for each definition 3 Look for the words from Activity 2 in the picture on page 8. Which word is missing from page 8? • Give pupils one minute to work in pairs to find the animals in the picture and write the missing word. Check answers 4 Write the words in the table. • Pupils work in pairs to complete the activity. Explain that some sea animals can go in more than one column. • Ask different pairs to give one answer for each category 5 Work with a partner. Play a memory game! • Place pupils in the same pairs for this activity. • Move around the classroom monitoring pairs. • Play the game again as a class Activity Book1 Look at Pupil's Book page 8 and write. • Give pupils one minute to complete the activity. Have pupils check their answers with their partners. 2 Look, write and count. • Pupils complete the activity individually. They then compare answers with a partner. • Pupils work in groups and make vocabulary lists in their notebooks for the I'm learning box in their Activity Books. 3 Find and circle the odd one out. Write why. • Pupils work individually to complete the activity. They then compare ideas with a partner. • Check answers	
2	- learn and use sea animals vocabulary.		Presentation Discussion	Observation			
3	- repeat single words, if spoken slowly and clearly		Group work- Pair work	Communicati on			
4	- take part in basic games that use fixed expressions or rhymes		Critical thinking	Pencil &Paper			
5	-understand short, simple descriptions of objects, people and animals, if supported by pictures		Problem- solving	Reflection			
	-do activity book's exercises						
	-label simple pictures related to familiar topics by copying single words						
	-write simple factual descriptions of animals						

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson Plan

Unit Title : 5- Animals in danger

Class/Level 5th grade

Lesson Title:3+4

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar -

Vertical Integration: Past continuous Past continuous vs Past simple

- Horizontal Integration: : Environment / Welfare

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5 6	Pupils are expected to be able to: - listen to, analyse and act a story - follow the sequence of events in short, simple cartoon stories that use familiar key words - identify specific information in a simple story, if guided by questions - act out parts of a picture story, using simple actions and words - follow the sequence of events in a simple story or narrative, if told slowly and clearly. -do activity book's exercises - review a story - understand the main themes of a simplified story -understand the correct sequence of events in a simple story or dialogue	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem- solving	Performance Observation Communication Pencil &Paper Reflection	Rating scale	Presentation • Explain that in this lesson pupils will listen to or watch a story. Practice: Pupil's Book 1 Before you read How many sea animals can you find in the story? • Refer pupils to pages 10 and 11. 2 - Listen and read. • Write endangered on the board and ask pupils to find a word inside this word (danger). Ask What does danger mean? and elicit answers. • Play the audio. • Check comprehension. Ask Which animal is endangered? (whale) What does Bo do? (flies over the whales with his camera) What did the kids see swimming near them? (a basking shark) 3 Which animal was growing in the egg case? Go to page 58 to find out. • Pupils discuss in pairs. 4 After you read Look at the story and write the names. Who ... • Pupils work individually to complete the activity. Check answers 5 Act out the story. • Divide pupils into groups of six. Allocate a role to each pupil (Katy, Millie, Hamed, Bo, Mum and Dad). • Pupils act out the story in groups. Values • Pupils think about the value individually and then discuss in pairs. • Discuss the value as a class. • Ask Why is it important to be kind to animals? How can we protect animals? If you see an animal in trouble, what should you do? How do you show respect to animals? 6 Find out about a sea animal. Does it lay eggs or does it have live babies? Share with the class. • Give pupils a sheet of A4 paper for their work. • Pupils describe their sea animal to the class. Activity Book Starting the lesson • Ask pupils if they have been snorkelling before. Ask Where did you go? Did you enjoy it? What sea animals did you see? Practice 1 After you read Look and order the story. • Give pupils one minute to complete the activity. 2 Read and complete. • Pupils complete the activity individually. 3 Correct the mistakes. • Pupils complete the activity individually. 4 Values Read and circle. What do you think? • Pupils write and then compare answers with a partner.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson Plan

Unit Title : 5- Animals in danger

Class/Level 5th grade

Lesson Title: 5+6

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar -

Vertical Integration: Past continuous Past continuous vs Past simple

- Horizontal Integration: : Environment / Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5	<p>Pupils are expected to be able to:</p> <ul style="list-style-type: none"> - learn and use the Past continuous - identify specific information in a simple story, if guided by questions - identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly -talk about an event in the past using fixed expressions, given a mode - do activity book's exercises -write about past activities using simple language, given a model 	<p>T.B P. B A.B Audio resource. Dictionary Class Board</p>	<p>Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving</p>	<p>Performance Observation Communication Pencil & Paper Reflection</p>	<p>Rating scale</p>	<p>Presentation • Explain that in this lesson pupils will learn to use the Past continuous. • Write The dolphin was swimming. Read the sentence and have pupils repeat. Circle The dolphin and underline was swimming. Ask What's the animal? and What's the verb? Explain that we use was/were and the verb with -ing to talk about things that were happening at a particular time. Say At 7 o'clock yesterday, I was eating breakfast. Practice Pupil's Book 1 Look back! Tick (✓) the sentence in this picture. • Refer pupils to pages 10–11. 2 -Listen and repeat. • Play the audio. 3 - Listen and point to the correct picture. What were the sea animals doing? There are two pictures you don't need. • Ask pupils to describe what they can see in the pictures. • Play the audio. Pupils work individually and check in groups. • Check answers 4- Hani visited the aquarium on Saturday. What were the animals doing when he arrived at 11 o'clock? In pairs, look, ask and answer. • Pupils work in pairs. Monitor the pairs. Activity Book: 1 - Listen and write the letters. • Play the audio. • Check answers 2 Look at Activity 1 and complete the sentences 3 What were you doing last Saturday at 12 o'clock? Write. Then compare in pairs. • Place pupils in pairs for this activity. Monitor.</p>	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson Plan

Unit Title : 5- Animals in danger

Class/Level 5th grade

Lesson Title: 7+8

Number of classes:

Date : From

To

Previous Learning : vocabulary and grammar -

Vertical Integration: Past continuous Past continuous vs Past simple

- Horizontal Integration: : Environment / Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	<p>Presentation • Explain that in this lesson pupils will learn and talk about land animals and they will learn how to use the Past continuous and the Past simple together. They will also sing a song.</p> <p>Practice</p> <p>Pupil's Book 1- Listen, point and repeat. • Refer pupils to page 13. • Play the audio. • Practise the vocabulary. Pupils call out the animals: Which animal can fly? (parrot) Which animal climbs trees? (gorilla, panda, koala) Which animal is a big cat? (lion) Which animal lives in the desert? (camel) Which animal has a horn on its nose? (rhino) Which animal lives on ice? (polar bear)</p> <p>2 Listen and sing. • Ask pupils to look at the pictures and raise their hands to say which animals they can see (parrot, bee, gorilla, polar bear, camel). • Play the song and tell pupils to listen only this time. • Read out the song one line at a time and have pupils repeat as a class. • Play the song again and encourage pupils to join in. • Play the karaoke version of the song again and encourage pupils to sing.</p> <p>3 - Listen and repeat. • Play the audio. • Tell pupils I was eating breakfast when the phone rang. Write this sentence on the board as you say it. Ask Which words are in the Past continuous/Past simple? and elicit answers. Ask Which words are for something that was happening/happened? and elicit answers.</p> <p>4 In pairs, ask and answer questions about the song. • Ask two pupils to read out the examples. • Place pupils in pairs for this activity. • Walk around the class monitoring pairs.</p> <p>Activity Book</p> <p>Practice 1 Look and complete the cards. • Pupils complete the activity individually. They then compare answers with a partner.</p> <p>Pupils make fact files as suggested in the I'm learning box. They use the Internet to search for ideas.</p> <p>2 Read and circle. • Pupils complete the activity individually. • Check answers</p> <p>3 In pairs, ask and answer the questions. • Place pupils in pairs. • Monitor pupils, helping where necessary. • Ask volunteer pairs to ask and answer the questions for the class</p>	
2	- learn and use land animals vocabulary.		Presentation Discussion	Observation			
3	- compare the Past continuous and the Past simple.		Group work- Pair work	Communication			
4	- learn and sing a song		Critical thinking	Pencil & Paper			
	-do activity book's exercises		Problem-solving	Reflection			
	- label simple pictures related to familiar topics by copying single words						
	- talk about an event in the past using fixed expressions, given a model						

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson Plan

Unit Title : 5- Animals in danger

Lesson Title: 9

Class/Level 5th grade

Number of classes:

Date : From

To

Previous Learning : vocabulary and grammar -

Vertical Integration: Past continuous Past continuous vs Past simple

- Horizontal Integration: : Environment / Welfare

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B P. B A. B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	Presentation • Explain that in this lesson pupils will talk about an organisation in the UK called the RSPCA. • Write RSPCA = Royal Society for the Prevention of Cruelty to Animals on the board. Elicit the meaning of cruelty and prevention. Say If you hurt or don't look after an animal, it is called cruelty. When you stop something before it happens, that is called prevention. • Introduce these words from the text and explain meanings: wildlife (not pets), in trouble (having a problem), injured (hurt, like a broken leg), rescue (save), recover (get better). Practice Pupil's Book 1 Before you read Which organisations in Jordan protect animals? • Refer pupils to page 14 and read the question. Pupils discuss in pairs for one minute. Then ask for class feedback. • Tell pupils to look at the photos. Ask What can you see? 2 5.10 Listen and read. • Tell pupils to find different animals while they read. • Play the audio and have pupils read along in their books. • Check comprehension with questions: What does the RSPCA have for injured animals? (hospitals and centres) How many animals did they rescue last year? (over 120,000) How many cats did they find homes for? (30,000 cats) 3 After you read Activity Book, page 10. • Pupils turn to page 10 in their Activity Books and complete the activities 4 What do you do if you find an injured animal? • Place pupils in pairs for this activity. • Ask different pairs to say what they do. Promote class discussion with questions, e.g. Do you agree? What would you do instead? What else can you do? Has anyone ever found an injured animal? What did you do? Project Make a spider diagram about an animal protection organisation. • Divide pupils into groups of four. • Explain that pupils should write at least one idea each in their spider diagram. • Monitor and help groups. • Each group presents their spider diagram to the class. Make sure every pupil says something. Activity Book 1 Look and complete the sentences. • Pupils complete then compare with a partner. 2 After you read Complete the sentences. Use 1, 2 or 3 words. • Check answers using the Basketball technique	project
2	- learn about the RSPCA (Royal Society for the Prevention of Cruelty to Animals)		Presentation Discussion	Observation			
3	-get the gist of short, simple texts on familiar topics, if supported by pictures		Group work- Pair work	Communication			
4	-extract specific information in short texts on familiar topics		Critical thinking	Pencil & Paper			
5	-express their opinions on familiar topics, using simple language		Problem- solving	Reflection			
6	-follow the sequence of events in a simple story or narrative, if told slowly and clearly						
	-do activity book's exercises						

