

Class / Level : 3rd grade
Number of Classes : 2

Previous Learning : good night, photo, ready, tomorrow

Horizontal Integration ::

Lesson Plan

Unit title :1
Date: from _____ to _____

Lesson title :1

Vertical Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To introduce themselves.	SB Flash cards Audio Pupil's Book	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9 2 3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9	Performance-based assessment	2	introduces herself and asks Ss about Ss. Answer Qs about themselves . T. holds up real things in the class , asks Ss to name them. T. holds up flash cards .S spell and read words Loudly	20
2	To infer the meaning of new words through familiar context			Communication			20
3-	Respond to short simple To demonstrate recognition short simple words		Group Work	Observation 1		Ss look at PB e.x.1 .T. asks Qs . About the pictures.: What can you photo .plays the cassette Ss. listen and point S-s act out the dialogue loudly in groups T. checks reading T. ends the lesson by	40

Day & Date	Section	Period	Fulfilled Outcomes	Homework

	A& B			

Reflection :

1- I feel satisfied withss participation

2- Challenges that faced mesome ss don't follow

Class / Level : 3rd grade

Number of Classes :2

Previous Learning: photo, book

Horizontal Integration

Lesson Plan

Unit title : 1

Date: from to

Lesson title :- 2

Vertical Integration: past simple

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To participate in short ,simple guided exchanges.	Pupil's Book4	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	Performance-based assessment	Check list	T. revising Ss by holding up flash cards about words they had in the ex lesson T. Asks Qs: what is this? T. Asks Qs: whose book is this? Ss. Answer Qs using ('s)in sentences P.B Ss look at P.B T. Plays cassette. Ss listen	10
2-	To pronounce learned short English words correctly.	Activity Book4	2				40
3-	To follow short ,simple oral instructions related to work in class. <i>To match spoken short ,simple words and sentences with print.</i> <i>To recognise short ,simple familiar words and phrases.</i>	Audio Pupil's Book flash cards	3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9 k	Communication Observation		And repeat. S-s act out the dialogue T. writes words on the board .Ss spell and read words loudly Ss look at AB e.x.1 .T-s T. asks the 1st Q and a student match with answers S-s ask and answer Qs T. plays the cassette Ss listen and check answers Ss look at A.B e.x.1 .Ss look at the pictures T plays the cassette Ss listen and number . TO helps and check answers	20
	To use reading strategies to identify meaning in short simple text					T. ends the lesson by writing words missing	10

Day & Date	Section	Period	Fulfilled Outcomes	Homework
	A&B			
	A& B			

Reflection :

3- I feel satisfied withss participation

4- Challenges that faced mesome ss don't follow

3- Suggestion for

Lesson Plan

Class / Level : 3rd grade

Number of Classes :1

Previous Learning: balloon, bin, cooker, fridge

Horizontal Integration :

Unit title : 1

Date: from :-

Lesson title :- 3

to

Vertical Integration: past simple

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To demonstrate recognition short simple words	Pupil's Book 5	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	Performance-based assessment	Check list	.starts by holding up real things ,asks Ss Whose are they? Ss look and say	5
2	To use flash cards to understand new or unfamiliar words when listening .	Activity Book 5 Audio Pupil's Book	2 3 – 1 / 3 – 3 3 – 8			T asks more Qs :Whose next to Ahmad?/Salma?/.Ss . look and answer Ss . look at P.B ex 5 T asks Ss to describe the pictures telling where things are Ss read and match with pictures TO helps and check	30
3	To use short sentences to participate in simple exchange based on learned models To respond to short simple Qs about before and after listening . To use an apostrophe to show simple possession	Wall Chart (At home) board Flashcards (balloon, bin, cooker, fridge)	4 – 1 / 4 – 4 4 – 8 / 4 – 9	Communication Observation		Ss look at A.B ex 5 T asks Qs about the pictures What can you see? can you see apples? Ss look then answer Ss look and circle with Yes/No TO helps and check answers T. ends the lesson by asking Qs	5

					Is this Ahmad's pen? Where is the bin?	
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Prepared by :

Day & Date	Section	Period	Fulfilled Outcomes	Homework
	A&B			
	A& B			

School principle Date
Signature :

Class / Level : 3rd grade
Number of Classes : 1
Previous Learning:
Horizontal Integration

Lesson Plan
Unit title :1
Date: from to

Lesson title :4

Vertical Integration

:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To demonstrate recognition of short , simple words	Pupil's Book 6 Ex4	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2	2	Revision .holds up flash cards of new words Ss T look spell ,and say loudly	- 15 M
2	To use short sentences to participate in simple exchange based on learned models	Activity Book 5Ex 4	2	4 – 3 / 5 – 1		Ss look at P.B ex 4 T-s act out the short dialogue S-s ask and answer their own Qs	- 15 M
3	To print words correctly, legibly and neatly	Audio Pupil's Book	3 – 1 / 3 – 3 3 – 8			about the pictures T0 helps and check.	- 15 M
4	To use an apostrophe to show possession and a full stop at the end of a sentences	Wall Chart board Flashcards balloon, bin, cooker, fridge	4 – 1 / 4 – 4 4 – 8 / 4 – 9			Ss look at A.B ex 4T asks Qs about the pictures Whose bag is it? Ss look then answer S-s ask and answer Qs then complete sentences T0 helps and check answers	- 20 M
						T. ends the lesson by holding things of Ss	- 25 M

					Is this Ahmad's pen?Where is the shirt, bed , football ?	
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Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

1- I feel satisfied with

2- Challenges that faced me

3- Suggestion for improvement

Class / Level : 3rd grade

Number of Classes : 1

Previous Learning:

Horizontal Integration

Lesson Plan

Unit title :1

Date: from

to

Lesson title : 5

Vertical Integration

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To identify the meaning of simple familiar information when reading .	Pupil's Book 6 Ex5	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2	2	T: .starts by holding up real things ,asks Ss Whose are they? Ss look and say. T asks more Qs :what can you see in the bedroom ?/.Ss . look and answer Ss . look at P.B ex 6 T asks Ss to describe the pictures telling where things are Ss read and match with picturesT0 helps and check Ss look at A.B ex 5T asks Qs about the pictures What can you see? can you see ruler? Where is the ruler ? Ss :read the information in the box and match it to one of the pictures . T0 helps and check answers	- 15 M
2	To orally describe in short ,simple sentences .	Activity Book 6 Ex 5 Audio Pupil's Book	2 3 – 1 / 3 – 3 3 – 8	4 – 3 / 5 – 1			- 15 M
3	To use short sentences to participate in simple exchange based on learned models	Wall Chart board Flashcards	4 – 1 / 4 – 4 4 – 8 / 4 – 9				- 20 M
							- 25 M

					T. ends the lesson by asking Qs	
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Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

1- I feel satisfied with

2- Challenges that faced me

3- Suggestion for improvement

Prepared by : School principle Date :

Signature :
Lesson Plan

Unit title : 1
Date: from to

Lesson title 6

Class / Level : 3rd grade

Number of Classes : 2

Previous Learning wardrobe

Integration:

Horizontal Integration

Vertical

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To pronounce diphthongs correctly.	Pupil's Book 7 Ex+6+7+8	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	T starts giving Ss wrong sentences: the bin is on the desk Ss look and correct . Ss look at P.B ex 6 T plays the cassette Ss repeat loudly the new words Ss spell them loudly TO helps and check answers.	- 15 M
2	To orally describe in short ,simple sentences .	Activity Book 6 Ex 6 Audio Pupil's Book	2	3 – 1 / 3 – 3 3 – 8		Ss look at P.B ex 7 A student read Ss talk about themselves like the example.	- 15 M
3	Sing simple song with peers after listening to a tape.	Wall Chart	4 – 1 / 4 – 4 4 – 8 / 4 – 9			Ss look at P.B ex 8 T asks Qs about the pictures Who can you see? T plays the cassette Ss: listen and sing loudly part by part as groups then individually	- 20 M
4	To learn a new sound. To print words correctly ,legibly, and n neatly.	board				TO helps and check answers Ss look at A.B EX 6 Ss spell the words loudly then T :Plays the cassette Ss listen and repeat the song	- 25 M
5	To demonstrate recognition of basic English sound and their combinations in simple words and phrases	Flashcards (Dear-sleeve, women)					

						T. ends the lesson by asking Ss to describe their bedrooms to the class	
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Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

1- I feel satisfied with

2- Challenges that faced me

3- Suggestion for

Class / Level : 3rd grade

Number of Classes : 2

Previous Learning wardrobe

Integration:

Horizontal Integration

Lesson Plan

Unit title : 1

Date: from to

Lesson title7

Vertical

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		

1	To sing simple song with peers after listening to a tape.	Pupil's Book 7 Ex++8	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	T .show the pupils wall chart Ss look and point to the object in the wall chart . Ss look at P.B ex 7 T: plays the cassette Ss :repeat loudly the song . TO helps and check answers. Ss look at P.B ex 7 A student read Ss talk about themselves like the example. Ss look at P.B ex 8 T .asks Qs about the pictures Who can you see? T plays the cassette Ss: listen and sing loudly part by part as groups then individually TO helps and check answers Ss look at H.B EX 7 T :Plays the cassette Ss listen and repeat T. ends the lesson by asking Ss to describe their bedrooms to the class	- 15 M
2	To demonstrate recognition short simple words	Activity Book 6 Ex 6	2				- 15 M
3	To identify the meaning of simple reading materials.	Audio Pupil's Book	3 – 1 / 3 – 3 3 – 8				- 20 M
4	To show enjoyment in simple rhymes and songs in English	Wall Chart board Flashcards	4 – 1 / 4 – 4 4 – 8 / 4 – 9				- 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

