



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
لَطْفًا الرَّجَاءِ الْاِنْتِبَاهِ

هذا العمل مصري فقط لدى موقع الايمان التعليمي

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وهو متاح لجميع أعضاء الموقع بنسخته المجانية ويمنع النقل من قبل
أي موقع تعليمي آخر وتمت طائلة المسائلة

تحضير اللغة الانجليزية فصل ثاني

فريق موقع الايمان / الاستاذ محمود شناينه



Jordan Team Together

Grade 1

Semester 2

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 1: Welcome – Who’s this?	Lesson Title: Lesson 1: Pupil’s Book – Who’s this?	Number of Classes ()
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Previous learning; The student has previous experience using simple greetings and responding to them orally.

The main outcomes:

- The student responds to greetings**
- The student recognises the main characters in the book**
- The student introduces himself/herself and others using simple sentences**

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson using greetings and a warm-up song and link the lesson to prior learning	The student responds to the greeting and joins the song	
Explanation	I explain by showing the first pages of the book, pointing to each character, pronouncing the names clearly, and modelling simple sentences	The student listens carefully and repeats the names and sentences	
Elaboration	I extend learning by asking Who’s this? and guiding students to use My name’s and This is	The student answers questions and introduces himself/herself	
Closing	I consolidate learning by revising characters’ names and monitoring oral participation	The student repeats and shows understanding	

Self – Reflection on Learning and Teaching:

Class/ section										
Number of absent students / Total number										
The class order in the timetable										
Day/ Date:										

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 1: Welcome – Who’s this?	Lesson Title:	Lesson 4: Vocabulary Practice	Number of Classes ()
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Previous learning;

The main outcomes:

The student uses unit vocabulary in simple contexts
 The student recognises vocabulary aurally and visually

The stages	Teacher Action	Learner Action	Time
Engagement	I revise vocabulary using simple movement games	The student participates actively	
Explanation	I explain activity instructions clearly with examples	The student listens and follows	
Elaboration	I extend learning through matching and group activities	The student works with peers	
Closing	I consolidate learning through oral revision and feedback	The student responds and repeats	

Subject: Jordan team together / Grade 1	Unit Title: Unit 1: Welcome – Who’s this?	Lesson Title:	Lesson 5: Fun Time / Learning Club	Number of Classes ()
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Self – Reflection on Learning and Teaching:

Class/ section										
Number of absent students / Total number										
The class order in the timetable										
Day/ Date:										

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Previous learning;			
<u>The main outcomes:</u>			
The student participates in fun activities using unit vocabulary The student gains confidence in using English			
The stages	Teacher Action	Learner Action	Time
Engagement	I motivate students and prepare them for the activity	The student shows enthusiasm	
Explanation	I explain the rules and model the activity	The student listens carefully	
Elaboration	I extend learning by running the activity and monitoring participation	The student participates actively	
Closing	I consolidate learning by revising vocabulary and giving praise	The student repeats vocabulary	

Subject: Jordan team together / Grade 1	Unit Title: Unit 1: Welcome – Who’s this?	Lesson Title: Lesson 6: Letters and Sounds Practice	Number of Classes ()
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Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Previous learning;			
<u>The main outcomes:</u>			
The student recognises letter sounds The student matches sounds with letters			
The stages	Teacher Action	Learner Action	Time
Engagement	I revise letters and sounds using phonics cards	The student listens and participates	
Explanation	I explain each sound clearly and model pronunciation	The student repeats the sounds	
Elaboration	I extend learning through sound–letter matching activities	The student joins the activities	
Closing	I consolidate learning by correcting pronunciation	The student repeats correctly	

Subject: Jordan team together / Grade 1	Unit Title: Unit 1: Welcome – Who’s this?	Lesson Title:	Lesson 7: Stickers / Review	Number of Classes ()
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Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Previous learning;			
<u>The main outcomes:</u>			
The student reviews unit vocabulary The student uses vocabulary confidently			
The stages	Teacher Action	Learner Action	Time
Engagement	I revise unit vocabulary briefly	The student listens and responds	
Explanation	I explain the sticker activity and model it	The student follows instructions	
Elaboration	I extend learning by monitoring students during the activity	The student completes the task	
Closing	I consolidate learning by final revision and positive reinforcement	The student shows understanding	