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson Plan

Unit Title : 5- Animals in danger

Class/Level 5th grade

Lesson Title: 10

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar -

Vertical Integration: Past continuous Past continuous vs Past simple

- Horizontal Integration: : Environment / Welfare

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5 6 7	<p>Pupils are expected to be able to:</p> <p>-learn to remind someone to do something; to identify and use the prefix dis- to infer meaning</p> <p>- understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures</p> <p>-identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly .</p> <p>-talk about everyday activities using simple language.</p> <p>-say simple tongue twisters and other types of playful language</p> <p>-do activity book's exercises</p>	<p>T.B P. B A.B Audio resource. Dictionary Class Board</p>	<p>Direct instructions-</p> <p>Presentation Discussion</p> <p>Group work- Pair work</p> <p>Critical thinking</p> <p>Problem-solving</p>	<p>Performance</p> <p>Observation</p> <p>Communication</p> <p>Pencil & Paper</p> <p>Reflection</p>	<p>Rating scale</p>	<p>Presentation • Explain that in this lesson pupils will learn to remind someone to do something and identify and use the prefix dis- to infer meaning. • Write these verbs on the board: feed, clean, change, wash, take. Ask pupils to predict sentences about looking after pets, using the verbs that they think will be in the lesson</p> <p>Practice: Pupil's Book</p> <p>1 Have you got an animal? How do you look after it? Circle. • Refer pupils to page 15. Pupils discuss in pairs and then raise their hands to offer answers.</p> <p>2 Listen. Why is the vet talking to Nadia? • Play the audio. Pupils raise their hands to offer answers. Do not confirm answers yet.</p> <p>3 Listen, read and check. • Play the audio again and pupils listen and read. Confirm the answer to Activity 2. • Draw pupils' attention to the Say it! box. Read out the sentences and have pupils repeat as a class.</p> <p>4 Choose an animal. Have a conversation with a partner about how to look after it. • Place pupils in pairs to complete the activity. • Walk around the class monitoring pairs. • Extension Pupils repeat the activity in different pairs</p> <p>Pronunciation 5 - Listen and say the tongue twister. What do you notice about the coloured words? • Ask pupils to say what they can see in the picture. • Ask pupils what they notice about the coloured words. Explain that the prefix dis- means 'not' or 'opposite of'. Tell them that we can add dis- to some words to change their meaning. • Play the audio. Play it again, pausing after each line, and have pupils repeat. Play it a third time and have pupils say the tongue twister with the audio. • In pairs, pupils say the tongue twister to their partner as fast as they can.</p> <p>Activity Book 1 Complete the sentences in your notebook so that they mean the same. • Pupils do the activity individually. Pupils raise their hands to offer answers. • Check answers</p> <p>2 - Complete the dialogue with the new sentences in Activity 1. Listen and check. • Pupils work in pairs to complete the activity. • Play the audio</p> <p>3 - Write the negative forms. Listen and check. • Pupils do the activity individually. • Play the audio to check answers. • Pupils write sentences for both forms of each word in their notebooks. Monitor pupils, helping where necessary.</p>	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson Plan

Unit Title : 5- Animals in danger

Class/Level 5th grade

Lesson Title: 11

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar -

Vertical Integration: Past continuous Past continuous vs Past simple

- Horizontal Integration: : Environment / Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	Presentation • Explain that in this lesson pupils will read a text about whales in trouble. Before reading the text, ask pupils to predict what problem they think the whales had Practice: Pupil's Book 1 Before you read What do you know about the Arctic? • Refer pupils to page 16. Pupils discuss in pairs first., ask pupils for ideas. Accept all reasonable suggestions. 2 -Listen and read. • Ask pupils to find out if their prediction was correct. Play the audio. • Check comprehension with questions. Ask Where do beluga whales stay? (in the open ocean) Where did a group of whales get trapped? (under the ice) What did the captain do to make the whales follow the ship? (He played calming classical music.) 3 After you read Write the paragraph number for each summary. • Pupils complete the activity individually. They then compare answers with a partner. • Check answers Activity Book 1 After you read Match the words and the pictures. • Give pupils one minute to complete the activity. They compare answers with a partner. • Check answers 2 Correct the underlined mistakes. • Pupils work individually and check in pairs. • Check answers 3 In groups, draw four pictures and make a poster of the story about the beluga whales. Display your posters in class and retell the story. • Place pupils in groups and ask them to draw four pictures and make a poster of the story about the beluga whales. • Walk around the class monitoring pairs. Place two groups together and have them compare and talk about their posters. • Display the posters on the wall. • Have pupils look at the posters on display and give their classmates feedback	
2	- read and analyse an article about whales		Presentation Discussion	Observation			
3	-get the gist of short, simple texts on familiar topics, if supported by pictures		Group work- Pair work	Communication			
4	-identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions		Critical thinking	Pencil & Paper			
5	-express their opinions on familiar topics, using simple language		Problem- solving	Reflection			
6	- say briefly what they like or dislike about a simple story						
	-do activity book's exercises						

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan

Unit Title : 5- Animals in danger

Class/Level 5th grade

Lesson Title: 12

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar -

Vertical Integration: Past continuous Past continuous vs Past simple

- Horizontal Integration: : Environment / Welfare

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	Presentation • Explain that in this lesson pupils will listen to people talk about animals in danger and then write about an animal in danger. Practice Pupil's Book Listening 1- Listen and choose the correct answers. • Refer pupils to page 17 and tell them to read the questions and all the multiple-choice answers before they listen. • Play the audio	
2	- understand a listening task; to talk about an animal in danger; to write about an animal in danger		Presentation Discussion	Observation		Speaking 2 Talk about an animal in danger. What do you know about it? • Pupils work in pairs. • When they have talked about their animal, pupils change pairs and repeat the activity. • Ask different pupils to tell the class about their animals.	
3	- scan a simple text to find specific information		Group work- Pair work	Communication		Writing 3 Read. What do basking sharks eat? • Give pupils a minute to read the text and find the answer. • Check comprehension with questions. Ask How long can basking sharks be? (10 metres) Do they swim near land? (Yes, they do.) What mustn't we do now? (We mustn't hunt basking sharks.)	
4	-identify specific information in short, simple dialogues, if there is some repetition and rephrasing		Critical thinking	Pencil & Paper		4 Find out about an animal in danger in Jordan and write about it. • Read the Writing tip and the plan to pupils. Pupils turn to their Activity Books	
5	- describe where an animal lives in a simple way		Problem- solving	Reflection		Activity Book 1 Read and match. • Pupils complete the activity individually. They then read the matching sentences in pairs. 2 Find out about an endangered animal and write about it. • Plan: Give pupils one minute to complete their notes. • Write: Pupils work individually to complete the report	
6	-write simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a mode.					3 Put your texts together to make a class book on endangered animals. • Hand each pupil a sheet of A4 paper. Ask them to copy their written work onto the paper and decorate it • Ask pupils to put texts together to make a class book on endangered animals. Bind pupils' work in a folder. • Have a class vote for the best page.	
	-do activity book's exercises						

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan
Unit Title : 6- Staying healthy

Class/Level 5th grade

Lesson Title: 1+2

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar

Vertical Integration: should/shouldn't- Infinitive of purpose / illnesses and healthy lifestyles

- Horizontal Integration: Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	<p>Presentation • Explain that in this lesson pupils will learn to talk about illnesses. • Ask Do you ever get ill? What do you do when you get ill? How do you feel?</p> <p>Practice Pupil's Book 1 How many illnesses do you know? • Refer pupils to page 18. Read the rubric and tell pupils to look at the picture and find the illnesses they know. Pupils work in pairs and tell each other the illnesses they know. • Extension Ask pupils to look at page 18 again. Have them describe the picture in pairs, telling each other where the people in the picture are, what they are doing, and naming any objects, animals or appearances that they know, e.g. fish, beard.</p> <p>2 - Listen, point and repeat. • Refer pupils to page 19. Tell pupils to count how many illnesses they knew. • Play the audio. • Tell pupils to look at the pictures and practise the new vocabulary. Read out the words, do a mime and have pupils copy the mime and repeat the word: I've got a cold/a cough/a headache/a high temperature/a rash/a runny nose/a sore throat/a stomach ache/a toothache/an earache. I feel dizzy/sick. • Have pupils say an illness to their partner for them to point to the correct picture.</p> <p>3 Look for the words from Activity 2 in the picture on page 18. Which word is missing from page 18? • Give pupils one minute to work in pairs to find the illness words and write the missing word. Check answers</p> <p>4 - Listen, read and say. • Play the audio. Have the class repeat. • Play the audio again. Choose different pupils to repeat.</p> <p>5 In pairs, play a guessing game. • Place pupils in pairs for this activity. • Play the game again as a class</p> <p>Activity Book</p> <p>Practice 1 Look at Pupil's Book page 18 and write. • Pupils work individually and check in pairs.</p> <p>2 Look and complete. • Pupils work in groups to make vocabulary lists and drawings in their notebooks for the I'm learning box.</p> <p>3 What's the matter? Look at Activity 2 and write. • Pupils work individually to complete the activity. They then compare ideas with a partner. • Check answers</p>	
2	- learn and use illnesses vocabulary		Presentation	Observation			
3	- repeat single words, if spoken slowly and clearly		Discussion				
4	-repeat phrases and short sentences, if spoken slowly and clearly		Group work- Pair work	Communicati on			
5	-describe basic symptoms to a doctor, using gestures to support the meaning .		Critical thinking	Pencil &Paper			
	-do activity book's exercises		Problem- solving	Reflection			
	-label simple pictures related to familiar topics by copying single words						

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan
Unit Title : 6- Staying healthy

Class/Level 5th grade

Lesson Title: 3+4

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar

Vertical Integration: should/shouldn't- Infinitive of purpose / illnesses and healthy lifestyles