1- I feel satisfied with

2- Challenges that faced me

3- Suggestion for

Lesson Plan

Unit title :2

Lesson title :1

Date: from to

Class / Level : 3rd grade

Number of Classes : 2

Previous Learning : English lesson, Moths, Islamic Education, favourite, Thursday

Form # Qf71-14rev.a

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	TO Respond to short ,simple questions before and after reading. To use a wall chart to identify new or unfamiliar words when listening To demonstrate recognition short simple words	SB Flash cards Audio Pupil's Book	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9 2 3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9 Group Work	Performance-based assessment	2	T starts by revising Ss with words : morning ,afternoon, English T. aske Qs : Where is your pupils book/pencil,..? T.holds up flashcards of time. Ss. Look and read loudly. Ss. Look at P.B ex.1 T. asks Qs about the: Pictures What's the time ?..Where's Asma? Ss.: look at the pictures then answer. T. plays the cassette then find the words T. plays the cassette ,Ss repeat loudly several times T.: asks more Qs about the lesson: What day is it? Do you have Islamic Education today? ,	20
2				Communication	Observation 1		20
3-							40

Class / Level : 3rd grade
Number of Classes :2

Lesson Plan
Unit title : 2
Date: from to

Lesson title :- 2

Previous Learning: a quarter to, a quarter past,

Horizontal Integration

: Vertical Integration: past simple

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To follow short ,simple oral instructions related to work in class.	Pupil's Book8	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9 2	Performance-based assessment	Check list	T. revising Ss by holding up flash cards about words they had in the ex lesson T. Asks Qs: about the time ? Ss. Answer Qs using ('s)in sentences P.B Ss look at P.B T. Plays cassette. Ss listen And repeat. S-s act out the dialogue T. writes words on the board .Ss spell and read words loudly Ss look at AB e.x.1 .T-s T. asks the 1st Q and a student match with answers S-s ask and answer Qs T. plays the cassette Ss listen and check answers Ss look at A.B e.x.1 .Ss look at the pictures T plays the cassette Ss listen and number . T0 helps and check answers	10
2-	To respond to simple words in short simple instructions, questions and guided exchanges.	Activity Book8	3 – 1 / 3 – 3 3 – 8	Communication Observation		T. ends the lesson by writing new words g	40
3-	To read a story with correct pronunciation	Audio , Pupil's Book board Flashcards	4 – 1 / 4 – 4 4 – 8 / 4 – 9				

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Lesson Plan

Class / Level : 3rd grade

Number of Classes : 1

Previous Learning: Arabic, finnish, timetable, Islamic Education

Horizontal Integration :

Unit title : 2

Date: from :-

Lesson title :- 3

to

Vertical Integration: past simple

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To respond to simple words in short simple instructions, questions and guided exchanges.	Pupil's Book 9	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	Performance-based assessment	Check list	.starts by holding up books ,asks Ss what's the time ?Ss look and say the correct time T asks more Qs about the timetable?	5
2	To use short sentences to participate in simple exchange based on learned models	Activity Book 9 Audio Pupil's Book	2 3 – 1 / 3 – 3 3 – 8	Communication		what time do we leave home? : /.Ss . look and answer Ss . look at P.B ex 3 T asks Ss to ask their weekend timetable Ss read and match with pictures TO helps and check	30
3	To match short ,simple spoken words and sentences with print . To respond to simple words in short familiar instructions when reading e.g timetable ,	Wall Chart board Flashcards Arabic, finnish, timetable, Islamic Education	4 – 1 / 4 – 4 4 – 8 / 4 – 9	Observation		3 T asks Qs about the pictures What do you do on Friday ? Ss look at A.B ex 3 T asks Qs about the pictures What do you do on Friday ? Ss look then answer Ss look and answer from the box TO helps and check answers T. ends the lesson by asking Qs quarter past , half past , quarter to	5

Day & Date	Section	Period	Fulfilled Outcomes	Homework

	A&B			
	A& B			

Prepared by :

..... Signature :

School principle Date

Class / Level : 3rd grade
Number of Classes : 1
Previous Learning:
Horizontal Integration

Lesson Plan
Unit title :2
Date: from to

Lesson title :4

Vertical Integration

:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use short questions and sentences to participate in simple exchanges.	Pupil's Book 10 Ex4	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2	2	Revision .holds up flash cards of new words Ss T look spell, and say new words loudly Ss look at P.B ex 4 T-s act out the short dialogue S-s ask and answer their own Qs about the pictures T0 helps and check.	- 15 M
2	To pronounce short simple questions and sentences with correct intonation patterns.	Activity Book 10 Ex 4+	2	4 – 3 / 5 – 1		Ss look at A.B ex 4 T asks Qs about the pictures Whose bag is it?	- 15 M
3	To respond to simple familiar instructions	Audio pupil's Book	3 – 1 / 3 – 3 3 – 8			Ss look then answer S-s ask and answer Qs then complete sentences T0 helps and check answers	- 15 M
4		Wall Chart board Flashcards	4 – 1 / 4 – 4 4 – 8 / 4 – 9			T. ends the lesson by	- 20 M
							- 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

3- I feel satisfied with

4- Challenges that faced me

3- Suggestion for improvement

Class / Level : 3rd grade

Number of Classes : 1

Previous Learning: open, have, feed .take photo touch

Horizontal Integration

Lesson Plan

Unit title :2

Date: from to

Lesson title : 5

Vertical Integration

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use reading strategies to identify meaning in short simple text .	Pupil's Book 10 Ex5	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2	2	T: starts by holding up real things ,asks Ss Do you visit your grandparents on Friday? Ss : answers	- 15 M
2	To pronounce short simple questions and sentences with correct intonation patterns	Activity Book 10 Ex 5 Audio pupil's Book	2 3 – 1 / 3 – 3 3 – 8	4 – 3 / 5 – 1		ss: ask each other's oral questions .	- 15 M
3	To respond to simple words in short simple instructions, questions and guided exchanges.	Wall Chart board	4 – 1 / 4 – 4 4 – 8 / 4 – 9			T asks to make timetable for the weekend Ss . look at P.B ex 5 T asks Ss to describe the timetable Ss : complete the timetable T: helps and check	- 20 M
4-	To make connections between prior knowledge and experience and short simple reading materials .	Flashcards ()				T: helps and check T asks Qs about the zoo timetable Ss look at H.BE.x 4 Ss look and circle with Yes/No T0 helps and check answers T. ends the lesson by asking Qs	- 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

3- I feel satisfied with

4- Challenges that faced me

3- Suggestion for improvement

Prepared by : School principle Date : Signature :
Supervisor Date : Signature :

Class / Level : 3rd grade
Number of Classes : 2
Previous Learning
Horizontal Integration

Lesson Plan
Unit title : 2
Date: from to : :

Lesson title 6

Vertical Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use prior knowledge to participate in short ,simple guided exchanges.	Pupil's Book 11 Ex+6+7+8	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2	2	T .present the present simple. T: What's your favourite day of the week ? What do you do after school ? : Ss answers orally . Ss look at P.B ex 6 T plays the cassette Ss in pairs ask each other oral questions and answers TO helps and check answers.	- 15 M
2	To make a short simple presentation to the class on familiar topics. To learn a new sound . To print English letter correctly ,legibly. and neatly. To respond to simple familiar instructions (e.g) an activities timetable	Activity Book 10 Ex 8+9+10 Audio Pupil's Book Wall Chart board Flashcards ()	2 3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9	4 – 3 / 5 – 1		Ss look at P.B ex 7 A student read Ss talk about themselves like the example. Ss look at P.B ex 7T: .asks Qs about the pictures What's the time ? T plays the cassette Ss listen and repeat(a quarter to four)(draw) loudly part by	- 15 M - 15 M - 20 M - 25 M

						part as groups then individually TO helps and check answers Ss look at A.B EX 8 Ss : write time table on their books T. ends the lesson by checking their works .	
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Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

3- I feel satisfied with

4- Challenges that faced me

3- Suggestion for

Class / Level : 3rd grade

Number of Classes : 2

Previous Learning : the time

Integration:

Horizontal Integration

Unit title : 2

Date: from to

Lesson title7

Vertical

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		

1	To match spoken short, simple spoken words and sentences with print.	Pupil's Book 7 Ex++8	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	T .show the pupils flash cards Ss look and say the words correctly . Ss look at P.B ex 7 T: plays the cassette Ss :repeat loudly the song . T: ask What time do you have Maths today? TO helps and check answers. Ss look at H.B ex 7 A pupils complete the sentences with words in the box individually . talk about themselves like the example. Ss look at H.B ex 8 T .asks Qs about the ex ? T Ss: choose the answers and TO helps and check answers Ss look at read it to the partner .H.B EX 9 : Ss write the correct time T: check their answering	- 15 M
2	To write simple words and short and sentences on familiar topics.	Activity Book 6 Ex 6	2				- 15 M
3	to read sentences with the correct intonation and pronunciation .	Audio Pupil's Book	3 – 1 / 3 – 3 3 – 8				- 20 M
4	To pronounce short learned English words and sentences correctly. To copy short, simple sentences correctly, legibly and neatly.	Wall Chart board Flashcards (4 – 1 / 4 – 4 4 – 8 / 4 – 9				- 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

1- I feel satisfied with

2- Challenges that faced me

3- Suggestion for

Class / Level : 3rd grade

Lesson Plan
Unit title :3

Lesson title :1

Form # Qf71-14rev.a

Number of Classes : 2

Date: from -

to

Previous Learning: country, doctor, hospital, pilot, travel, work

Horizontal Integration ::