Subject: Jordan team together / Grade 1	Unit Title: Unit 2: My body	Lesson Title:	Lesson 1: Pupil's Book – My body	Number of Classes ()
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Self – Reflection on Learning and Teaching:

Class/ section							
Number of absent students / Total number							
The class order in the timetable							
Day/ Date:							

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

Lesson plan

Previous learning;			
<u>The main outcomes:</u>			
The student names main body parts The student recognises body parts when shown pictures The student follows simple instructions related to body parts			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson using a greeting song with body movements and prepare students for learning	The student sings and performs actions	
Explanation	I explain body parts by pointing to my body and using pictures, pronounce each word clearly, and ask students to repeat	The student listens, repeats, and points to body parts	
Elaboration	I extend learning by asking students to identify body parts in pictures and on themselves	The student identifies and names body parts	
Closing	I consolidate learning by revising vocabulary and asking quick oral questions	The student answers and shows understanding	

Self – Reflection on Learning and Teaching:

Class/ section							
Number of absent students / Total number							
The class order in the timetable							
Day/ Date:							

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 2: My body	Lesson Title:	Lesson 2: Activity Book – My body	Number of Classes ()
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Previous learning;

The main outcomes:

The student matches body parts with pictures
 The student pronounces body parts correctly

The stages	Teacher Action	Learner Action	Time
Engagement	I revise body part vocabulary using flashcards	The student names body parts	
Explanation	I explain the activity step by step and model it on the board	The student follows the explanation	
Elaboration	I extend learning by monitoring students while working and providing support	The student matches and completes the activity	
Closing	I consolidate learning by checking answers and correcting mistakes	The student reviews and corrects his/her work □	

Self – Reflection on Learning and Teaching:

Class/ section							
Number of absent students / Total number							
The class order in the timetable							
Day/ Date:							

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 2: My body	Lesson Title:	Lesson 3: Grammar – He’s got / She’s got	Number of Classes ()
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Previous learning;

The main outcomes:

The student uses He’s got and She’s got correctly
 The student describes body parts using simple sentences

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising body parts orally	The student responds and participates	
Explanation	I explain the structure He’s got and She’s got using pictures and models, and repeat sentences clearly	The student listens and repeats sentences	
Elaboration	I extend learning by asking students to describe pictures using the structure	The student describes pictures orally	
Closing	I consolidate learning by revising sentences and correcting errors	The student repeats correctly	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 2: My body	Lesson Title:	Lesson 4: Vocabulary Practice	Number of Classes ()
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Previous learning;

The main outcomes:

The student uses body part vocabulary in simple contexts
 The student recognises words aurally and visually

The stages	Teacher Action	Learner Action	Time
Engagement	I revise vocabulary using songs and movement games	The student participates actively	
Explanation	I explain the activity instructions clearly and give examples	The student listens and follows	
Elaboration	I extend learning through matching and pair activities	The student works with a partner	
Closing	I consolidate learning through oral revision and feedback	The student responds confidently	

Self – Reflection on Learning and Teaching:

Class/ section										
Number of absent students / Total number										
The class order in the timetable										
Day/ Date:										

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 2: My body	Lesson Title:	Lesson 5: Story / Values	Number of Classes ()
Previous learning;				
<u>The main outcomes:</u>				
The student listens to a short story The student identifies body parts in the story The student shows positive values related to caring for the body				
The stages	Teacher Action	Learner Action	Time	
Engagement	I prepare students for the story and activate prior knowledge	The student listens and predicts		
Explanation	I explain the story using pictures and gestures and read with clear intonation	The student listens and follows the pictures		
Elaboration	I extend learning by asking questions about the story and body parts	The student answers and participates		
Closing	I consolidate learning by revising vocabulary and reinforcing values	The student responds and shows understanding □		