- Horizontal Integration: Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5 6	<p>Pupils are expected to be able to:</p> <ul style="list-style-type: none"> -listen to, analyse and act a story - follow the sequence of events in short, simple cartoon stories that use familiar key words - identify specific information in a simple story, if guided by questions - act out parts of a picture story, using simple actions and words - follow the sequence of events in a simple story or narrative, if told slowly and clearly. do activity book's exercises <ul style="list-style-type: none"> - review a story - understand the main themes of a simplified story -understand the correct sequence of events in a simple story or dialogue 	T.B P. B A.B Audio resource. Dictionary Class Board	<p>Direct instructions-</p> <p>Presentation Discussion</p> <p>Group work- Pair work</p> <p>Critical thinking</p> <p>Problem-solving</p>	<p>Performance</p> <p>Observation</p> <p>Communication</p> <p>Pencil & Paper</p> <p>Reflection</p>	<p>Rating scale</p>	<p>Presentation • Explain that in this lesson pupils will listen to a story.</p> <p>Practice Pupil's Book 1 Before you read How many illnesses can you find? • Refer pupils to pages 20 and 21.</p> <p>2 - Listen and read. • Write hospital and ambulance on the board. Say You go to hospital when you are very ill. Sometimes you call an ambulance to take you there. • Play the audio. • Check comprehension. Ask Did Hamed have to go to hospital in an ambulance? (no) What sport was Hamed playing when he felt dizzy? (football) What has Hamed got? (a cough) What's the doctor's name? (Dr Aladib)</p> <p>3 -Did Hamed have a high temperature? Go to page 58 to find out. • Pupils discuss in pairs</p> <p>4 After you read Write the words to complete the sentences. • Check answers</p> <p>5 -Act out the story. • Divide pupils into groups of six. Allocate a role to each pupil (Katy, Millie, Hamed, Bo, Mum and Dr Aladib). • Pupils act out the story in groups.</p> <p>Values • Pupils think about the value individually and then discuss in pairs. • Discuss the value as a class</p> <p>6- Design the perfect doctor's waiting room! What things are there? Share your waiting room with the class. • Pupils present their waiting room to the class.</p> <p>Activity Book</p> <p>Practice 1 After you read Look, read and order. • Pupils check their answers in groups.</p> <p>2 Circle the answers from the story. • Check answers</p> <p>3 Read and write True or False. • When pupils have finished, ask them to correct the false sentences. They can check their answers in pairs.</p> <p>4 Values Read and tick (✓). How should you help others when they're ill at school? • Pupils compare their answers in pairs.</p>	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan

Unit Title : 6- Staying healthy

Class/Level 5th grade

Lesson Title: 5+6

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar - Vertical Integration: should/shouldn't- Infinitive of purpose / illnesses and healthy lifestyles
- Horizontal Integration: Welfare

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	Presentation • Explain that in this lesson pupils will learn to use should and shouldn't for advice. • On the board write I've got a temperature and You should go to the doctor's. Read the sentences and have pupils repeat. • Pre-teach the advice. Say Here is some more advice. Write these phrases on the board and explain or mime the meanings: take some medicine, put cream on it, sit down, not scratch it, not go swimming, blow your nose, go home. Practice Pupil's Book 1 Look back! Tick (✓) the sentence in this picture. • Refer pupils to page 22. Pupils look back at the story on pages 20–21 to find the answer. 2 6.4 Listen and repeat. • Play the audio. • Extension Pupils look at the story on pages 20–21. They find the sentences with should and shouldn't in the story 3 6.5 Listen and point. Then match with the advice. • Ask different pupils to describe the picture. • Play the audio. • Check answers 4 Choose someone from the picture. In pairs, ask and answer. • Place pupils in pairs. Ask them to choose someone from the picture. One pupil says what they've got and the other gives them advice with should or shouldn't. Activity Book Practice 1 - Listen and match. • Play the audio. • Check answers 2 Look at Activity 1 and answer the questions. • Pupils complete the activity individually. • Pupils check their answers in groups. 3 Look at Activity 1 again. Choose two people and write what else they should and shouldn't do. In pairs, discuss your ideas. • Pupils work in pairs to give more advice	
2	- learn and use should/shouldn't		Presentation Discussion	Observation			
3	- identify specific information in a simple story, if guided by questions		Group work- Pair work	Communication			
4	- identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly		Critical thinking	Pencil & Paper			
5	- repeat phrases and short sentences, if spoken slowly and clearly .		Problem- solving	Reflection			
6	- give simple advice, using fixed expressions .						
	- do activity book's exercises - write simple sentences about familiar things, given prompts or a model.						

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan

Unit Title : 6- Staying healthy

Class/Level 5th grade

Lesson Title: 7+8

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar - Vertical Integration: should/shouldn't- Infinitive of purpose / illnesses and healthy lifestyles
- Horizontal Integration: Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5 6 7 8	Pupils are expected to be able to: - learn and use healthy lifestyle vocabulary - learn and use the infinitive of purpose - learn and sing a song- -recognise familiar words and phrases in short, simple songs or chants -repeat single words, if spoken slowly and clearly -sing a basic song from memory - talk about everyday activities, using simple language - do activity book's exercises - label simple pictures related to familiar topics by copying single words - write simple sentences about familiar things, given prompts or a model .	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil &Paper Reflection	Rating scale	Presentation • Explain that in this lesson pupils will learn and use healthy lifestyle vocabulary and they will learn how to use the infinitive of purpose. Explain that this is a verb followed by to and another verb that gives you a reason to do something. They will also sing a song. • Write healthy and unhealthy on the board at the top of two columns. Ask pupils to suggest what is healthy and what is unhealthy and write their ideas on the board. Practice Pupil's Book 1 6.7 Listen, point and repeat. • Refer pupils to page 23. • Play the audio. • Practise the vocabulary using the True/False or Yes/No response cards technique: Playing in the park is healthy/unhealthy. Watching TV is healthy/unhealthy. Running gets you fit/unfit. Sitting down gets you fit/unfit. Doing exercise is good/bad. Relaxing is important/not necessary. Eating a balanced diet/junk food is good 2 - Listen and sing. • Ask pupils to look at the pictures and raise their hands to say who they can see (a girl who is running). • Play the song and tell pupils to listen only this time. • Read out the song one line at a time and have pupils repeat as a class. • Play the song again and encourage pupils to join in. 3 - Listen and repeat. • Play the audio. • Ask pupils Why are you running? and tell them to find the answer in the grammar box. Write these sentences on the board and ask pupils to finish them with their own ideas. Pupils discuss in pairs and then raise their hands to offer ideas. I'm eating salad to ... He's playing football to ... 4 Combine the sentences. • Place pupils in groups for this activity. Monitor. • Check answers Activity Book 1 Find and circle the words in the word search. Then look and write. • Pupils complete the activity individually. They then compare answers with a partner 2 Look at Activity 1. Healthy and unhealthy are opposites. Can you find three more opposites? • Check answers 3 Complete the sentences. • Pupils complete the activity individually. • Check answers	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan
Unit Title : 6- Staying healthy

Class/Level 5th grade

Lesson Title: 9

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar - Vertical Integration: should/shouldn't- Infinitive of purpose / illnesses and healthy lifestyles
- Horizontal Integration: Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	<p>Presentation • Explain that in this lesson pupils will talk about healthy school lunches. Pupils work in pairs and think of healthy food that they usually eat. Practice Pupil's Book 1 Before you read What do you usually have for school lunch? • Refer pupils to page 24 and read the question. Pupils discuss in pairs for one minute. Then ask for class feedback. Pupils raise their hands to offer answers. • Tell pupils to look at the photos. Ask What can you see? Does the food look healthy? and elicit answers</p> <p>2 - Listen and read. • Play the audio and have pupils read along in their books. • Check comprehension with questions. Ask When can Healthy Food Day happen? (anytime in the year) Who sends electronic invitations? (teachers) What foods do students usually bring? (local fruits, vegetables and healthy snacks) What do students wear? (chef hats) What do they learn about on Healthy Food Day? (how healthy foods help us)</p> <p>3 After you read Activity Book, page 18. • Pupils turn to page 18 in their Activity Books and complete the activities</p> <p>4 In pairs, ask and answer. • Place pupils in pairs for this activity. • Ask different pairs to say what they do. Have a class discussion</p> <p>Project :Make a healthy lunch for Healthy Lunch Day. • Divide pupils into groups of five. Read the instructions aloud or have a pupil read them. Hand out the materials. Monitor pupils, helping where necessary. • Explain that pupils should include one idea each in their healthy lunch. • Groups present their healthy lunches to the class. Make sure each pupil presents.</p> <p>Activity Book 1 After you read Number the Healthy Food Day events in order. • Pupils work individually and check in pairs.</p> <p>2 Match the sentences in Activity 1 to the pictures. • Pupils work individually and check in pairs.</p> <p>3 Answer the questions. • Pupils work individually and check in pairs.</p> <p>4 In groups, create a healthy school lunch menu for one week. Share your menu with other groups in class. Which menu is the healthiest? • Place pupils in groups for this activity. Hand each group a large sheet of paper or card. • Give pupils time to brainstorm and plan their menus. • Ask groups to share their menus with other groups. • Have a class vote on the healthiest menu.</p>	
2	- learn about Healthy Food Day		Presentation Discussion	Observation	Project		
3	-get the gist of short, simple texts on familiar topics, if supported by pictures		Group work- Pair work	Communication			
4	-extract specific information in short texts on familiar topics		Critical thinking	Pencil & Paper			
5	-express their opinions on familiar topics, using simple language		Problem-solving	Reflection			
6	-follow the sequence of events in a simple story or narrative, if told slowly and clearly						
	-do activity book's exercises						

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan
Unit Title : 6- Staying healthy

Class/Level 5th grade

Lesson Title: 10

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar - Vertical Integration: should/shouldn't- Infinitive of purpose / illnesses and healthy lifestyles
- Horizontal Integration: Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5 6 7 8	Pupils are expected to be able to: - learn to talk at the doctor's - identify and use the prefixes un- and ir- to infer meaning - understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures -identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly . - express their opinions on familiar topics, using simple language act out a short dialogue or role play, given prompts -do activity book's exercises	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	Presentation • Explain that in this lesson pupils will learn to talk at the doctor's and identify and use the prefixes un- and ir- to infer meaning. • Write What's the matter? on the board and tell pupils this is what a doctor asks someone who isn't well. Practice Pupil's Book 1 When do you go to the doctor's? When do you go to the hospital? • Refer pupils to page 25. Pupils discuss in pairs and then raise their hands to offer answers. 2 - Listen. What's the matter with Saeed? • Play the audio. Pupils raise their hands to offer answers. Do not confirm answers yet. 3 - Listen, read and check. • Play the audio again and pupils listen and read. Confirm the answer to Activity 2. • Draw pupils' attention to the Say it! box. Read out the sentences and have pupils repeat as a class. 4 Work with a partner. Go to the doctor's and say what the matter is. • Place pupils in pairs to complete the activity. • Extension Pupils repeat the activity in different pairs. Pronunciation 5 - Listen and read. What do you notice about the coloured words? • Explain to pupils that the prefixes un- and ir- mean 'not' or 'opposite of'. Tell them that we can add these to some words to change their meaning. • Play the audio. Play it again, pausing after each line, and have pupils repeat. Ask pupils how the words in the second speech bubble are different. • Place pupils in pairs. Ask them to think of other words that the prefixes un- and ir- can be added to Activity Book 1 - Complete the dialogue. Listen and check. • Pupils work individually and check in pairs. • Play the audio 2 What else should and shouldn't Habib do? • Pupils work in pairs. Ask different pairs to offer ideas 3 - Look and write. Listen and check. • Pupils do the activity individually. • Play the audio to check answers. • Place pupils in pairs. Have them write and then say sentences using the words. Monitor and help. • Ask the class what makes the words negative.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan
Unit Title : 6- Staying healthy

Class/Level 5th grade

Lesson Title: 11

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar - Vertical Integration: should/shouldn't- Infinitive of purpose / illnesses and healthy lifestyles