Vertical Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To say tow - syllable words with correct stress.	SB		Performance-based assessment	2	T Shows Ss the Wall chart jobs and work Qs: Who flies a plane? Ss look and answer	20
2	To respond to short, simple questions before and after listening . To respond to flash cards To understand new words when listening	Flash cards Audio Pupil's Book Wall chart jobs and work	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9 2 3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9	Communication Observation 1		Ss say the jobs words T asks Does your uncle fly a plane? Ss look and answer Qs S-s ask and answer Qs about jobs Ss look at P.B ex4 Ss look at the pictures T. asks Qs about it Who is the boy ?Who is the woman? Ss look and answer S-s ask and answer Qs in their books T. asks Qs about the pictures: What is this? T-S) act out the dialogue .(S-s) act out their Own dialogue T checks answers Ss look and answer Qs	20 40

Day & Date	Section	Period	Fulfilled Outcomes	Homework
	A& B			

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Class / Level : 3rd grade
 Number of Classes :2
 Previous Learning:
 Horizontal Integration

Lesson Plan

Unit title : 3
 Date: from _____ to _____

Lesson title :- 2

: Vertical Integration: past simple

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To demonstrate recognition short simple words		1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	Performance-based assessment	Check list	T. revises Ss the present simple with he and she Qs: Does your mum work in a hospital? Does your father travel from place to place ? T: what does your uncle do? Ss. Answer Qs Ss. Look at P.B ex.1 T.. plays the cassette And pauses after each part Ss listen and co ,simple oral instructions No ,she likes drawing Ss. Look at P.B ex.2 Ss look at the cardboard time is it? Ss look and answer.S-s ask and answer Qs plays the cassette Ss listen and point T.. plays the cassette Ss. Look at A.B ex1 Ss read words loudly T. Asks Qs about the pictures :What they do? ss: do H.Bpd EX 1+2	10
2-	To follow short, simple oral instructions related to work in class. To respond to simple instructions questions and guided exchanges. To respond to simple questions before and after listening	Pupil's Book12 Activity Book12 Audio Pupil's Book Wall Chart board Flashcards	2 3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9 k	Communication Observation			40 20 10

Day & Date	Section	Period	Fulfilled Outcomes	Homework
	A&B			
	A& B			

Reflection :

6- I feel satisfied withss participation

7- Challenges that faced mesome ss don't follow

Lesson Plan

Class / Level : 3rd grade

Number of Classes : 1

Previous Learning: chef, pilot, plane, restaurant ,school, teacher

Horizontal Integration :

Unit title : 3

Date: from :- to

Lesson title :- 3

Vertical Integration: past simple

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use short questions and sentences to participate in simple exchanges.	Pupil's Book Activity Book Audio Pupil's Book Wall Chart	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9 2 3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9	Performance-based assessment Communication Observation	Check list	Shows Ss the pictures (chef, pilot, plane, restaurant ,school, teacher) asks Qs: what does he /she do ? Ss look and answer(He/she is a --- Shows Ss the Wall chart jobs and work Ss: open their books p 13 in pairs they ask and answer the questions about themselves. Ss look at H.B ex 3 T plays the cassette. Ss : listen and write the correct answer S-s act out the short dialogue T .helps and checks answers	5
2	To develop to identify simple spoken words and short sentences and their meaning .	board Flashcards					30
3	To use reading strategies to identify meaning in short simple text .	chef, pilot, plane, restaurant ,school, teacher					5

Day & Date	Section	Period	Fulfilled Outcomes	Homework
	A&B			

Class / Level : 3rd sgrade

Number of Classes : 1

Previous Learning: job, airport, drive, nurse

Horizontal Integration

Lesson Plan
Unit title :3
Date: from _____ to _____

Lesson title :4

Vertical Integration

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use reading strategies to identify meaning in short simple text . To ask and respond to questions before during and after reading .	Pupil's Book	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2	2	T Shows Ss the Wall chart jobs and work Qs: Who flies a plane? Ss look and answer Ss say the jobs words T asks Does your uncle fly a plane? Ss look and answer Qs S-s ask and answer Qs about jobs	- 15 M
2		Activity Book	2	4 – 3 / 5 – 1		Ss look at P.B ex4 Ss look at the pictures T. asks Qs about it	- 15 M
3	To copy short simple sentences correctly legibly and neatly	Audio Pupil's Book	3 – 1 / 3 – 3 3 – 8			Ss look and answer S-s ask and answer Qs in their books	- 15 M
4		Wall Chart	4 – 1 / 4 – 4 4 – 8 / 4 – 9			T. asks Qs about the pictures: What is this their Own dialogue correctly T checks answers Ss look and answer Qs	- 20 M
		board				T. ends the lesson by asking Ss to say jobs words begin with n	- 25 M
		Flashcards					
		airport, drive, nurse					

						Ss say it T .helps and checks answers	
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Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

5- I feel satisfied with

6- Challenges that faced me

Class / Level : 3rd grade
Number of Classes : 1

Lesson Plan

Unit title :3

Date: from to

Lesson title : 5

Previous Learning: Dear-sleeve, women
Horizontal Integration

Vertical Integration

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To respond to simple instructions questions and guided exchanges.	Pupil's Book Activity Book Audio ,Pupils,s Book	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2	2	T writes incomplete sentences on the board Ss look and complete .holds up flashcards of jobs words Ss spell and say the jobs words Ss look and answer Qs S-s ask and answer Qs about jobs Ss look at P.B ex5 Ss look at the letter T. asks Qs about it Ss look and answer Ss individually read parts of the letter S-s ask and answer Qs about it T checks answers T.ends the lesson by giving Ss wrong sentences about the letter.Ss correct them T .helps and checks answers	- 15 M
2	To respond to simple questions before and after listening.	Wall Chart	3 – 1 / 3 – 3 3 – 8	4 – 3 / 5 – 1			- 15 M
-	To use simple words in short sentences to take part in short ,simple guided and familiar exchanges .	board	4 – 1 / 4 – 4 4 – 8 / 4 – 9				- 20 M
	To use capital letters when starting a sentences	Flashcards					- 25 M

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Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

5- I feel satisfied with

6- Challenges that faced me

3- Suggestion for improvement

Prepared by :

School principle

Date :

Signature :

Supervisor

Date :Signature :

Class / Level : 3rd grade

Number of Classes : 2

Previous Learning : fly.

Vertical Integration:

Horizontal Integration

Lesson Plan

Unit title : 3

Date: from to

Lesson title 6

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		

1	To pronounce short learned English words and sentences correctly. To sing simple songs with peers after listening to a tape.	Pupil's Book Activity Book Audio Pupil's Book Wall Chart board Flashcards	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9 2 3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	revise pupils the present simple with he/she writes words on the board Ss look and put them in sentences .holds up flashcards of jobs words Ss spell and say the jobs words(fly, pilot) Ss look at P.B ex6 Ss bring balloons for the Teachers Day project Ss write their own message Ss look at A.B.ex 7T. explains the ex Ss need to write words to come Ss read their letters T: plays the cassette pupils listen and repeat. T.:ends the lesson by asking Ss to read their favourite message	- 15 M - 15 M - 15 M - 20 M - 25 M
2	To learn a new sound. To print English letters correctly legibly and neatly.						

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

3- I feel satisfied with

4- Challenges that faced me

3- Suggestion for

Class / Level : 3rd grade
Number of Classes : 2
Previous Learning
Horizontal Integration

Lesson Plan
Unit title : 3
Date: from : to :

Lesson title 7

Vertical Integration:

Form # Qf71-14rev.a

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To spell learned words .	Pupil's Book	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2	2	Revise the job (the simple present he/ she? t: let students practise new words .ss: look and put them in sentences .holds up flashcards of jobs words Ss spell and say the jobs words	- 15 M
2	To develop strategies identify simple spoken words and short sentences	Activity Book Audio Pupil's Book	2	4 – 3 / 5 – 1			- 15 M
3	To show enjoyment in simple rhymes and songs in English	Wall Chart	3 – 1 / 3 – 3 3 – 8				- 15 M
4	To copy short, simple sentences correctly, legibly and neatly,	board	4 – 1 / 4 – 4 4 – 8 / 4 – 9				- 20 M
5	To use knowledge of punctuation to identify the meaning of what they read .	Flashcards				Ss look at P.B ex6Ss bring play the song ss: sing the song H.B.ex 8 +9+10T. explains the ex Ss need to listen and write the correct answers T.ends the lesson by asking Ss jobs words	- 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

1- I feel satisfied with

2- Challenges that faced me

3- Suggestion for

Lesson Plan

Class / Level : 3rd grade

Form # Qf71-14rev.a

Class / Level : 3rd grade
Number of Classes : 2

Lesson Plan
Unit title :4
Date: from _____ to _____

Lesson title :1

Previous Learning : drawing balloon, bin, but, fly, lesson, photo, tomorrow

Horizontal Integration ::

Vertical Integration:

No .	Specific Outcomes	Resource s & Materials	Instructiona l Strategies	Assessment		Procedures	Durat ion
				Strategy	Tool		
1	To recognise the correct orders of words	SB	1 – 1 / 1 – 3	Performance-based assessment	2	Use picture of food to revise polite offers and answers.	20
2	To respond to simple questions before and after listening.	Flash cards	1 – 7 / 1 – 8	Communication		Ask a pair of ss to have the conversation.	20
3	To use prior knowledge to participate in short ,simple guided exchanges.	Audio Pupil's Book	1 – 9	Observation 1		Use the flashcards to revise the seasons by asking what season is it? What is your favorite one?	
	To recognise familiar words and phrases	wall chart	2			Use the wall charts: At home, Seasons and weather, Food and restaurant and read out the words randomly. Ask ss to point to the correct picture.	
	To use knowledge of punctuation to identify the meaning of what they read .		3 – 1 / 3 – 3 3 – 8			Ask ss to look at the pictures and ask different questions to help them in describing the pictures.	
			4 – 1 / 4 – 4			Say listen and read the story.	
			4 – 8 / 4 – 9			Play the recording and ask ss to point to the words.	
						Elicit the answer to the question: what is mum cooking for lunch?	
						Play the recording again, pause for the ss to repeat as a class then alone.	
						Ask some comprehension questions.	
						Ask ss to act out the story in closed then open groups.	
						End by asking ss to practice the offer would you like...	