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 2: My body	Lesson Title:	Lesson 7: Stickers / Review	Number of Classes ()
Previous learning;				
<u>The main outcomes:</u>				
The student reviews body part vocabulary The student uses simple sentences confidently				
The stages	Teacher Action	Learner Action	Time	
Engagement	I revise unit vocabulary briefly using pictures	The student listens and responds		
Explanation	I explain the sticker activity and model it clearly	The student follows instructions		
Elaboration	I extend learning by monitoring students while completing the activity	The student completes the task		
Closing	I consolidate learning by final revision and positive reinforcement	The student shows understanding		

Self – Reflection on Learning and Teaching:

Class/ section							
Number of absent students / Total number							
The class order in the timetable							
Day/ Date:							

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 3 My blue jacket	Lesson Title:	Lesson 1: Pupil's Book – My blue jacket	Number of Classes ()
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Previous learning;

The main outcomes:

- The student names basic items of clothing
- The student recognises clothes when shown pictures
- The student follows simple instructions related to clothes

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson using a greeting song and revise colours to prepare students for learning	The student sings and responds	
Explanation	I explain clothes vocabulary by showing pictures and real clothes, pronounce each word clearly, and ask students to repeat	The student listens, repeats, and points to clothes	
Elaboration	I extend learning by asking students to identify clothes in pictures and in the classroom	The student identifies and names clothes	
Closing	I consolidate learning by revising vocabulary and asking quick oral questions	The student answers and shows understanding □	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 2: My blue jacket	Lesson Title:	Lesson 2: Activity Book – My blue jacket	Number of Classes ()
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Previous learning;

The main outcomes:

The student matches clothes with pictures
 The student pronounces clothes vocabulary correctly

The stages	Teacher Action	Learner Action	Time
Engagement	I revise clothes vocabulary using flashcards	The student names clothes	
Explanation	I explain the activity step by step and model it on the board	The student follows the explanation	
Elaboration	I extend learning by monitoring students and providing individual support	The student matches and completes the activity	
Closing	I consolidate learning by checking answers and correcting mistakes	The student reviews and corrects his/her work □	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 2: My blue jacket	Lesson Title:	Lesson 3: Grammar – I’m wearing	Number of Classes ()
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Previous learning;

The main outcomes:

The student uses I’m wearing correctly
 The student describes what he/she is wearing using simple sentences

The stages	Teacher Action	Learner Action	Time
Engagement	I revise clothes vocabulary orally to prepare for the grammar focus	The student responds and participates	
Explanation	I explain the structure I’m wearing by modelling sentences and pointing to my clothes	The student listens and repeats sentences	
Elaboration	I extend learning by asking students to describe their clothes using the structure	The student describes what he/she is wearing	
Closing	I consolidate learning by revising sentences and correcting errors	The student repeats correctly	

Self – Reflection on Learning and Teaching:

Class/ section										
Number of absent students / Total number										
The class order in the timetable										
Day/ Date:										

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 3: My blue jacket	Lesson Title:	Lesson 4: Vocabulary Practice	Number of Classes ()
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Previous learning;

The main outcomes:

The student uses clothes vocabulary in simple contexts
 The student recognises clothes words aurally and visually

The stages	Teacher Action	Learner Action	Time
Engagement	I revise vocabulary using songs and movement activities	The student participates actively	
Explanation	I explain activity instructions clearly and give examples	The student listens and follows	
Elaboration	I extend learning through matching and pair activities	The student works with a partner	
Closing	I consolidate learning through oral revision and feedback	The student responds confidently	

Self – Reflection on Learning and Teaching:

Class/ section										
Number of absent students / Total number										
The class order in the timetable										
Day/ Date:										

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 3: My blue jacket	Lesson Title:	Lesson 5: Story / Values	Number of Classes ()
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Previous learning;

The main outcomes:

- The student listens to a short story
- The student identifies clothes in the story
- The student shows positive values related to taking care of clothes

The stages	Teacher Action	Learner Action	Time
Engagement	I prepare students for the story and activate prior knowledge	The student listens and predicts	
Explanation	I explain the story using pictures and gestures and read with clear intonation	The student listens and follows the pictures	
Elaboration	I extend learning by asking questions about the story and clothes	The student answers and participates	
Closing	I consolidate learning by revising vocabulary and reinforcing values	The student responds and shows understanding □	