- Horizontal Integration: Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to: - read and analyse an article giving health tips - identify key information in short, simple factual texts from the headings and illustrations -get the gist of short, simple texts on familiar topics, if supported by pictures. -scan a simple text to find specific information . -do activity book's exercises	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	Presentation • Explain that in this lesson pupils will read a text about staying healthy. Tell pupils there are five tips. Practice Pupil's Book 1 Before you read Look at the headings in the text. What do you think the top five tips are about? • Refer pupils to page 26. Pupils discuss in pairs first 2 - Listen and read. • Play the audio. • Check comprehension with questions. Ask Which tip talks about water? (4) Which tip talks about sleep? (3) How can you keep fit on the way to school? (walk) Why are relaxing and having fun important? (They help you stay fit and healthy.) 3 After you read Were your ideas about the tips correct? • Ask pupils to check if their answers to Activity 1 are correct. Play the audio. • Check answers. • In groups, pupils can write more tips about staying healthy and make a Staying healthy poster. 4 Correct the sentences. • Pupils work in pairs. • Check answers Activity Book 1 After you read Complete the sentences so that they mean the same. • Give pupils one minute to complete the activity. They compare answers with a partner. • Check answers 2 Answer the questions. Then match them with headings a–e. • Pupils complete the activity individually. They compare answers with a partner. • Check answers	
2			Presentation Discussion	Observation			
3			Group work- Pair work	Communication			
4			Critical thinking	Pencil & Paper			
5			Problem-solving	Reflection			

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson Plan
Unit Title : 6- Staying healthy

Class/Level 5th grade

Lesson Title: 12

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar -

Vertical Integration: should/shouldn't- Infinitive of purpose / illnesses and healthy lifestyles

- Horizontal Integration: Welfare

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5 6 7	Pupils are expected to be able to: - understand a listening task. - talk about staying healthy and relaxing. - write a description about staying fit and healthy - scan a simple text to find specific information - identify specific information in short, simple dialogues, if there is some repetition and rephrasing - talk about everyday activities, using simple language - do activity book's exercises - write short, simple texts on familiar topics in linked sentences	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	Presentation • Explain that in this lesson pupils will listen to a football player talk about staying healthy, talk about how they stay healthy and relax, and then write a description of how they stay fit and healthy. Practice Pupil's Book Listening 1 - Listen and choose the correct picture. • Refer pupils to page 27 and tell them to look at the pictures carefully before they listen. • Play the audio Speaking 2 What do you do to stay healthy? What do you do to relax? • Ask different pupils to tell the class what they do to stay healthy and to relax. • Pupils work in groups and write a class survey about what pupils do to: 1 relax and 2 stay healthy, with yes/no options. Writing 3 Read. What does Nadia do to stay fit and healthy? • Give pupils a minute to read the text and find the answer. • Check comprehension with questions. Ask Does she ride her bike to school? (No, she walks.) Where does she play games with her friends? (at the park) What does she do once a week at school? (gymnastics) What does she sometimes eat? (junk food) Who does she play computer games with? (her friends) 4 Write a description of how you stay fit and healthy. • Read the Writing tip and the plan to pupils. Pupils turn to their Activity Books. Activity Book 1 Tick (✓) the sentences that have extra information in the correct place. • Pupils complete the activity individually. • Pupils check their answers in groups. 2 Write about how you stay fit and healthy. • Plan: Give pupils one minute to complete their notes. • Write: Pupils work individually.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson Plan
Unit Title : Language booster 3

Class/Level 5th grade

Lesson Title: 1

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar - Vertical Integration: vocabulary related to places

- Horizontal Integration: Culture / Environment /Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	<p>Presentation • Explain that in this lesson pupils will learn vocabulary related to places in the town and countryside. Practice Pupil's Book 1 How many places can you name in the town or country? • Set a timer to one minute and have pupils say as many places as possible. Go around the class and count as they say them and write them on the board. Then say the total number the class as a whole has said.</p> <p>2 - Listen and tick (✓). • Pupils look at the pictures. Hold up your book, point to a photo and ask What place is this? Continue with all the photos. • Play the audio. Pupils listen and tick the correct picture. Play the audio again if necessary</p> <p>3 Read and match. • Ask pupils to look at Activity 3. Ask a volunteer to read the places in the right-hand column. Check comprehension. • Read the first part of the sentence aloud. Show pupils the matching line from the sentence to the place in the countryside. Make sure pupils know what to do.</p> <p>• Pupils complete the activity in pairs. They practise reading the complete sentences and the answers. Check answers as a class.</p> <p>4 Look at the pictures in Activity 2. Complete the definitions in pairs. .2 Play the audio. Pupils listen and read along to the sentences in the grammar box. Play the audio again and have pupils repeat. • In pairs, pupils take turns to say the beginning and the ending of the definitions. Monitor pupils' responses</p> <p>Activity Book: Pups do Exc 1+2+3) • Check answers as a class.</p>	
2	- consolidate and extend vocabulary and grammar from Units 5–6		Presentation Discussion	Observation			
3	- recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures		Group work- Pair work	Communication			
4	-understand simple sentences, given prompts .		Critical thinking	Pencil & Paper			
5	-understand and make connections between words in the same area of meaning, e.g. 'head' and 'hat'		Problem-solving	Reflection			
6	-talk about a familiar place in a basic way .						
7	-explain the meaning of a word or phrase.						
	-do activity book's exercises						

(Daily follow – up table

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson Plan
Unit Title : Language booster 3

Class/Level 5th grade

Lesson Title: 2

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar - Vertical Integration: vocabulary related to places in the town and countryside.

- Horizontal Integration: Culture / Environment /Recreation

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to: - consolidate and extend vocabulary and grammar from Units 5–6	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	Presentation • Explain that in this lesson pupils will learn more vocabulary related to places in the town and countryside. Practice Pupil's Book 5 - Listen and circle. • Ask pupils to look at the picture. Ask questions, e.g. What can you see in the picture? • Play the audio and pupils look at their Pupil's Books. Play the audio again and pupils circle the correct answer. • Check answers as a class 6 Read and number the definitions. • Ask pupils to look at the pictures and name the places in town and countryside they can see. • Then they read the definitions and write the correct number. Check answers 7 In pairs, make true and false sentences. Correct the false sentences. • Have two volunteers read the speech bubbles aloud. Make sure pupils know what to do. • Pupils work in pairs and take turns to say true and false sentences. Their partner says if the sentence is true or false and corrects the false ones. Activity Book Pups do Exc 4+5+6) • Check answers as a class.	
2	-understand simple conversations about things that have happened in the past		Presentation Discussion	Observation			
3	-understand and make connections between words in the same area of meaning, e.g. 'head' and 'hat'		Group work- Pair work	Communication			
4	-explain the meaning of a word or phrase		Critical thinking	Pencil & Paper			
5	-write simple sentences about familiar things, given prompts or a model .		Problem-solving	Reflection			
6	-do activity book's exercises						

(Daily follow – up table

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson Plan
Unit Title : Language booster 3

Class/Level 5th grade

Lesson Title: 3

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar - Vertical Integration: vocabulary related to landscape paintings.

- Horizontal Integration: Culture / Environment /Recreation

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to: learn about landscape paintings	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	Presentation • Explain that in this lesson pupils will learn about landscape paintings. • Pre-teach these words. Write them on the board one at a time with definitions. Pause and ask pupils to predict the definitions in some sentences: landscapes: these are outdoor pictures of the countryside cityscapes: these are outdoor pictures of the ... city seascapes: these are outdoor pictures of the ... sea foreground: this is the part of the painting at the front background: this is the part of the painting at the ... back warm: a warm colour is a colour like red cold: a cold colour is a colour like ... blue • Read out the definitions and explain if necessary Practice Pupil's Book 1 Think What do you know about landscapes? • Refer pupils to page 30. Read the question. Pupils discuss for one minute in pairs. They then raise their hands to offer ideas to the class 2 - Listen and read. • Before pupils read, draw their attention to the paintings. Read out the words, have pupils point to the correct painting and repeat. Refer to the definitions on the board if necessary. • Play the audio. • Check comprehension with questions. Ask What weather scenes do landscape artists paint? (sunny, rainy, snowy scenes) Does a seascape have forests in it? (no) Where do artists paint bigger objects? (in the foreground) Can you name two warm colours and two cold colours that artists use? (red and orange, grey and blue) 3 Check Circle the correct word. • Pupils work individually to complete the activity. They then compare answers in pairs. Check answers 4 Work with a partner. Describe one of the paintings from Activity 2. • Place pupils in pairs and give them time to discuss	
2	- get the gist of short, simple texts on familiar topics, if supported by pictures		Presentation Discussion	Observation			
3	- scan a simple text to find specific information		Group work- Pair work	Communication			
4	- express their opinions on familiar topics, using simple language		Critical thinking	Pencil & Paper			
5	-describe the position of things in a picture using a range of fixed expressions (e.g. 'in the foreground/ background', 'at the back')		Problem- solving	Reflection			

(Daily follow – up table

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson Plan
Unit Title : Language booster 3

Class/Level 5th grade

Lesson Title: 4

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar - Vertical Integration: vocabulary related to landscape paintings.

- Horizontal Integration: Culture / Environment /Recreation

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to: learn about materials artists use in landscape paintings	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	Presentation • Explain that in this lesson pupils will learn about the materials artists use in their landscape paintings. • Pre-teach the words brush, pencil, oil colours and watercolours with the items you have brought to class. Hold up each item one at a time and say It's a brush/pencil/These are oil paints/watercolour paints and have pupils repeat. • Alternatively, write the words on the board and ask pupils to open their books and find the objects. Practice Pupil's Book 1 Let's practise! What materials do artists use in their landscape paintings? • Refer pupils to page 31. Read the question and the different objects to pupils. Have pupils point and repeat. • Pupils discuss in pairs. Check answers Read the text to pupils one section at a time. Check comprehension with questions after each section: Can anyone show me a light/ dark coloured pencil? Can anyone show me a rubber? What are the primary colours? (red, yellow, blue) What are the secondary colours? (purple, green, orange) Do you paint on wet or dry paper. 2 Write three questions about materials artists use in your notebook. • Pupils read the text again individually and then complete the activity individually, using the question prompts to help. • Do not ask for answers yet. 3 In pairs, ask and answer your three questions. Which questions were different? • Pupils work in pairs to complete the activity and discuss. • Check answers	
2	- write correctly structured questions with question marks .		Presentation Discussion	Observation			
3	-get the gist of short, simple texts on familiar topics, if supported by pictures .		Group work- Pair work Critical thinking Problem- solving	Communication Pencil &Paper Reflection			

(Daily follow – up table

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan
Unit Title : 7- Curtain up!