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Class / Level : 3rd grade

Number of Classes :2

Lesson Plan

Unit title : 4

Date: from _____ to _____

Lesson title :- 2

Previous Learning: Arabic, English, Islamic Education, Math's. Science

Horizontal Integration

:

Vertical Integration: past simple

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1				1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	Performance-based assessment	Check list	10
2-	To respond to short simple oral instructions related to work in class.	Pupil's Book16		2			40
3-	To respond to simple words in short simple instructions.	Activity Book16		3 – 1 / 3 – 3 3 – 8	Communication		20
4	To use reading strategies to identify meaning in short simple text .	Audio Pupil's Book Wall Chart board Flashcards		4 – 1 / 4 – 4 4 – 8 / 4 – 9 k	Observation		10
	To participate in short simple guided exchanges						

Day & Date	Section	Period	Fulfilled Outcomes	Homework
	A&B			

Class / Level : 3rd grade

Number of Classes :1

Previous Learning: wardrobe

Horizontal Integration :

Unit title : 4

Date: from :-

to

Lesson title :- 3

Vertical Integration: past simple

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use short sentences to participate in simple exchanges based on learned models.	Pupil's Book 17	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9 2	Performance-based assessment	Check list	Ask about the Wallchart (At home Ask ss to use the flashcards to say a sentence about their card.	5
2	To orally describe pictures in short, simple sentence . To participate in short simple guided exchanges. To demonstrate recognition of short simple words .	Activity Book17 Audio Pupil's Book Wall Chart board Flashcards	3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9	Communication Observation		Use the wall chart: At home, to mime different actions and to ask ss to point to correct picture. Do it alternatively by miming an action while pointing to an incorrect picture. Ask ss to correct. Hold up the book and point to the children. Say This is Alia and Rakan. Elicit where characters are by asking different questions. Choose a student to read the 2 sentences about the picture. Make sure she/he pay attention to the commas. Ask ss to say sentences about their picture in pairs. End by providing the beginning of some sentences for the ss to finish, e.g. writing	30 5

Day & Date	Section	Period	Fulfilled Outcomes	Homework
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Class / Level : 3rd grade

Number of Classes : 1

Previous Learning: airport, chef, country, doctor, hospital, nurse, pilot, plane, restaurant, travel. Work

Horizontal Integration

Unit title :4

Date: from to

Lesson title :4

Vertical Integration

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use short sentences to participate in simple exchanges based on learned models	Pupil's Book 17 Ex4 + Audio Pupil's Book	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9 2	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	Point to the different jobs on the wall chart: Jobs and work and ask ss to say what they are. Ask ss to ask and answer What does your father do ? Ask ss to tell the class about their partner, e.g. Ahmad's a doctor Ask ss to describe picture 1. Say Listen. Play the 1 st dialogue while ss point to the 1 st picture and ask:? Play the rest of the recording while ss listen and point to the correct picture. Play it again and ask ss to describe the pictures. Ask ss to tell what the ppl are doing in each picture. Say NOW listen and say Yes or No.	- 15 M
2	To follow short simple oral instructions related to work in class. To pronounce learned short English sentences correctly	Wall Chart board Flashcards	3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9				- 15 M - 15 M - 15 M - 20 M - 25 M

					Play the recording , pause for ss to give answer. Ask ss to say what they can see in pairs. End by asking the class to tell different jobs .	
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Day & Date	Section	Period	Fulfilled Outcomes	Homework
.....				

Class / Level : 3rd grade

Unit title :4

Lesson title : 5

Number of Classes : 1

Date: from _____ to _____

Previous Learning: airport, chef, country, doctor, hospital, nurse, pilot, plane, restaurant, travel. Work

Horizontal Integration

Vertical Integration

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		

1	<p>To use prior knowledge to participate in simple exchanges</p>	<p>Pupil's Book 18 Ex5</p>	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	<p>Show a map of the world and ask: what does your father do ? ask a student to answer them orally</p>	- 15 M
2			2 3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9			<p>Ask : What's the jobs they like in Jordan/? Why? Why not?</p> <p>Ask What can you do in Canada in winter? Elicit answers by showing flashcards of , chef, country, doctor, hospital, nurse, pilot, plane, restaurant, travel. Work.</p> <p>Ask ss to point to the appropriate jobs for doing that by showing the wall chart: jobs and work. And elicit all words related to that job.</p> <p>Point to different jobs</p> <p>Tell ss to read the paragraph and choose the correct picture individually then in pairs.</p> <p>Monitor their pronunciation.</p> <p>Choose ss to read a sentence each. Show the differences between the 2 pictures.</p> <p>End by giving ss the beginning of some sentences to finish, e.g. she's ...</p>	- 15 M
							- 15 M
							- 20 M
							- 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Class / Level : 3rd grade

Lesson Plan
Unit title : 4

Lesson title 6
Form # Qf71-14rev.a

Number of Classes : 2
 Previous Learning
 Horizontal Integration

Date: from : to :

Vertical Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To follow short, simple oral instructions related to work in class.	Pupil's Book 18 Ex+6+	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	Show a map of the world and ask: what does your father do ? ask a student to answer them orally	- 15 M
2	To make simple cards and posters	Activity Book 17 Ex 4 Audio ,Pupils,s Book	2 3 – 1 / 3 – 3 3 – 8			Ask : What's the jobs they like in Jordan/? Why? Why not?	- 15 M
3	To use reading strategies to identify meaning of short texts	Wall Chart board Flashcards	4 – 1 / 4 – 4 4 – 8 / 4 – 9			Ask What can you do in Canada in winter? Elicit answers by showing flashcards of , chef, country, doctor, hospital, nurse, pilot, plane, restaurant, travel. Work.	- 15 M
	To pronounce diphthongs ,words and sentences correctly					Ask ss to point to the appropriate jobs for doing that by showing the wall chart: jobs and work. And elicit all words related to that job.	- 20 M
	To complete a short simple letter to a friend.					Point to different jobs	- 25 M
	To print short simple sentences correctly legibly and neatly					Tell ss to read the paragraph and choose the correct picture individually then in pairs.	
						Monitor their pronunciation.	
						Choose ss to read a sentence each.	
						Show the differences between the 2 pictures.	
						End by giving ss the beginning of some sentences to finish, e.g. she's	

Day & Date	Section	Period		Homework
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Class / Level : 3rd grade
Number of Classes : 2

lesson Plan
Unit title : 4
Date: from to

Lesson title 7

Previous Learning : teacher . pilot, plane, airport, nurse

Vertical Integration: Horizontal Integration

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To participate in a spelling game.	Pupil's Book 18 Ex4	1 – 1 / 1 – 3 1 – 7 / 1 – 8	1 – 3 / 1 – 6 2 – 2 / 3 – 2	2	T .show the pupils wall chart Ss look and point to the object in the wall chart . Ss look at P.B ex 4 T: plays the cassette Ss :repeat loudly the song . T0 helps and check answers.	- 15 M
2	To match a listening text about time with pictures of clocks.	Activity Book 18Ex 5+6	1 – 9	4 – 3 / 5 – 1		Ss look at P.B ex 8 A student read Ss talk about themselves like the example.	- 15 M
3	To pronounce short learned English words and sentences correctly.	Audio ,Pupil's Book board	2 3 – 1 / 3 – 3 3 – 8			Ss look at P.B ex 8 A student read Ss talk about themselves like the example.	- 15 M
4	To ask and respond to questions before during and after reading . ,	Flashcards	4 – 1 / 4 – 4 4 – 8 / 4 – 9			Ss look at P.B ex 5 T .asks Qs about the pictures Who can you see? T plays the cassette Ss: listen and sing loudly part by part as groups then individually T0 helps and check answers Ss look at H.B EX 5 T :Plays the cassette Ss listen and repeat	- 20 M
							- 25 M

Unit title :5
Lesson title :1

Number of Classes : 2

Date: from to

Previous Learning : autumn, Canada, cold, ice-skating, rainy, season, snowman, snowy, spring, summer, weather ,wind ,
winter

Horizontal Integration ::

Vertical Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To learn new words through direct instructions and assigned independent language exercises and activities	SB Flash cards Audio Pupil's Book	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9 2 3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9	Performance-based assessment Communication Observation	2 1	T .introduces the lesson by asking general Qs :What's your favourite season? What season is it ?Ss answer Qs T: holds up flashcards of seasons asks : Is it spring? What season is it? What is the weather like in it? Ss. Answer Qs about seasons Ss look at P.B ex 1 T. asks Qs about the pictures Where are they? What are the looking at? Ss look and answer	20 20 40
2	To use pictures clues to make prediction about the content of reading material						
3	To respond to simple questions before and after listening					T. plays the cassette then ask Ss listen and repeat loudly Tasks more Qs about it Where does Uncle Rakan travel to?	
4	To say two –syllables word with correct stress					Is it hot in Canadain winter? T. plays the cassette Ss listen and answer	