Self – Reflection on Learning and Teaching:

Class/ section										
Number of absent students / Total number										
The class order in the timetable										
Day/ Date:										

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 3: My blue jacket	Lesson Title: Lesson 7: Stickers / Review	Number of Classes ()
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Previous learning;

The main outcomes:

The student reviews clothes vocabulary
 The student uses simple sentences confidently

The stages	Teacher Action	Learner Action	Time
Engagement	I revise unit vocabulary briefly using pictures	The student listens and responds	
Explanation	I explain the sticker activity and model it clearly	The student follows instructions	
Elaboration	I extend learning by monitoring students while completing the activity	The student completes the task	
Closing	I consolidate learning by final revision and positive reinforcement	The student shows understanding	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 4: They're !tigers	Lesson Title: Lesson 1: Pupil's Book – They're tigers!	Number of Classes ()
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Previous learning;

The main outcomes:

- The student names common animals
- The student recognises animals when shown pictures
- The student listens and responds to simple questions about animals

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson using animal sounds and pictures to engage students and activate prior knowledge	The student listens, imitates sounds, and responds	
Explanation	I explain animal vocabulary by showing pictures and flashcards, pronounce each word clearly, and ask students to repeat	The student listens, repeats, and points to animals	
Elaboration	I extend learning by asking students to identify animals in pictures and around the classroom	The student identifies and names animals	
Closing	I consolidate learning by revising vocabulary and asking quick oral questions	The student answers and shows understanding □	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 4: They're !tigers	Lesson Title: Lesson 1: Pupil's Book – They're tigers!	Number of Classes ()
Previous learning;			
<u>The main outcomes:</u>			
The student names common animals The student recognises animals when shown pictures The student listens and responds to simple questions about animals			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson using animal sounds and pictures to engage students and activate prior knowledge	The student listens, imitates sounds, and responds	
Explanation	I explain animal vocabulary by showing pictures and flashcards, pronounce each word clearly, and ask students to repeat	The student listens, repeats, and points to animals	
Elaboration	I extend learning by asking students to identify animals in pictures and around the classroom	The student identifies and names animals	
Closing	I consolidate learning by revising vocabulary and asking quick oral questions	The student answers and shows understanding □	

Self – Reflection on Learning and Teaching:

Class/ section										
Number of absent students / Total number										
The class order in the timetable										
Day/ Date:										

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

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Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 4: They're !tigers	Lesson Title: Lesson 2: Activity Book – They're tigers!	Number of Classes ()
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Previous learning;

The main outcomes:

The student matches animals with pictures
The student pronounces animal names correctly

The stages	Teacher Action	Learner Action	Time
Engagement	I revise animal vocabulary using flashcards	The student names animals	
Explanation	I explain the activity step by step and model it on the board	The student follows the explanation	
Elaboration	I extend learning by monitoring students and providing individual support	The student matches and completes the activity	
Closing	I consolidate learning by checking answers and correcting mistakes	The student reviews and corrects his/her work □	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 4: They're !tigers	Lesson Title: Lesson 3: Grammar – They're	Number of Classes ()
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Previous learning;

The main outcomes:

The student uses They're correctly
 The student describes groups of animals using simple sentences

The stages	Teacher Action	Learner Action	Time
Engagement	I revise animal names orally to prepare for the grammar focus	The student responds and participates	
Explanation	I explain the structure They're by showing groups of animals in pictures and modelling sentences	The student listens and repeats sentences	
Elaboration	I extend learning by asking students to describe groups of animals using They're	The student describes groups orally	
Closing	I consolidate learning by revising sentences and correcting errors	The student repeats correctly	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 4: They're !tigers	Lesson Title: Lesson 4: Vocabulary Practice	Number of Classes ()
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Previous learning;

The main outcomes:

The student uses animal vocabulary in simple contexts
 The student recognises animal words aurally and visually

The stages	Teacher Action	Learner Action	Time
Engagement	I revise vocabulary using movement games and pictures	The student participates actively	
Explanation	I explain activity instructions clearly and give examples	The student listens and follows	
Elaboration	I extend learning through matching and pair activities	The student works with a partner	
Closing	I consolidate learning through oral revision and feedback	The student responds confidently	