Class/Level 5th grade

Lesson Title: 1+2

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar

Vertical Integration: Present perfect Present perfect questions with ever / theatre words

- Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4	Pupils are expected to be able to: - learn and use theatre words - repeat single words, if spoken slowly and clearly - take part in basic games that use fixed expressions or rhymes -do activity book's exercises -label simple pictures related to familiar topics by copying single words	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	Presentation • Explain that in this lesson pupils will learn to talk about the theatre. Practice Pupil's Book 1 How many theatre words do you know? • Refer pupils to page 32. Read the rubric and tell pupils to look at the picture and find the theatre words they know. Pupils work in pairs. • Check answers as a class 2 - Listen, point and repeat. • Refer pupils to page 33. Tell pupils to count how many theatre words they knew. • Play the audio and have pupils point and repeat. Tell pupils to look at the pictures and practise the new vocabulary. Ask questions: Who stands on the stage? The cast or the audience? When does the curtain open? At the start or the end of the play? Do you wear costumes or props? Does the audience cheer or act? Do actors wait on stage or backstage? Does the director do the lighting or tell the cast what to do? 3 Look for the words from Activity 2 in the picture on page 32. Which word is missing from page 32? • Give pupils one minute to work in pairs to find the theatre words and write the missing word. Check answers 4 Write the words. • Pupils complete the activity individually, then check their answers in groups 5 Play a game in groups. Each person adds a new word. • Divide the class into groups of six to play the game. • Play the game again as a class. Activity Book Pups do Exc(1+2) • Check answers as a class.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan
Unit Title : 7- Curtain up!

Class/Level 5th grade

Lesson Title: 3+4

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar

Vertical Integration: Present perfect Present perfect questions with ever / theatre words

- Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5 6	Pupils are expected to be able to: -listen to, analyse and act a story - follow the sequence of events in short, simple cartoon stories that use familiar key words - identify specific information in a simple story, if guided by questions - act out parts of a picture story, using simple actions and words - follow the sequence of events in a simple story or narrative, if told slowly and clearly. -do activity book's exercises - review a story - understand the main themes of a simplified story -understand the correct sequence of events in a simple story or dialogue -write about past activities using simple language, given a model	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	Presentation • Explain that in this lesson pupils will listen to a story. Practice Pupil's Book 1 Before you read Can you find any props? • Refer pupils to pages 34 and 35. 2 7.2 Listen and read. • Write steps, heavy and push on the board. Say You walk up and down steps in front of buildings. When something is heavy, you can't carry or lift it. When you go in a shop, you usually push the door. • Play the audio. • Check comprehension. Ask Does Bo like painting scenery? (yes) Can the kids hold the scenery? (no) Why not? (It's too heavy.) Who can repair the scenery? (Mrs Alhaddad) 3 Which piece of scenery belongs with the play? Go to page 58 to find out. • Pupils discuss in pairs. • Using the Yes/No response, ask Did you find the right piece of scenery? 4 After you read Circle the correct answer. • Pupils work individually to complete the activity. Check answers Values • Pupils think about the value individually and then discuss in pairs. • Discuss the value as a class. 5 Act out the story. • Divide pupils into groups of five. Allocate a role to each pupil (Katy, Millie, Hamed, Bo and Mrs Alhaddad). • Pupils act out the story in groups. Activity Book Pups do Exc 1+2+3+4 Check answers as class.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan
Unit Title : 7- Curtain up!

Class/Level 5th grade

Lesson Title: 5+6

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar Vertical Integration: Present perfect Present perfect questions with ever / theatre words

- Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	<p>Presentation • Explain that in this lesson pupils will learn to use the Present perfect. • Write on the board: I didn't bring the ball last Friday. I often bring the ball to class. I've brought the ball today. • Ask Which sentence is in the Present simple/Past simple? and elicit answers. Explain that the last sentence is in the Present perfect and it talks about something that started in the past but is still affecting the present.</p> <p>Practice Pupil's Book 1 Look back! Tick (✓) the sentence in this picture. • Refer pupils to page 36. Pupils look back at the story on pages 34–35 to find the answer. 2 7.3 Listen and repeat. • Play the audio. • Explain to pupils that the Present perfect uses have and then the past participle of the verb. Explain that sometimes the past participle is the same as the Past simple form, but for some irregular verbs it is different. Draw pupils' attention to the irregular and regular verbs box. Pupils should learn the irregular past participles 3 7.4 Listen and point to the correct picture. • Ask different pupils to describe what the children are thinking about. • Play the audio. • Check answers</p> <p>4 Describe a picture. Your partner guesses. • Pupils work in pairs. Monitor. 5 In groups, make true and false sentences about what you've done. Can you guess which are true? • Pupils work in groups. Monitor</p> <p>Activity Book</p> <p>Pups do Exc 1+2+3. Check answers as class.</p>	
2	- learn and use the Present perfect		Presentation Discussion	Observation			
3	- identify specific information in a simple story, if guided by questions		Group work- Pair work	Communication			
4	- identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly		Critical thinking	Pencil & Paper			
5	-repeat phrases and short sentences, if spoken slowly and clearly .		Problem- solving	Reflection			
6	- talk about past events or experiences, using simple language.						

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan

Unit Title : 7- Curtain up!

Class/Level 5th grade

Lesson Title: 7+8

Number of classes:

Date : From

To

Previous Learning : vocabulary and grammar

Vertical Integration: Present perfect Present perfect questions with ever/entertainment vocabulary- Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5 6 7 8	Pupils are expected to be able to: - learn and use entertainment vocabulary - learn and use Present perfect questions with ever - learn and sing a song -recognise familiar words and phrases in short, simple songs or chants -repeat single words, if spoken slowly and clearly -sing a basic song from memory - talk about past events or experiences, using simple language - do activity book's exercises -label simple pictures related to familiar topics by copying single words - write about past activities using simple language, given a model.	T.B P. B A. B Audio resource. Dictionary Class Board	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	Presentation • Explain that in this lesson pupils will learn and use entertainment vocabulary and they will learn to ask questions with Have you ever...? and to answer them with short answers. They will also sing a song. • Write Entertainment on the board. Pupils say any related words they know. Write their ideas on the board. Practice Pupil's Book 1 - Listen, point and repeat. • Refer pupils to page 37. Ask pupils if they see any of the words they thought of. Have pupils look at the pictures and raise their hands to describe what they can see. • Play the audio. 2 - Listen and sing. • Ask pupils to look at the pictures and say what they can see (a puppet and a sheet of paper and pen). • Play the song and tell pupils to listen only this time. • Read out the song one line at a time and have pupils repeat as a class. • Play the song again and encourage pupils to join in. 3 7.9 Listen and repeat. • Play the audio. • Divide the class into three groups. Assign questions to group 1, yes answers to group 2, and no answers to group 3. Play the audio again, pausing after each sentence, and have pupils repeat in their groups. 4 In pairs, ask and answer. • Ask two pupils to read out the sentence halves. • Place pupils in pairs for this activity. Activity Book Pups do Exc 1+2 Check answers as class.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan

Unit Title : 7- Curtain up!

Class/Level 5th grade

Lesson Title: 9

Number of classes:

Date : From

To

Previous Learning : vocabulary and grammar

Vertical Integration: Present perfect Present perfect questions with ever / theatre words

- Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5 6 7 8 9	<p>Pupils are expected to be able to:</p> <ul style="list-style-type: none"> -learn about theatres -make a poster for a show - express their opinions on familiar topics, using simple language - understand simple sentences, given prompts - get the gist of short, simple texts on familiar topics, if supported by pictures - scan a simple text to find specific information - write simple facts about a topic on a planning sheet - create a poster to advertise an event or product, given a model -do activity book's exercises 	<p>T.B P. B A.B Audio resource. Dictionary Class Board</p>	<p>Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem- solving</p>	<p>Performance Observation Communication Pencil & Paper Reflection</p>	<p>Rating scale Project</p>	<p>Presentation • Explain that in this lesson pupils will learn about theatres. • Ask pupils if they have ever been to the theatre. Ask them to say names of famous theatres they know. Practice Pupil's Book 1 Before you read Do you know any famous plays or musicals? • Refer pupils to page 38. • Read the question aloud and give pupils examples of famous plays or musicals. • Pupils work in pairs to write a list of plays or musicals they might know. They share their answers with the class. 2 7.10 Listen and read. • Ask pupils to look at the pictures. Tell them the first photo is of Broadway in New York and the second is of the Roman Theatre in Amman. Elicit the meaning of rebuilt (to build something again after it's been damaged). • Play the audio and have pupils read along in their books. • Ask pupils to read the texts aloud. Then ask comprehension questions, e.g. How many theatres are there on Broadway? (40) What is the name of the theatre in the text? (Majestic Theatre) Is it a big theatre? (one of the largest) When was the Roman Theatre built? (over 2,000 years ago) When was it rebuilt? (1957) How can children learn about the theatre at the Haya Cultural Centre? (by taking workshops and acting classes) 3 After you read Activity Book, page 28. • Pupils turn to page 28 in their Activity Books and complete the activities. 4 What do you know about other famous ancient and modern theatres around the world? • In pairs, pupils discuss the question. Monitor pupils and help where necessary. You might want to write some examples on the board to help them (Sydney Opera House, Teatro Olimpico, The Globe, La Scala) Project Make a poster for a new show. • Divide pupils into groups of four. Explain that pupils are going to invent a new show and make a poster for it. They should provide pictures and answer the questions with as much detail as possible. Use the Traffic light cards technique to check pupils know what to do. • Monitor and help groups. Also make sure all pupils contribute ideas for the poster. Activity Book Pups do Exc 1+2Check answers as class.</p>	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan
Unit Title : 7- Curtain up!

Class/Level 5th grade

Lesson Title: 10

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar

Vertical Integration: Present perfect Present perfect questions with ever / describing clothes

- Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to: - learn to describe clothes - identify and use the suffix -ful to infer meaning. - understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures - identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly . - express their opinions on familiar topics, using simple language - act out a short dialogue or role play, given prompts - do activity book's exercises	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	Presentation • Explain that in this lesson pupils will learn to describe clothes and identify and use the suffix -ful to infer meaning. Practice Pupil's Book 1 Which clothes do you need for ... • Refer pupils to page 39. Pupils discuss in pairs and then raise their hands to offer answers. 2 - Listen. What is Imad's part in the school play? • Play the audio. Pupils raise their hands to offer answers. Do not confirm answers yet. 3 - Listen, read and check. • Play the audio again for pupils to listen and read. Confirm the answer to Activity 2. • Draw pupils' attention to the Say it! box. Read out the sentences and have pupils repeat as a class. Explain meanings if necessary. 4 Work with a partner. Choose a costume. What's wrong with it? • Place pupils in pairs to complete the activity. • Walk around the class monitoring pairs. Pronunciation 5 - Listen and read. What do you notice about the coloured words? • Explain to pupils that the suffix -ful means 'full of' or 'having a lot of'. When you add it to the end of a word, it changes the meaning to show that something has a lot of that quality. • Play the audio. Then play it again, pausing after each sentence for pupils to repeat. Tell pupils that we can add -ful to some verbs (as well as some nouns) to make them into adjectives. Activity Book Pups do Exc 1+2+3Check answers as class.	
2			Presentation Discussion	Observation			
3			Group work- Pair work	Communication			
4			Critical thinking	Pencil & Paper			
5			Problem-solving	Reflection			
6							
7							

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan
Unit Title : 7- Curtain up!