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Day & Date	Section	Period	Fulfilled Outcomes	Homework
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Lesson Plan

Class / Level : 3rd grade

Number of Classes :2

Previous Learning:)

Horizontal Integration

Unit title : 5

Date: from _____ to _____

Lesson title :- 2

: Vertical Integration: past simple

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To demonstrate recognition of short ,simple words		1 – 1 / 1 – 3	Performance-based assessment	Check list	T. holds up flashcards of seasons and asks : Which season comes before winter?	10
2	To pronounce learned short English words correctly .	Pupil's Book	1 – 7 / 1 – 8 1 – 9			Ss. Answer Qs about seasons	40
3	To follow short simple oral instructions.	Activity Book	2			Ss look at P.B ex 1 T. plays the cassette then ask Ss listen and repeat loudly	20
4	To read and act out simple dialogues.	Audio ,Pupils,s Book	3 – 1 / 3 – 3 3 – 8	Communication		S-s act out the dialogue	
5	To recognise familiar short, simple words and phrase.	Wall Chart Seasons and the weather board	4 – 1 / 4 – 4 4 – 8 / 4 – 9	Observation		Ss look at AB e.x.1 a student read sentences loudly look at the pictures then copy them neatly	10
	To use pictures ,flash card and textbooks to understand new	Flashcards (autumn, Canada, cold, ice-skating, rainy, season, snowman, snowy, spring, summer,	k			Ss look at AB e.x.2 read words loudly then circle the correct one TO helps and check answers	

	unfamiliar words when listening .	weather)					
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Day & Date	Section	Period	Fulfilled Outcomes	Homework
	A&B			
	A& B			

3- Suggestion for

Reflection :

8- I feel satisfied withss participation

9- Challenges that faced mesome ss don't follow

Class / Level : 3rd grade

Number of Classes :1

Previous Learning:

Horizontal Integration :

Lesson Plan

Unit title : 5

Date: from :-

Lesson title :- 3

to

Vertical Integration: past simple

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To respond to simple questions before and after listening	Pupil's Book 20	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9 2	Performance-based assessment	Check list	T starts by writing words of seasons on the board Ss read and put in complete sentences e.g winter Ss I like winter .holds up flash cards of new words Ss look and say loudly Ss look at P.B ex 2T asks Qs about the pictures What is the weather like?	5
2	To participate in short, simple guided exchanges.	Activity Book 20	3 – 1 / 3 – 3 3 – 8	Communication	Observation	plays the cassette several times S-s list Ss look at P.B e.x.3 .T-S act out the dialogue S-s ask and answer Qs	30
3	To use short sentences to participate in simple exchanges based on learned models.	Audio Pupil's Book	4 – 1 / 4 – 4 4 – 8 / 4 – 9				
4	To develop strategies to identify simple spoken words and short sentences and their meaning.	Wall Chart board Flashcards					5

5	<p>To use pictures ,flash card and textbooks to understand new unfamiliar words when listening</p> <p>To make simple cards and posters ,</p>						<p>en and answer</p> <p>Ss look at A.B e.x.3 Ss</p>	<p>Ss can C</p> <p>look at the picture T</p> <p>plays the cassette</p> <p>Ss listen and answer TO helps and ch</p>
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Prepared by :

Day & Date	Section	Period	Fulfilled Outcomes	Homework
	A&B			
	A& B			

School principle Date

..... Signature :

Class / Level : 3rd grade

Number of Classes : 1

Previous Learning:

Horizontal Integration

Lesson Plan

Unit title :5

Date: from _____ to _____

Lesson title :4

Vertical Integration

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		

1	To use reading strategies to identify meaning in short simple text .	Pupil's Book 21 Ex4	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	T holds up wall chart of weather and seasons Asks: What's the weather like in spring What's your favourite season T .holds up flash cards of new words Ss look spell ,and say loudly Ss look at P.B ex 4 asks Qs about the pictures What can you see ?Ss look and describe the pictures TO helps and check answers Ss look at A.B ex 4 Ss read Qs copy them and complete Ss read their answers loudly TO helps and check answers letters :to write letters Ss say the words	- 15 M
2	To use pictures clues to make prediction about the content of reading material	Activity Book 20 Ex 4+ Audio ,Pupils,s Book	2 3 – 1 / 3 – 3 3 – 8				- 15 M
3	To recognise familiar short, simple words and phrase.	Wall Chart	4 – 1 / 4 – 4 4 – 8 / 4 – 9				- 20 M
4	To demonstrate recognition of short ,simple words.	board					
5	To write simple words and short, simple sentences on familiar topics	Flashcards					- 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

7- I feel satisfied with

8- Challenges that faced me

3- Suggestion for improvement

Class / Level : 3rd grade
Number of Classes : 1
Previous Learning:
Horizontal Integration

Lesson Plan
Unit title :5
Date: from _____ to _____

Lesson title : 5

Vertical Integration

Form # Qf71-14rev.a

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	Participate in a group game of spelling .	Pupil's Book 21 Ex5	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2	2	T holds up wall chart of weather and seasons Asks: What's the weather like in spring What's your favourite season? Ss play the spelling game: T. spreads Flashcards of seasons words Ss as groups spell the words as a competition favourite season?	- 15 M
2	To pronounce short simple questions and sentences with correct intonation patterns	Activity Book 21 Ex 5 Audio ,Pupils,s Book	2 3 – 1 / 3 – 3 3 – 8	4 – 3 / 5 – 1		Ss. look at P.B ex 5 T -s act out the dialogue S-s ask and answer Qs loudly T0 helps and check answer	- 15 M
3	To develop strategies identify simple spoken words and short sentences	Wall Chart	4 – 1 / 4 – 4 4 – 8 / 4 – 9			Ss look at A.B ex 5T asks Qs about the pictures What can you see? What does he/she do?	- 20 M
4-	To orally describe pictures in short simple sentences .	board				Ss look then answer T plays the cassette Ss listen and answer Ss come out and mime the action they like	
5	To match listening texts with pictures						

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

7- I feel satisfied with

8- Challenges that faced me

3- Suggestion for improvement

Class / Level : 3rd grade

Lesson Plan
Unit title : 5

Lesson title 6

Form # Qf71-14rev.a

Number of Classes : 2
 Previous Learning :
 Horizontal Integration

Date: from : to :

Vertical Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To pronounce diphthongs correctly	Pupil's Book 22 Ex+6+7	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2	2	T .asks Qs about seasons: What's your favourite season Ss answer Qs Ss look at P.B ex 6 T plays the cassette Ss repeat loudly the new words Ss spell them loudly	- 15 M
2	Sing simple songs with peers after listening to a tape.	Activity Book 21 Ex 8+9+10 Audio Pupil's Book	2	4 – 3 / 5 – 1		Ss look at cassette Ss repeat loudly the new words Ss spell them loudly Ss look at P.B ex 7 A student read Ss talk about themselves like the example	- 15 M
3	To learn a new words.	board	3 – 1 / 3 – 3 3 – 8			Ss look at P.B ex 7 A student read Ss talk about themselves like the example	- 15 M
4	T print English letters correctly ,legibly and neatly.	Flashcards ()	4 – 1 / 4 – 4 4 – 8 / 4 – 9			Ss look at P.B ex 8 T.asks Qs about the pictures Who can you see? T plays the cassette Ss Ss listen and sing loudly part by part as groups then individually	- 20 M
5	To write simple words and short, simple sentences correctly on familiar topics for specific purposes					T0 helps and check answers Ss look at A.B EX 6 T asks Qs about the pictures :What can you see? T .Plays the cassette Ss listen and repeat then complete	- 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

3- I feel satisfied with

4- Challenges that faced me

Class / Level : 3rd grade
Number of Classes : 2

3- Suggestion for
Unit title : 5

Lesson title7

Date: from to

Previous Learning: autumn, Canada, cold, ice-skating, rainy, season, snowman, snowy, spring, summer, weather

: Vertical Integration:

Horizontal Integration

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To sing simple song with peers after listening to a tape.	Pupil's Book 22 Ex++8	1 – 1 / 1 – 3 1 – 7 / 1 – 8	1 – 3 / 1 – 6 2 – 2 / 3 – 2	2	T .show the pupils wall chart Ss look and point to the object in the wall chart . Ss look at P.B ex 7 T: plays the cassette Ss :repeat loudly the song . TO helps and check answers.	- 15 M
2	To demonstrate recognition short simple words	Activity Book 6 Ex 6	1 – 9	4 – 3 / 5 – 1			- 15 M
3	To identify the meaning of simple reading materials.	Audio Pupil's Book	2			Ss look at P.B ex 8 A student read Ss talk about themselves like the example.	- 20 M
4	To show enjoyment in simple rhymes and songs in English	Wall Chart board Flashcards (autumn, Canada, cold, ice-skating, rainy, season, snowman, snowy, spring, summer, weather)	3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9			Ss look at P.B ex 8 T .asks Qs about the pictures Who can you see? T plays the cassette Ss: listen and sing loudly part by part as groups then individually TO helps and check answers Ss look at H.B EX 7 T :Plays the cassette Ss listen and repeat T. ends the lesson by asking Ss to describe their favourite season to the class	- 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

1- I feel satisfied with

.....

2- Challenges that faced me

.....

3- Suggestion for

Class / Level : 3rd grade
Number of Classes : 2

Lesson Plan

Unit title :6

Date: from _____ to _____

Lesson title :1

Previous Learning :delicious, healthy, lamb lentils. Rice vegetables

Horizontal Integration ::

Vertical Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To respond to simple questions before and after listening.	SB	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	Performance-based assessment	2		20
2	To use pictures ,flash card and textbooks to understand new unfamiliar words when listening.	Flash-cards		Communication		Ss individually read words T. holds up real things of food	20
3	To demonstrate recognition short simple words.	Audio Pupil's Book	2	Observation 1		T. asks Qs about food: What's this? Do you like lamb ?Ss. Answer Qs	
4	To participate in short, simple guided exchanges.		3 – 1 / 3 – 3 3 – 8			T. says healthy/ delicious : read words Loudly	40
5	To learn new words through direct instructions To use pictures clues to make prediction about the content of reading material		4 – 1 / 4 – 4 4 – 8 / 4 – 9			Ss look at PB e.x.1 .T. asks Qs a the pictures: Who can you see?	

					<p>Where are they? T .plays the cassette Ss.</p> <p>S-s act out the dialogue loudly groups holding up a wall chart T. asks What is your favourite food</p>	
					<p>T. introduces the lesson by holding up flashcards</p>	

Day & Date	Section	Period	Fulfilled Outcomes	Homework
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Lesson Plan

Class / Level : 3rd grade

Unit title : 6 Lesson title :- 2

Number of Classes :2

Date: from _____ to _____

Previous Learning: lamb lentils. Rice vegetables,

Horizontal Integration

Vertical Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		

1	TO Participate in short , simple guided exchanges	Pupil's Book23	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9 2	Performance-based assessment	Check list	T. introduces the lesson by asking Ss to look at Wall chart Ss: say food words T: .holds up flashcards Ss. Spell and read loudly Ss look at PB e.x.1 T. plays the cassette Ss Listen and S-s act out the dialogue loudly in groups point Ss look at AB e.x.1 .T. asks Qs about the pictures: Who can you see? .plays the cassette Ss: .listen and point Ss. Listen and check their answers Ss look at AB e.x.2 S-s order then read conversation loudly Revising food words. asks Ss: food starts with	10
2	To say two- syllable words with the correct stress.	Activity Book23	3 – 1 / 3 – 3 3 – 8				40
3	To respond to simple instructions questions and guided exchanges. To identify the meaning of short, simple reading material.	Audio Pupil's Book Wall Chart board Flashcards	4 – 1 / 4 – 4 4 – 8 / 4 – 9	Communication Observation			20 10

Day & Date	Section	Period	Fulfilled Outcomes	Homework
	A&B			
	A & B			

Class / Level : 3rd grade
Number of Classes :1
Previous Learning: aubergine
Horizontal Integration :

Lesson Plan

Unit title : 6
Date: from :- to

Lesson title :- 3

Vertical Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		

1	To respond to simple instructions questions and guided exchanges.	Pupil's Book 24	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9 2	Performance-based assessment	Check list	T. introduces the lesson by asking Ss to say words start with f letter Ss: .say food words	5
2	To follow short simple oral instructions related to work in class.	Activity Book 124 Audio Pupil's Book	3 – 1 / 3 – 3 3 – 8	Communication		T. holds up flashcards of aubergine Ss. Spell and read loudly after T	30
3	To use short sentences to participate in simple exchanges based on learned models.	Wall Chart board	4 – 1 / 4 – 4 4 – 8 / 4 – 9	Observation		T. holds up flashcards of aubergine Ss. Spell and read loudly after T	
4	To recognise familiar short, simple words and phrase.	Flashcards				<p>Ss look at PB e.x.2 T. asks Qs about the pictures: What can you see? Ss look at the pictures and say. T plays the cassette</p> <p>Ss Listen and point T plays the cassette</p> <p>S-s act out the dialogue loudly in groups T .helps and checks.</p> <p>Ss look at A.B ex 3. T asks Qs about pictures :Is this waiter? Ss look and answer</p> <p>Asking Ss to come out to say What they would like to eat ?</p>	5

Prepared by :

Day & Date	Section	Period	Fulfilled Outcomes	Homework
	A&B			
	A & B			

School principle : Date
Signature :

Lesson Plan

Form # Qf71-14rev.a

Class / Level : 3rd grade

Number of Classes : 1

Previous Learning: coffee ,menu

Horizontal Integration

Unit title :6

Date: from _____ to _____

Lesson title :4

Vertical Integration

:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To recognise familiar short, simple words and phrase.	Pupil's Book 25 Ex4	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	T. introduces the lesson by asking Ss to look at Wall chart Ss. say food words T: .holds up flashcards Ss. Spell and read loudly Ss look at PB e.x.4 T. plays the cassette Ss Listen and point S-s act out the dialogue loudly in groups T .helps and checks Ss look at AB e.x.4 .T. asks Qs about the pictures: Who can you see? T .plays the cassette Ss: listen and point Ss. Listen and check their answers Revising food words. asks Ss: food starts with (l) Ss say words :lentils/ lamb	- 15 M
2	To use knowledge of punctuation to identify the meaning of what they read .	Activity Book 24 Ex 4	2				- 15 M
3	To ask for help	Audio Pupil's Book	3 – 1 / 3 – 3 3 – 8				- 15 M
4	To use reading strategies to identify meaning in short simple text .	Wall Chart board Flashcards	4 – 1 / 4 – 4 4 – 8 / 4 – 9				- 20 M
							- 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

9- I feel satisfied with

.....
10- Challenges that faced me

.....

Form # Qf71-14rev.a

Class / Level : 3rd grade

Number of Classes : 1

Previous Learning:
Horizontal Integration

3- Suggestion for improvement

Lesson Plan

Unit title :6

Date: from _____ to _____

Lesson title : 5

Vertical Integration

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use simple words in short sentences .	Pupil's Book 25 Ex5	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2	2	T. introduces the lesson by asking Qs Do you have rice for lunch? Ss answer	- 15 M
2	To take part in short ,simple guided and familiar exchanges. To make connections between prior knowledge and experience and short simple reading materials . To identify the meaning of, simple information when reading e.g.(how to play game).	Activity Book 24 Ex 6 Audio Pupil's Book Wall Chart board Flashcards	2 3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9	4 – 3 / 5 – 1		T.: holds up a game board to show the class Ss. Pick a card of food and ask a Q Ss look at PB e.x.5 T-S. act out the dialogue S-s act out their own dialogue loudly T .helps and checks Ss look at AB e.x.5 .T. asks Ss to read sentences loudly Ss look at AB e.x.6 Ss read silently, then loudly to choose the correct answers Which meal would you like? Ss answer Qs read and circle yes or no	- 15 M - 15 M - 15 M - 20 M - 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

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Reflection :

9- I feel satisfied with

10- Challenges that faced me

3- Suggestion for improvement

Class / Level : 3rd grade

Number of Classes : 2

Previous Learning food

Vertical Integration:

Lesson Plan

Unit title : 6

Date: from to

Lesson title 6

Horizontal Integration

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use prior knowledge to participate in short ,simple guided exchanges.	Pupil's Book 26Ex+6+7+8	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2	2	T.: shows Ss the Wall chart, asks: What is your favourite meal? Ss give their own answers. Ss look at PB e.x.6 T.plays the cassette Ss listen and say loudly the words	- 15 M - 15 M
2	To present short, simple mini-class presentation on the class on familiar topics. To learn a new sound. To print English words correctly ,legibly and neatly.	Audio Pupil's Book Wall Chart board Flashcards	2 3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9	4 – 3 / 5 – 1		Ss look at P.B ex 7.T-S.talk about the pictures S-S talk about them loudly telling Ss about food they like and don't like Ss look at.P B ex8.T.tells Ss that they'll design their own menu and gather lots of food pictures then S-s ask and answer Qs T. helps and checks answers	- 15 M - 20 M - 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

5- I feel satisfied with

6- Challenges that faced me

3- Suggestion for

Class / Level : 3rd grade

Number of Classes : 2

Previous Learning food

Vertical Integration:

Lesson Plan

Unit title : 6

Date: from to

Lesson title 7

Horizontal Integration

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To print words and short ,simple sentences correctly ,legibly and neatly.	Pupil's Book	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2	2	T.: shows Ss the Wall chart, asks: What is your favourite meal? Ss give their own answers. Ss look at PB e.x.6 T.plays the cassette Ss listen and say loudly the words	- 15 M
2	To pronounce short learned English words and sentences correctly.	Audio Pupil's Book Activity Book 25 Ex 7+8	2 3 – 1 / 3 – 3 3 – 8	4 – 3 / 5 – 1			- 15 M
3	To write simple words and short, simple sentences on familiar topics for specific purposes	Wall Chart board Flashcards	4 – 1 / 4 – 4 4 – 8 / 4 – 9			Ss look at H.B ex 7.T-S.talk about the pictures S-S talk about them loudly telling Ss about food they like and don't like Ss look at H.B ex 8.T.tells Ss that they'll design their own menu and gather lots of food pictures then S-s ask and answer Qs T. helps and checks answers	- 20 M
							- 25 M

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Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

1- I feel satisfied with

2- Challenges that faced me

.....