Class/Level 5th grade

Lesson Title: 11

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar Vertical Integration: Present perfect Present perfect questions with ever / theatre words

- Horizontal Integration: Culture / Recreation -

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	Presentation • Explain that in this lesson pupils will read part of a play. • Write stick, ride, search, running, chase, wolf and drop on the board. Tell pupils these words are in the play. Explain meanings: Some old people use a stick to help them walk. You can ride a bike. Walking is slow; running is fast. To chase means to run behind someone to catch them. A wolf is a large wild animal that hunts in groups. If you drop a glass, it usually breaks. Practice Pupil's Book 1 Before you read Who is the main character? How do you know? • Refer pupils to page 40. Pupils discuss in pairs first. Use the Lollipop stick technique to check answers. 2 - Listen and read. • Play the audio. • Check comprehension with questions. Ask What does Yousuf give the old lady? (his stick) Who offers to help Yousuf? (the old lady and the girl) Why? (Because he helped them.) Is the wolf good at climbing trees? (no) 3 After you read Which parts of the text tell us what the characters are doing? • Pupils discuss in pairs. • Check answers 4 Complete the sentences in your notebook. Use 1, 2 or 3 words. • Pupils complete the activity individually. They then compare answers with a partner. • Check answers as a class. Activity Book Pups do Exc 1+2+3Check answers as class.	
2	- read and analyse part of a play		Presentation Discussion	Observation			
3	- identify key information in short, simple factual texts from the headings and illustrations		Group work- Pair work	Communication			
4	- follow simple stories with basic dialogue and simple narrative.		Critical thinking	Pencil & Paper			
5	- identify key parts of simple stories (e.g. beginning, middle, end)		Problem-solving	Reflection			
5	-do activity book's exercises						

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson Plan
Unit Title : 7- Curtain up!

Class/Level 5th grade

Lesson Title: 12

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar

Vertical Integration: Present perfect Present perfect questions with ever / theatre words

- Horizontal Integration: Culture / Recreation -

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5 6 7 8 9	Pupils are expected to be able to: - understand a listening task. - discuss what happens next in a play. -write the ending to the play in Lesson 11 - scan a simple text to find specific information - identify specific information in a simple story, if guided by questions -identify specific information in short, simple dialogues, if there is some repetition and rephrasing - briefly say what they think will happen next in a simple story or play -write a simple story describing the main events, if supported by pictures -do activity book's exercises	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem- solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	Presentation • Explain that in this lesson pupils will listen to a writer talk about plays, talk about the ending to the play from Lesson 11 and then write their own ending to the play Practice Pupil's Book Listening 1 - Listen and circle True or False. • Refer pupils to page 41 and tell them to read the sentences carefully before they listen. • Play the audio. Speaking 2 Look back at the play on page 40. What do you think happens next? • Pupils work in groups to discuss what they think happens next. • Ask different groups to tell the class their ideas. Writing 3 Read. In this ending, how does Yousuf escape from the wolf? • Give pupils a minute to read the play and find the answer. • Check comprehension with questions. Ask What comes off the scooter? (a wheel) Can the wolf see Yousuf? (no) Is Yousuf in danger? (No, he's safe.) 4 Write your ending to the play on page 40. • Read the Writing tip and the plan to pupils. Pupils write the ending to the play individually. Monitor. Activity Book Pups do Exc 1+2 .Check answers as class.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan
Unit Title : 8: Let's get creative!

Class/Level 5th grade

Lesson Title: 1+2

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar

Vertical Integration: Present perfect with ever/never- is/are made of - household appliance words. - Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	<p>Presentation • Explain that in this lesson pupils will learn to talk about machines at home. Practice Pupil's Book 1 How many words for machines in the house do you know? • Refer pupils to page 42. Read the rubric and tell pupils to look at the picture and find the machines they know. Pupils work in pairs and tell each other the words they know. • Check answers as a class by having pupils raise their hands to give answers</p> <p>2 - Listen, point and repeat. • Refer pupils to page 43. Tell pupils to count how many machine words they knew. • Play the audio. • Tell pupils to look at the pictures and practise the new vocabulary. Ask questions and have pupils raise their hands to offer answers: Where can you bake a cake? In the fridge or the oven? What makes water hot? A freezer or a kettle? What do you wash in a dishwasher/washing machine? What do you need to make clothes? A coffee machine or a sewing machine? Can you find two machines that you can use to make hot soup? What do you need to clean up bread crumbs on the carpet? A toaster or a vacuum cleaner?</p> <p>3 Look for the words from Activity 2 in the picture on page 42. Which word is missing from page 42? • Give pupils one minute to work in pairs to find the machine words and write the missing word. Check answers</p> <p>4 - Listen and write. What is it? • Explain to pupils that they will hear noises that different machines make. • Play the audio. Stop after each noise for pupils to write their answer. Pupils raise their hands to offer answers.</p> <p>5 Work with a partner. Play a guessing game! • Place pupils in pairs to play the game.</p> <p>Activity Book</p> <p>Pups do Exc 1+2 +3.Check answers as class.</p>	
2	- learn and use household appliance words		Presentation Discussion	Observation			
3	- repeat single words, if spoken slowly and clearly		Group work- Pair work	Communicati on			
4	- ask a range of questions in guessing games to find the answer		Critical thinking	Pencil &Paper			
	-do activity book's exercises		Problem- solving	Reflection			
	-label simple pictures related to familiar topics by copying single words						

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan
Unit Title : 8: Let's get creative!

Class/Level 5th grade

Lesson Title: 3+4

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar Vertical Integration: Present perfect with ever/never- is/are made of - household appliance words.

- Horizontal Integration: Culture / Recreation

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5 6	Pupils are expected to be able to: -listen to, analyse and act a story - follow the sequence of events in short, simple cartoon stories that use familiar key words - identify specific information in a simple story, if guided by questions - act out parts of a picture story, using simple actions and words - follow the sequence of events in a simple story or narrative, if told slowly and clearly. -do activity book's exercises - review a story - understand the main themes of a simplified story -understand the correct sequence of events in a simple story or dialogue	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communicati on Pencil &Paper Reflection	Rating scale	Presentation • Explain that in this lesson pupils will listen to a story. Practice Pupil's Book 1 Before you read Which machine do the children use in the story? • Refer pupils to pages 44 and 45. 2 8.3 Listen and read. • Write paper cases, melt, jug and decorations on the board. • Ask Have you ever made cupcakes? Elicit answers. Say We put cupcakes in paper cases. • Ask Have you ever made chocolate sauce? Elicit answers. Say You have to melt chocolate to make sauce. You can do this in a jug in the microwave. • Ask Have you ever made a birthday cake? Did you put candles on it? Elicit answers. Say The candles are decorations. • Play the audio. • Check comprehension. Ask Why are they making chocolates? (for Granny's birthday) What did Katy make last year? (a chocolate cake) Is the silver real metal? (No, it's sugar.) Who made a mess? (Millie) 3 How did Millie make the new chocolates? Go to page 58 to find out. • Pupils discuss in pairs. 4 After you read Number the sentences in the correct order to retell the story. • Pupils work individually to complete the activity. Ask for answers Values • Pupils think about the value individually and then discuss in pairs. • Discuss the value as a class. • Ask Why is it important to be kind to others? What does being kind mean to you? Can you give an example of a kind thing you did recently? What are some of the small ways we can show kindness to others? 5 Act out the story. • Divide pupils into groups of four. Allocate a role to each pupil (Katy, Millie, Hamed and Bo). • Pupils act out the story in groups. Activity Book Pups do Exc 1+2+3+4 Check answers as class.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan
Unit Title : 8: Let's get creative!

Class/Level 5th grade

Lesson Title: 5+6

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar

Vertical Integration: the Present perfect with ever and never

- Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	<p>Presentation • Explain that in this lesson pupils will learn to use the Present perfect with ever and never. • Ask Have you ever baked a chocolate cake? and elicit answers. Write the question on the board. • Write on the board No, I haven't. I've never made a chocolate cake. • Ask pupils to say other things they have never done</p> <p>Practice Pupil's Book 1 Look back! Tick (✓) the sentence in this picture. • Refer pupils to page 46. Pupils look back at the story on pages 44–45 to find the answer.</p> <p>2 - Listen and repeat. • Play the audio. • Remind pupils that the Present perfect uses have and then the past participle of the verb. Revise some past participles of verbs, e.g. make, buy, see, do, eat, wash, melt. • Play the audio</p> <p>3 Match the sentences to the pictures. In pairs, ask and answer. • Pupils complete the activity individually. • Check answers</p> <p>4 Ask five partners. Has anyone done all these things? • Pupils work in groups of six. Monitor groups. • Have groups report back to the class. Have each pupil say one sentence</p> <p>Activity Book</p> <p>Pups do Exc 1+2+3. Check answers as class.</p>	
2	- learn and use the Present perfect with ever and never		Presentation Discussion	Observation			
3	- identify specific information in a simple story, if guided by questions		Group work- Pair work	Communication			
4	-repeat phrases and short sentences, if spoken slowly and clearly .		Critical thinking	Pencil & Paper			
5	- talk about past events or experiences, using simple language.		Problem- solving	Reflection			
	- do activity book's exercises						
	- identify activities occurring in the past in short, simple dialogues						
	-write simple sentences about familiar things, given prompts or a mode						

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan

Unit Title : 8: Let's get creative!

Class/Level 5th grade

Lesson Title: 7+8

Number of classes:

Date : From

To

Previous Learning : vocabulary and grammar

Vertical Integration: the Present perfect with ever and never/ materials vocabulary/ is/are made of - Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5 6 7 8 9	Pupils are expected to be able to: - earn and use materials vocabulary. - learn and use is/are made of - learn and sing a song. -recognise familiar words and phrases in short, simple songs or chants -repeat single words, if spoken slowly and clearly -repeat phrases and short sentences, if spoken slowly and clearly -sing a basic song from memory - ask questions in guessing games to find the answer - do activity book's exercises -label simple pictures related to familiar topics by copying single words - write simple sentences about familiar things, given prompts or a model	T.B P. B A. B Audio resource. Dictionary Class Board	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	Presentation • Explain that in this lesson pupils will learn and use materials vocabulary and they will learn to talk about what things are made of. They will also sing a song. • Write Materials on the board. Hold up a book and say This book is made of paper. Paper is a material. • Ask pupils to say any materials they know. Accept all reasonable suggestions. Write their ideas on the board. Practice Pupil's Book 1 8.6 Listen, point and repeat. • Refer pupils to page 47. Ask pupils if they see any of the materials they thought of. Have pupils look at the pictures and raise their hands to describe what they can see. • Play the audio • Practise the vocabulary using the True/False or Yes/No 2 - Listen and sing. • Ask pupils to look at the pictures and raise their hands to say what they can see (an armchair, a pack of cards, washing up gloves and a boy looking at a ring). • Play the song and tell pupils to listen only this time. • Read out the song one line at a time and have pupils repeat as a class. • Play the song again and encourage pupils to join in. 3 -Listen and repeat. • Play the audio. • Place pupils in pairs. Pupil A says a number and asks a question about an object in Activity 1. Pupil B answers, e.g. A: Number 4. What are they made of? B: They're made of paper. 4 In groups, play a guessing game! • Ask two pupils to read out the examples. • Place pupils in groups for this activity. • Ask different groups to demonstrate one example to the class. Activity Book Pups do Exc 1+2+3+4. Check answers as class.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan

Unit Title : 8: Let's get creative!