3- Suggestion for

Lesson Plan

Class / Level : 3rd grade

Unit title :7

Lesson title :1

Number of Classes : 2

Date: from to

Previous Learning : cook ,set the table

Horizontal Integration ::

Vertical Integration:

No .	Specific Outcomes	Resource s & Materials	Instructiona l Strategies	Assessment		Procedures	Durat ion
				Strategy	Tool		

1	To say two syllables word with the correct stress.	SB Flash cards Audio ,Pupils,s Book	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9 2 3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9	Performance-based assessment Communication Observation 1	2	<p>Revise previous structures related to the lesson by asking certain questions. Ask ss to mime certain actions written on board Ask ss to look at one of them and mime the answer for: what</p> <p>Use the flashcard (set the table) to ask and answer the same question.</p> <p>Introduce the lesson by asking: who can you see? Where is Asma? Say Listen and read the story. What time is it? Ask ss to listen and point to the words. Elicit the answer to the question. Play the recording again , pause after each sentence to let ss repeat. Ask more detailed questions about the pictures using present continuous.</p>	20 20 40
2	To respond to simple questions before and after listening.						
3	To identify new words and their meaning through direct instruction and assigned independent language exercises and activities .						
4	To use flashcards to understand new or unfamiliar words when listening .						

Day & Date	Section	Period	Fulfilled Outcomes	Homework
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10- ss don't follow

Lesson Plan

Class / Level : 3rd grade

Number of Classes :2

Previous Learning:

Horizontal Integration

Unit title : 7

Date: from to

Lesson title :- 2

: Vertical Integration: present continuous

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To follow instructions related to work in class	Pupil's Book27	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	Performance-based assessment	Check list	Use the wall chart: At home, to revise to use present cont. in describing actions. Ask ss to read the words on flashcards. Ask: what is he/she doing? While showing pictures.	10
2	To respond to questions before and after listening	Activity Book27	2			Play the recording while ss read.	40
3	To read a story in groups.	Audio Pupil's Book	3 – 1 / 3 – 3 3 – 8	Communication		Give ss sentences to correct, e.g. Mother cooking lamb and rice.	20
4	To identify the meaning of short ,simple reading materials	Wall Chart board	4 – 1 / 4 – 4 4 – 8 / 4 – 9	Observation		Divide the class to practice reading them into closed then open groups of 3.	10
	To print simple sentences correctly	Flashcards	k			Ask ss to look at the pictures .read the questions and elicit answers.	
	To write a list of actions					Ask ss to complete the sentences using words in the box individually.	
						Ask pairs of ss to read the sentences.	
						Choose two ss to read the question and answer.	
						Ask ss to complete the ex.	
						Choose ss to ask answer the questions.	

						End by giving the beginnings of sentences to finish, Asma's Mum is.....	
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Day & Date	Section	Period	Fulfilled Outcomes	Homework
	A&B			
	A & B			

3- Suggestion for

Reflection :

11- I feel satisfied withss participation

12- Challenges that faced mesome ss don't follow

Lesson Plan

Class / Level : 3rd grade

Number of Classes :1

Previous Learning: kind

Horizontal Integration :

Unit title : 7

Date: from :-

Lesson title :- 3

to

Vertical Integration: past simple

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To orally describe pictures in short, simple sentences .	Pupil's Book 28	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	Performance-based assessment	Check list	Revise by playing the miming game from lesson 1 using different actions.	5
2	To participate in short, simple guided exchanges.	Activity Book 28 Audio Pupil's Book	2			Present the new word (garden) using the flash card. Pronounce it correctly; making sure the stress is on the 1st syllable.	30
3	To recognise familiar words and phrases To match dialogues with the correct pictures.	Wall Chart board Flashcards	3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9	Communication Observation		Ask ss to point to the picture of garden on the wall chart: At home. Point to each picture and ask What is she/he doing? Say listen. Play the 1st conversation Ask ss to point to the correct picture. Ask What's mum doing? And elicit answer. Continue the same with the rest of the recording. Choose two ss to read the conversation. Ask ss to ask and answer the questions in closed then open pairs.	5

To develop strategies identify simple spoken words and short sentences and their meaning					Ask ss to look at the pictures and tell what is happening. Play the recording while ss listen and say Yes or No according to what they hear. Play it again, pause after each sentence for the ss to provide answers. End by giving the flashcards to different ss and ask What are you doing? What is she/he doing	
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Day & Date	Section	Period	Fulfilled Outcomes	Homework
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Class / Level : 3rd grade

Number of Classes : 1

Previous Learning: playing basketball, talking a photo, writing an email, helping my mother

Horizontal Integration

Lesson Plan

Unit title :7

Date: from _____ to _____

Lesson title :4

Vertical Integration

:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		

1	To use reading strategies to identify short texts .	Pupil's Book 29 Ex3	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2	2	Ask ss to look at P.B page 28 ex.3, and say close your books NOW. Ask questions: what's L doing? Is L driving? Who is playing a computer game? Teach the new phrases using the flashcards. Ask what is she/he doing? Ask ss to repeat and read the new words. Point to the picture showing (writing an email) on the wall chart and ask: What is happening? Show the class the flashcards. Ask ss to match them with the pictures and ask What's she/he doing? Say NOW read the sentences and match with the pictures. Ask ss to check answers in pairs. Ask ss questions about the pictures, e.g. What's the boy doing in picture a? Ask ss to listen and point to the correct picture. Play the recording and check ss are pointing to the correct picture. Play the rest of the recording all the way through for ss to think about the answers. Play the recording again ,pause after each sentence to check the answers. End by asking ss to complete some	- 15 M
2	To ask and respond to questions before, during and after reading.	Activity Book 28 Ex 4+5 Audio Pupil's Book	2 3 – 1 / 3 – 3 3 – 8	4 – 3 / 5 – 1			- 15 M
3	To respond to words in instructions, questions and guided exchanges .	Wall Chart board Flashcards	4 – 1 / 4 – 4 4 – 8 / 4 – 9				- 20 M

Lesson Plan

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Class / Level : 3rd grade

Number of Classes : 1

Previous Learning: Dear-sleeve, women
Horizontal Integration

Unit title :7

Date: from _____ to _____

Lesson title : 5

Vertical Integration

Form # Qf71-14rev.a

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To respond to instructions and questions	Pupil's Book 29 Ex5	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2	2	Point to the pictures of garden and writing an email on the wall chart and ask ss what you are doing in one sentence that incorporates the words from both pictures.	- 15 M
2	To participate in simple exchanges	Activity Book 29 Ex 5 Audio ,Pupils Book	2	4 – 3 / 5 – 1		Use a preposition to elicit a complete sentence. (I am writing an email in the garden).	- 15 M
3	To use reading strategies to identify meaning in reading texts	Wall Chart	3 – 1 / 3 – 3 3 – 8			Do the same by miming an action while pointing to a relevant picture.	- 15 M
4	To use picture clues to make predictions about content of reading material	board	4 – 1 / 4 – 4 4 – 8 / 4 – 9			Choose 2 ss to read the question and answer.	- 20 M
5	To write simple words to complete sentences	Flashcards (Dear-sleeve , women)				Choose a student to mime an action by showing one of the flashcards, another to ask a question a third to mime the answer. Put ss in pairs to ask and answer the questions.	- 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Class / Level : 3rd grade
Number of Classes : 2

Lesson Plan
Unit title : 7
Date: from _____ to _____

Lesson title 6

Form # Qf71-14rev.a

Previous Learning
Horizontal Integration

Vertical Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To pronounce sounds, words and sentences correctly	Pupil's Book 30 Ex5+6+7+	1 – 1 / 1 – 3 1 – 7 / 1 – 8	1 – 3 / 1 – 6 2 – 2 / 3 – 2	2	Say different verbs to the class and ask ss to give a sentence using each one. Ask ss to look at the pictures and listen. Play the recording and ask ss to repeat each word.	- 15 M
2		Activity Book 29Ex 6	1 – 9	4 – 3 / 5 – 1		Write the words on the board and underline the sound (ing). Say the sound then say the words for ss to repeat.	- 15 M
3	To learn a new sound	Audio ,Pupil's Book	2			Ask ss to give sentences about their parents.	- 15 M
4	To show enjoyment of simple rhymes and songs	board	3 – 1 / 3 – 3 3 – 8			Ask ss to work in pairs to talk about their family.	- 20 M
	To use and spell correctly learned vocabulary	Flashcards	4 – 1 / 4 – 4 4 – 8 / 4 – 9			Choose ss to tell the class about their relatives.	- 25 M

Day & Date	Section	Period		Homework
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Class / Level : 3rd grade
 Number of Classes : 2
 Previous Learning
 Horizontal Integration

Lesson Plan
 Unit title : 7
 Date: from _____ to _____
 _____ :

Lesson title 7
 Vertical Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To pronounce short learned English words and sentences correctly.	Pupil's Book 30 Ex5++8	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9 2 3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	T .show the pupils wall chart Ss look and point to the object in the wall chart . Ss look at P.B ex 7 T: plays the cassette Ss :repeat loudly the song . TO helps and check answers. Ss look at P.B ex 8 A student read Ss talk about themselves like the example. Ss look at P.B ex 8 T .asks Qs about the pictures Who can you see? T plays the cassette Ss: listen and sing loudly part by part as groups then individually TO helps and check answers Ss look at H.B EX 7 T :Plays the cassette Ss listen and repeat T. ends the lesson by asking Ss to ask what are they doing?	- 15 M
2	To use reading strategies to identify meaning in reading texts	Activity Book 29Ex 8 Audio ,Pupil's Book					- 15 M
3	To write simple words and short, simple sentences on familiar topics for specific purposes.	board					- 15 M
4	To write a list of actions.	Flashcards					- 20 M
5	To show enjoyment in simple rhymes and songs in English						- 25 M

Class / Level : 3rd grade

Number of Classes : 2

Previous Learning : autumn, Canada, cold, ice-skating, rainy, season, snowman, snowy, spring, summer, weather

Horizontal Integration ::

Lesson Plan

Unit title :8

Date: from to

Lesson title :1

Vertical Integration:

No .	Specific Outcomes	Resource s & Materials	Instructiona l Strategies	Assessment		Procedures	Durat ion
				Strategy	Tool		
1	To respond to simple questions before and after listening.	SB Flash cards	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	Performance-based assessment	2	Use picture of food to revise polite offers and answers. Ask a pair of ss to have the conversation. Use the flashcards to revise the seasons by asking what season is it? What is your favorite one?	20
2	To use prior knowledge to participate in short ,simple guided exchanges.	Audio Pupil's Book	2	Communication		Use the wall charts: At home, Seasons and weather, Food and restaurant and read out the words randomly. Ask ss to point to the correct picture.	20
3	To recognise familiar words and phrases To use knowledge of punctuation to identify the meaning of what they read .	wall chart	3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9	Observation 1		Ask ss to look at the pictures and ask different questions to help them in describing the pictures. Say listen and read the story. Play the recording and ask ss to point to the words. Elicit the answer to the question: what is mum cooking for lunch? Play the recording again, pause for the ss to repeat as a class then alone. Ask some comprehension questions. Ask ss to act out the story in closed then open groups. End by asking ss to practice the offer would you like...	40

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Class / Level : 3rd grade
 Number of Classes :2
 Previous Learning:
 Horizontal Integration

Lesson Plan

Unit title : 8
 Date: from _____ to _____

Lesson title :- 2

Vertical Integration: past simple

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To follow simple instructions to work in class.	Pupil's Book31	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9 2 3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9 k	Performance-based assessment	Check list	Use the wall charts: Seasons and the weather to ask ss to describe seasons. Ask ss about their preferences.. Ask what's the weather like in ... in winter? Would you like to live there? Why? Why not? Play the recording while ss read. Give ss some sentences to correct, e.g. Huda's favorite season is autumn. Choose a couple of ss to act out the story. Ask two ss to read the dialogue. Check the use of the correct intonation pattern. Ask ss to practice in pairs. Ask ss to describe the pictures. Ask ss to read the dialogues aloud and match them with the correct picture. Say NOW look at ex.2. Play the 1 st word while ss point to the correct picture. Do the same with the rest of the words. End by asking different ss to spell the words related to the weather.	10
2-	To use reading strategies to identify meaning of short texts	Activity Book31					40
3-	To pronounce questions and answers with the correct intonation patterns.	Audio Pupil's Book		Communication			20
4	To use simple words in short sentences.	Wall Chart board		Observation			10
	To take part in short ,simple guided and familiar exchange	Flashcards					

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Day & Date	Section	Period	Fulfilled Outcomes	Homework
	A&B			

Class / Level : 3rd grade

Number of Classes : 1

Previous Learning: basketball, coffee, phone, ring, take a photo, write an email

Horizontal Integration :

Lesson Plan

Unit title : 8

Date: from :- to

Lesson title :- 3

Vertical Integration: past simple

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use short sentences to participate in simple exchanges based on learned models.	Pupil's Book 32	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9 2	Performance-based assessment	Check list	Ask about the flashcards: what's she doing? Ask ss to use the flashcards to say a sentence about their card. Use the wall chart: At home, to mime different actions and to ask ss to point to the correct picture. Do it alternatively by an action while pointing to an incorrect picture. Ask ss to correct. Hold up the book and point to the characters. Say This is Alia and Rakan. Elicit what characters are by asking different questions. Choose a student to read the 2 sentences about the picture. Make sure she/he pays attention to the commas. Ask ss to say sentences about their characters in pairs.	5
2	To orally describe pictures in short, simple sentences. To participate in short simple guided exchanges. To demonstrate recognition of short simple words .	Activity Book Audio Pupil's Book Wall Chart board Flashcards	3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9	Communication Observation			30 5

						End by providing the beginning of some sentences for the ss to finish, e.g. write a story about the food	
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Day & Date	Section	Period	Fulfilled Outcomes	Homework
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Class / Level : 3rd grade

Number of Classes : 2

Previous Learning: aubergine, delicious, lamb, lentils, menu , vegetables

Horizontal Integration

Lesson Plan

Unit title :8

Date: from _____ to _____

Lesson title :4

Vertical Integration

:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		

1	To use prior knowledge to participate in guided exchanges	Pupil's Book 32 Ex4	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	Point to the different foods on the wall chart: Food and restaurant and ask ss to say what they are. Ask ss to ask and answer What is your favorite meal in pairs. Ask ss to tell the class about their partner, e.g. Ahmad's favorite meal is lamb and rice. Ask ss to describe picture 1. Say Listen. Play the 1 st dialogue while ss point to the 1 st picture and ask: what's she having? Play the rest of the recording while ss listen and point to the correct picture. Play it again and ask ss to describe the pictures. Ask ss to tell what the ppl are doing in each picture. Say NOW listen and say Yes or No. Play the recording , pause for ss to give answer. Ask ss to say what they can see in pairs. End by asking the class to tell different fruit and vegetables they know.	- 15 M
2	To orally describe pictures, places and ppl in simple sentences. To develop strategies identify simple spoken words and short sentences and their meaning. To follow short simple oral instructions related to work in class. To pronounce sounds, words and sentences correctly	Activity Book 32 Ex 3 + Audio Pupil's Book Wall Chart board Flashcards	2 3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9				- 15 M - 15 M - 20 M - 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework
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Class / Level : 3rd grade

Unit title : 8

Lesson title : 5

Form # Qf71-14rev.a

Number of Classes : 2

Date: from _____ to _____

Previous Learning: ice- skating, snowman
Horizontal Integration

Vertical Integration

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use prior knowledge to participate in simple exchanges	Pupil's Book 33 Ex5	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	Show a map of the world and ask: Where is Jordan? ask a student to point to Jordan and to say Here it is. Do the same with Canada. Ask : What's the weather like in Jordan/ Canada in winter? Would you like to go to Canada? Why? Why not? Ask What can you do in Canada in winter? Elicit answers by showing flashcards of a snowman and ice-skating. Ask ss to point to the appropriate season for doing that by showing the wall chart: Seasons and the weather. And elicit all words related to that season. Point to different countries on the map and ask what season is there? Tell ss to read the paragraph and choose the correct picture individually then in pairs. Monitor their pronunciation. Choose ss to read a sentence each. Show the differences between the 2 pictures. End by giving ss the beginning of some sentences to finish, e.g. It's winter, Mum is...	- 15 M
2	To use reading strategies to identify meaning in short texts . To pronounce sounds, questions and statement with correct intonation. To correct spelling and use of capital and small letters with the assistance of peer .	Audio Pupil's Book Wall Chart board Flashcards	2 3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9				- 15 M - 15 M - 20 M - 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

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Class / Level : 3rd grade
 Number of Classes : 2
 Previous Learning
 Horizontal Integration

Unit title : 8
 Date: from : to :

Lesson title 6
 Vertical Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To follow short, simple oral instructions related to work in class.	Pupil's Book 33 Ex+6+ Activity Book 32 Ex 4 Audio ,Pupils,s Book	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9 2 3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	Show the wall chart: Food and restaurant, point to the food items and ask ss to name them. Ask the following questions: what are you having for lunch today? What's your favorite lunch? Do you go to restaurant? What do you have? Hand out the flashcards to the class and ask: Do you like aubergine? Elicit answers: Yes, I do. / No, I don't. Ask some ss to spell some words using the flashcards. Ask ss to look at the picture and ask What time do you think it is? What food can you see? Would you like this meal? Say Listen. Follow the words. Play the song twice, pause in the 2nd to let ss join in. Divide the class into groups that each sing a verse. Ask ss to look at the 2 pictures and say what food they can see. Ask ss to do the ex. In pairs. Choose ss to read the conversations and another for the answer.	- 15 M
2	To sing simple song with peers after listening to a tape						- 15 M
3	To use reading strategies to identify meaning of short texts To identify the simple meaning of short simple reading materials	Wall Chart board Flashcards (Dear-sleeve, women)					- 20 M
							- 25 M

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Day & Date	Section	Period		Homework
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Class / Level : 3rd grade
 Number of Classes : 2
 Previous Learning
 Horizontal Integration

Unit title : 8
 Date: from _____ to _____
 _____ :

Lesson title 7

Vertical Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To pronounce short learned English words and sentences correctly.	Pupil's Book 33 Ex6	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	T .show the pupils wall chart Ss look and point to the object in the wall chart . Ss look at P.B ex 6 T: plays the cassette Ss :repeat loudly the song . TO helps and check answers.	- 15 M
2	To use reading strategies to identify meaning in reading texts	Activity Book 33Ex 5+6 Audio ,Pupil's Book	2			Ss look at P.B ex 8 A student read Ss talk about themselves like the example.	- 15 M
3	To write simple words and short, simple sentences on familiar topics for specific purposes.	board	3 – 1 / 3 – 3 3 – 8			TO helps and check answers.	- 15 M
4	To write a list of actions.	Flashcards	4 – 1 / 4 – 4 4 – 8 / 4 – 9			Ss look at P.B ex 5 T .asks Qs about the pictures Who can you see? T plays the cassette Ss: listen and sing loudly part by part as groups then individually	- 20 M
5	To show enjoyment in simple rhymes and songs in English					TO helps and check answers Ss look at H.B EX 6 T :Plays the cassette Ss listen and repeat	- 25 M

						T. ends the lesson by asking Ss to ask Would you like-----?	
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