Class/Level 5th grade

Lesson Title: 9

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar

Vertical Integration: traditional Jordanian crafts

- Horizontal Integration: Culture / Recreation

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B	Direct instructions-	Performance	Rating scale	Presentation • Explain that in this lesson pupils will talk about traditional Jordanian crafts. • Write Rugs and Pottery on the board. Ask Where do we use a rug? What is it made of? What do we use pottery for? What is pottery made of? • Pre-teach the words crafts, handmade, weaving, tents, wool, sheep, berries. Write the words on the board one at a time and explain the meanings: Crafts are things you make. If you use your hands to make a craft, it's handmade. Weaving is when you make cloth on a machine by crossing threads under and over each other. A tent is shelter we use when we go camping. Wool is the soft hair that covers sheep and some other animals. A berry is a small fruit that grows on a bush Practice Pupil's Book 1 Before you read Look at the headings and pictures. What's similar about the pictures? What's different? • Refer pupils to page 48 and read the questions. Pupils discuss in pairs for one minute. Then ask for class feedback. Pupils raise their hands to offer ideas. 2 - Listen and read. • Play the audio and have pupils read along in their books. • Check comprehension with questions. Ask Where are rugs and carpets made? (all over Jordan) What is the technique called that they use to make rugs and carpets? (weaving) What else can be made by weaving? (tents) What animals do they use to make the rugs and carpets? (sheep, goats, camels) What do they use to colour the rugs? (berries) What was pottery traditionally made with? (stones) Where can you buy pottery in Petra? (Petra Pottery Association) Are the techniques they use to make pottery old? (Yes, they are.) 3 After you read Activity Book, page 36. • Pupils turn to page 36 in their Activity Books and complete the activities. 4 What other traditional Jordanian crafts do you know? • Place pupils in pairs for this activity. • Ask pupils to say what they know. Promote class discussion and ask pupils to draw pictures of the crafts on the board. Project Make a class book about traditional crafts. • Divide pupils into groups of four. Hand them the materials for their project. • Explain that pupils should all contribute ideas. • Put all the pages in the folder. Have pupils look at the book and learn about different crafts Activity Book Pups do Exc 1+2+3. Check answers as class.	
2	- learn about traditional Jordanian crafts	P. B		Observation	Project		
3	- get the gist of short, simple texts on familiar topics, if supported by pictures	A.B	Presentation Discussion	Communication			
4	- extract specific information in short texts on familiar topics	Audio resource.	Group work- Pair work	Pencil & Paper			
5	- guess the meaning of unknown words in simple texts from the context	Dictionary	Critical thinking	Reflection			
6	- describe basic differences between two pictures showing familiar activities, using simple language .	Class Board	Problem-solving				
7	- express their opinions on familiar topics, using simple language						
	- do activity book's exercises						

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan
Unit Title : 8: Let's get creative!

Class/Level 5th grade

Lesson Title: 10

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar

Vertical Integration: pronunciation-

Horizontal Integration: Culture / Recreation

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B	Direct instructions-	Performance	Rating scale	<p>Presentation • Explain that in this lesson pupils will learn to explain that something doesn't work and learn and practise two- and three-syllable words with the correct stress. • Write mobile phone, laptop and tablet on the board. Ask Where do they get power? and elicit they use batteries/electricity. Practice Pupil's Book 1 Look and tick (✓). What does a computer need to work? • Refer pupils to page 49. • Draw pupils' attention to the Tip box. 2 - Listen. What does Malek need help with? • Play the audio. Pupils raise their hands to offer answers. Do not confirm answers yet. 3 - Listen, read and check. • Play the audio again and pupils listen and read. Confirm the answer to Activity 2. • Draw pupils' attention to the Say it! box. Read out the sentences and then have pupils repeat as a class 4 Work with a partner. Describe a problem with a machine. • Place pupils in pairs to complete the activity. • Pupils repeat the activity in different pairs. Pronunciation 5 - Listen and read. Why is part of each word coloured? Listen again and repeat. • Explain that we pronounce some parts of words louder than others. Explain that this is called 'stress'. • Say the words aloud. Ask pupils to tell you how many syllables each word has got. See if they can identify which part of the word is stressed. • Play the audio and have pupils read along. Ask why part of each word is coloured (it's the stressed part). • Play the audio again. Pause after each word and have pupils repeat.</p> <p>Activity Book Pups do Exc 1+2+3. Check answers as class.</p>	
2	- learn to explain that something doesn't work	P. B	Presentation Discussion	Observation			
3	-learn and practise two- and three-syllable words with the correct stress.	A.B	Group work- Pair work	Communication			
4	- understand some details in short, simple dialogues on familiar everyday topics, if supported by pictures	Audio resource.	Critical thinking	Pencil & Paper			
5	- identify basic factual information in short, simple dialogues or stories on familiar everyday topics, if spoken slowly and clearly .	Dictionary	Problem-solving	Reflection			
6	- express their opinions on familiar topics, using simple language	Class Board					
7	-act out a short dialogue or role play, given prompts						
	-do activity book's exercises						

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson plan
Unit Title : 8: Let's get creative!

Class/Level 5th grade

Lesson Title: 11

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar Vertical Integration: - accidental inventions - Horizontal Integration: Culture / Recreation -

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	<p>Presentation • Explain that in this lesson pupils will read about accidental inventions. • Write accidental, engineer, seeds, hooks, loops, farmer, goats and coffee on the board. Tell pupils these words are in the text. Explain meanings: If something is accidental, you didn't plan to do it. An engineer designs machines. Plants grow from seeds. A hook is this shape (hook your finger). A loop is a circle, in string, for example. A farmer grows crops and raises animals for food. Goats are animals with horns that we use for milk and meat. Coffee is a drink made from the beans of coffee plants.</p> <p>Practice Pupil's Book 1 Before you read Which of the three inventions below do you think is the best? • Refer pupils to page 50. Tell pupils to look at the titles for now. Pupils discuss in pairs first</p> <p>2 - Listen and read. • Play the audio. • Check comprehension with questions: What did Percy make in his invention? (popcorn) Where was the farmer from? (Ethiopia) What did George use to look at the seeds? (a microscope) Which invention do you think is best now</p> <p>3 After you read Read and circle. Which fact isn't mentioned? • Pupils complete the activity in pairs. • Check answers</p> <p>4 Work in groups. Use the Internet to find out about a famous Arab inventor or invention. • Place pupils in groups. Ask them to use the Internet to find out about an Arab inventor or invention. • Ask them to share their findings with the class.</p> <p>Activity Book</p> <p>Pups do Exc 1+2+3 Check answers as class.</p>	
2	- read and analyse an article about accidental inventions		Presentation Discussion	Observation			
3	- get the gist of short, simple texts on familiar topics, if supported by pictures		Group work- Pair work	Communication			
4	- scan a simple text to find specific information		Critical thinking	Pencil & Paper			
5	-extract factual details from a simple text		Problem-solving	Reflection			
6	- find relevant Internet texts on specific topics and extract the most important information, e.g. for school projects						
7	-express their opinions on familiar topics, using simple language -do activity book's exercises						

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson Plan
Unit Title : 8: Let's get creative!

Class/Level 5th grade

Lesson Title: 12

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar

Vertical Integration: Present perfect- Horizontal Integration: Culture / Recreation -

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5 6 7	Pupils are expected to be able to: - understand a listening task. - talk about what machines you have used this week - write a personal account of machines in your home - identify people in their surroundings or in pictures from a short, simple description of where they are and what they are doing - talk about past events or experiences, using simple language - write short, simple texts on familiar topics in linked sentences. -do activity book's exercises	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem- solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	Presentation • Explain that in this lesson pupils will listen to a man talking about the machines his family use at home, talk about the machines they use at home and write a personal account of the machines they use at home Practice Pupil's Book Listening 1 8.17 Listen and match. • Refer pupils to page 51 and tell them to look at the pictures carefully before they listen so they know what to listen for. • Play the audio Speaking 2 Which machines have you used this week? What for? • Pupils work in groups. • Ask different groups to tell the class their answers. Writing 3 Read. Which machine does Nada think is the most useful for her dad? • Give pupils a minute to read the account and find the answer. • Pupils check their answers in pairs. 4 Write a personal account about machines in your home. • Read the Writing tip and the plan to pupils. Pupils turn to their Activity Books. Pups do Exc 1+2+3 .Check answers as class.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson Plan
Unit Title : Language booster 4

Class/Level 5th grade

Lesson Title: 1

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar - Vertical Integration: Countries and Flags

- Horizontal Integration: Culture / National Identity and World Affinities

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions-	Performance	Rating scale	Presentation • Explain that in this lesson pupils will learn to talk about countries. • Ask Have you ever been to another country? Which country have you been to? Which country do you want to go to? Pupils raise their hands to answer. Practice Pupil's Book 1 How many countries can you say? • Refer pupils to page 52. • Place pupils in pairs. 2 - Listen, point and repeat. • Play the audio. Pupils point and repeat. • Tell pupils to look at the flags and practise the new vocabulary. Ask questions and have pupils respond using their Yes/No response cards: Does China/Japan/Mexico/Jordan/Brazil/Italy have red/green/black/blue/yellow on its flag? Does China/India/Egypt/Argentina/Morocco/Mexico have a star/circle/the Moon/bird on its flag? • Place pupils in pairs. Pupils say a country for their partner to point to the correct picture. 3 Read and complete. • Pupils complete the activity individually. • Check answers 4 Describe a flag. Your partner guesses. • Place pupils in pairs for this activity. • Monitor pupils, helping where necessary. Activity Book: Pups do Exc 1+2+3) • Check answers as a class.	
2	- : to consolidate and extend vocabulary and grammar from Units 7–8		Presentation Discussion	Observation			
3	- understand simple sentences, given prompts		Group work- Pair work	Communication			
4	- write simple sentences about familiar things, given prompts or a model		Critical thinking	Pencil & Paper			
5	-recognise isolated words related to familiar topics, if spoken slowly and clearly and supported by pictures or gestures		Problem-solving	Reflection			
6	- repeat single words, if spoken slowly and clearly						
7	- understand everyday objects, using simple language						
	- explain the meaning of a word or phrase						
	-do activity book's exercises						

(Daily follow – up table

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson Plan
Unit Title : Language booster 3

Class/Level 5th grade

Lesson Title: 2

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar -

Vertical Integration: the Present perfect and the Past simple

- Horizontal Integration: Culture / National Identity and World Affinities

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B	Direct instructions-	Performance	Rating scale	Presentation • Explain that in this lesson pupils will learn when to use the Present perfect or the Past simple. • On the board, write 1. I've been to Aqaba. and 2. I went to Aqaba last year. • Read the sentences aloud and have pupils repeat. Then ask two pupils to read the sentences. • Ask Which sentence tells us when something happened?	
2	- consolidate and extend vocabulary and grammar from Units 7–8	P. B	Presentation Discussion	Observation		(2) What tense does it use? (Past simple). • Ask Which sentence tells us something about somebody's life that is true? (1) What tense does it use? (Present perfect).	
3	-learn and use the Present perfect and the Past simple	A.B	Group work- Pair work	Communication		Practice Pupil's Book 5 - Listen and repeat. • Refer pupils to page 53. • Tell pupils to look at the grammar box. Play the audio for pupils to listen. Play the audio again pausing after each sentence for pupils to repeat. • Ask pupils to identify the sentences in the Present perfect and the Past simple.	
4	- understand simple sentences, given prompts	Dictionary	Critical thinking	Pencil & Paper		6 - Listen and match. • Tell pupils to read the information first • Play the audio. • Check answers	
5	- identify activities occurring in the past in short, simple dialogues - explain the meaning of a word or phrase	Class Board	Problem-solving	Reflection		7 Read and circle the correct answer. • Pupils work individually to circle the correct answers. • Monitor pupils, helping where necessary.	
6	- repeat phrases and short sentences, if spoken slowly and clearly					8 Use the table in Activity 6 to have a dialogue with a partner. • Read aloud the speech bubbles. • Ask volunteers to act out their conversations for the class.	
7	-talk about past events or experiences, using simple language					Activity Book	
	-do activity book's exercises					Pups do Exc 4+5+6) • Check answers as a class.	

(Daily follow – up table

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson Plan
Unit Title : Language booster 3

Class/Level 5th grade

Lesson Title: 3

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar - Vertical Integration: the Present perfect and the Past simple

- Horizontal Integration: Culture / National Identity and World Affinities

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5 6 7	Pupils are expected to be able to: to learn about the seven continents on Earth - extend vocabulary and grammar- - get the gist of short, simple texts on familiar topics, if supported by pictures - scan a simple text to find specific information - write some familiar words - follow the sequence of events in a simple story or narrative, if told slowly and clearly -express their opinions on familiar topics, using simple language .	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	Presentation • Explain that in this lesson pupils will learn about continents and how they are different. Practice Pupil's Book 1 Think What do you know about the continents? • Refer pupils to page 54. • Place pupils in groups. Read the question. Pupils discuss for one minute in groups of four. They then raise their hands to offer ideas to the class. • Place the world map on the board. Use it to help pupils understand what and where the continents are. Ask Do you know what a continent is? (a very large area of land on Earth) Do you know how many continents there are on Earth? (seven) Do you know what they're called? (Africa, Antarctica, Asia, Europe, North America, Australia, South America) Do they have the same countries, people, animals and plants? (no). 2 - Listen and read. • Before pupils read, draw their attention to the photos. Read out the words, have pupils point to the correct photo and repeat. • Write the vocabulary words on the board, one at a time, with definitions: arid: very dry; climate: the weather in an area; polar: near to the North or South Pole; tropical: from the hotter and wetter parts of the world; temperate: weather that is not very hot or cold. • Say sentences using the vocabulary, e.g. Bananas are a tropical fruit. • Play the audio and have pupils read along in their books. • Check comprehension: How many countries has Asia got? (49) What are tropical areas like? (hot and wet all year) What climate has Europe got? (temperate) What's a polar climate like? (cool summers, very cold winters, lots of snow and ice) What's the largest hot desert in the world? (the Sahara), etc. 3 Check Look and write. Point to the other continents. • Pupils work individually to complete the activity. • Check answers .	

(Daily follow – up table

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson Plan

Unit Title : Language booster 3

Class/Level 5th grade

Lesson Title: 4

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar - Vertical Integration: the Present perfect and the Past simple/ the continents

- Horizontal Integration: Culture / National Identity and World Affinities

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5 6 7	Pupils are expected to be able to: learn more about the continents - extract specific information in short texts on familiar topics . -extract factual details from a simple text -scan a simple text to find specific information -express their opinions on familiar topics, using simple language - write some familiar words - write simple sentences about familiar things, given prompts or a model .	T.B P. B A.B Audio resource. Dictionary Class Board	Direct instructions- Presentation Discussion Group work- Pair work Critical thinking Problem-solving	Performance Observation Communication Pencil & Paper Reflection	Rating scale	Presentation • Explain that in this lesson pupils will learn more about the continents. Ask pupils if they can remember what the climates were like in each of the continents. • Name a country and have pupils call out what the climate is like in that country. Practice Pupil's Book 1 Let's practise! Read and match. • Refer pupils to page 55. • Pupils compare answers in pairs. • Check answers 2 Look at the map on page 54. Complete the fact file with the words from Activity 1. • Pupils refer to the map from the previous lesson and the definitions from Activity 1 to complete the fact file. 3 What do you know about the four continents in the fact file? Read and answer. • Pupils work individually to answer the questions. Encourage them to use complete sentences when they write their answers. Make a poster about a continent. • Invite a pupil to read aloud the steps. • Place pupils in groups to complete the activity. Hand each group a sheet of A4 paper and coloured pencils. • When pupils have compared their posters to another group's, make a class display of the posters.	

(Daily follow – up table

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson Plan

Unit Title : Youth Service Day

Class/Level 5th grade

Lesson Title:

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar -

Vertical Integration: -

Horizontal Integration: Society

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B	Direct instructions-	Performance	Rating scale	<p>Presentation • Explain that in this lesson pupils will learn about a festival that celebrates young people who help their community. • Write charity centre, volunteer and community on the board. Explain the meanings: A charity centre is a place that helps people in need by providing food, medicine, education and housing. Are there any charity centres where you live? A community is all the people that live in an area. Do you know many people in your community? You can be a volunteer at charity centres. You don't get money. When you are a volunteer, you do something because you want to help out.</p> <p>Practice Pupil's Book 1 Listen and read. • Refer pupils to page 56. Read the question and Carlos's speech bubble. Ask different pupils to predict what they think Carlos does at the charity centre. • Play the audio. • Check comprehension with questions. Ask Did you predict what Carlos does? (yes/no) When did Carlos find out about the charity centre? (last year) How often does he visit? (twice a week) Who is he going to tell about the charity centre? (pupils at his school)</p> <p>2 Circle True or False. Say why. • Pupils work individually to complete the activity. They then compare answers in pairs. Check answers</p> <p>3 How can you help in your community? • Pupils discuss in pairs. Then have pupils raise their hands to offer ideas. To promote class discussion, ask Who can you help? What can you do? Can you talk to people/shop for people/visit people/look after pets? Do you already help in your community? What do you do?</p> <p>4 Make a spider diagram of ways to help in your community. • Place pupils in groups</p> <p>Activity Book</p> <p>Pups do Exc 1+2+3+4 • Check answers as a class.</p>	
2	-learn about Youth Service Day	P. B	Presentation Discussion	Observation			
3	- get the gist of short, simple texts on familiar topics, if supported by pictures	A.B	Group work- Pair work	Communication			
4	-scan a simple text to find specific information	Audio resource.	Critical thinking	Pencil & Paper			
5	-make suggestions about what to do, using a few basic fixed expressions (e.g. Let's, Why don't we ...?) .	Dictionary	Problem-solving	Reflection			
	-do activity book's exercises	Class Board					

(Daily follow – up table

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends

Lesson Plan
Unit Title : World Heritage Day

Class/Level 5th grade

Lesson Title:

Number of classes:

Date : From To

Previous Learning : vocabulary and grammar -

Vertical Integration: -- Horizontal Integration: Society/Culture

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Pupils are expected to be able to:	T.B	Direct instructions-	Performance	Rating scale	<p>Presentation • Explain that in this lesson pupils will learn about a festival that takes place each year called World Heritage Day. Explain that World Heritage Day began in 1983. Say that it's celebrated every year to raise awareness and highlight the importance of protecting cultural heritage and historical sites around the world. • Write litter clean-up, grateful and heritage on the board. Say sentences to elicit their meaning, e.g. We did a litter clean-up at the beach last weekend. I'm so grateful that you helped me. That building is part of our national heritage.</p> <p>Practice Pupil's Book 1 - Listen and read. • Refer pupils to page 57. Ask a pupil to read the speech bubble aloud. Ask Where does Sana celebrate World Heritage Day? (at school)</p> <p>• Play the audio and have pupils read along in their books. • Check comprehension with questions. Ask What does Sana do at school for World Heritage Day? (lots of projects and activities) What did they make in school? (a poster) What was the poster about? (important archaeological sites) Where did her community do a litter clean-up? (at an archaeological site near her town).</p> <p>2 Answer the questions. • Pupils complete the activity individually. Encourage them to write complete sentences when they answer the questions. • Check answers</p> <p>3 What can you do to celebrate World Heritage Day at your school? • Pupils discuss in pairs. Then have pupils raise their hands to offer ideas. To promote class discussion, ask What do you think of the idea of World Heritage Day? Why do you think it's a good thing? Apart from cleaning litter from archaeological sites, what else can we do to help? 4 Give a presentation about World Heritage Day activities. • Place pupils in groups. They can use the ideas from Activity 3 or use new ideas. • Provide groups with all the materials they will need. • Monitor pupils, helping where necessary. • When groups present, make sure each pupil gets the opportunity to speak</p> <p>Activity Book</p> <p>Pups do Exc 1+2+3+4 • Check answers as a class.</p>	
2	- learn about World Heritage Day	P. B					
3	- get the gist of short, simple texts on familiar topics, if supported by pictures	A.B	Presentation Discussion	Observation			
4	-scan a simple text to find specific information	Audio resource.	Group work- Pair work	Communication			
5	-understand simple sentences, given prompts	Dictionary	Critical thinking	Pencil & Paper			
6	-guess the meaning of unknown words by linking them to words they already know	Class Board	Problem-solving	Reflection			
7	-write some familiar words (GSE - create a poster to advertise an event or product, given a model						
8	- follow the sequence of events in a simple story or narrative, if told slowly and clearly						
9	- talk about basic personal experiences, using simple linking words						
	-do activity book's exercises						

(Daily follow – up table

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with ... pupils' participation

Challenges that faced me ...some pupils don't follow

- Suggestion for improvement.. good pupils check and help their friends