Self – Reflection on Learning and Teaching:

Class/ section										
Number of absent students / Total number										
The class order in the timetable										
Day/ Date:										

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 4: They're !tigers	Lesson Title: Lesson 5: Story / Values	Number of Classes ()
Previous learning;			
<u>The main outcomes:</u>			
The student listens to a short story The student identifies animals in the story The student shows positive values related to caring for animals			
The stages	Teacher Action	Learner Action	Time
Engagement	I prepare students for the story and activate prior knowledge	The student listens and predicts	
Explanation	I explain the story using pictures and gestures and read with clear intonation	The student listens and follows the pictures	
Elaboration	I extend learning by asking questions about the story and animals	The student answers and participates	
Closing	I consolidate learning by revising vocabulary and reinforcing values	The student responds and shows understanding □	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 4: They're !tigers	Lesson Title:	Lesson 6: Phonics – Letters and Sounds	Number of Classes ()
Previous learning;				
<u>The main outcomes:</u>				
The student recognises target letter sounds The student blends and pronounces simple words				
The stages	Teacher Action	Learner Action	Time	
Engagement	I revise letter sounds using phonics cards and actions	The student listens and participates		
Explanation	I explain each sound clearly and model blending	The student repeats sounds and words		
Elaboration	I extend learning through phonics games and activities	The student joins the activities		
Closing	I consolidate learning by correcting pronunciation and revising sounds	The student repeats correctly <input type="checkbox"/>		

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 4: They're !tigers	Lesson Title: Lesson 7: Stickers / Review	Number of Classes ()
Previous learning;			
<u>The main outcomes:</u>			
The student reviews animal vocabulary The student uses simple sentences confidently			
The stages	Teacher Action	Learner Action	Time
Engagement	I revise unit vocabulary briefly using pictures	The student listens and responds	
Explanation	I explain the sticker activity and model it clearly	The student follows instructions	
Elaboration	I extend learning by monitoring students while completing the activity	The student completes the task	
Closing	I consolidate learning by final revision and positive reinforcement	The student shows understanding	

Self – Reflection on Learning and Teaching:

Class/ section							
Number of absent students / Total number							
The class order in the timetable							
Day/ Date:							

Teacher's Name and Signature :

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Principle's signature:

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Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 5: I like cakes !	Lesson Title: Lesson 1: Pupil's Book – I like cakes	Number of Classes ()
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Previous learning;

The main outcomes:

- The student names common food items
- The student recognises food items when shown pictures
- The student listens and responds to simple questions about food

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson using pictures of food and simple questions to activate prior knowledge	The student observes the pictures and responds	
Explanation	I explain food vocabulary by showing pictures and flashcards, pronounce each word clearly, and ask students to repeat	The student listens, repeats, and points to food items	
Elaboration	I extend learning by asking students to identify food items they see and know	The student identifies and names food items	
Closing	I consolidate learning by revising vocabulary and asking quick oral questions	The student answers and shows understanding □	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 5: I like cakes !	Lesson Title: Lesson 2: Activity Book – I like cakes	Number of Classes ()
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Previous learning;

The main outcomes:

The student matches food items with pictures
The student pronounces food vocabulary correctly

The stages	Teacher Action	Learner Action	Time
Engagement	I revise food vocabulary using flashcards	The student names food items	
Explanation	I explain the activity step by step and model it on the board	The student follows the explanation	
Elaboration	I extend learning by monitoring students and providing individual support	The student matches and completes the activity	
Closing	I consolidate learning by checking answers and correcting mistakes	The student reviews and corrects his/her work □	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 5: I like cakes !	Lesson Title: Lesson 3: Grammar – I like / I don't like	Number of Classes ()
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Previous learning;

The main outcomes:

The student uses I like and I don't like correctly
 The student expresses likes and dislikes using simple sentences

The stages	Teacher Action	Learner Action	Time
Engagement	I revise food vocabulary orally to prepare for the grammar focus	The student responds and participates	
Explanation	I explain the structures I like and I don't like using pictures and modelling sentences	The student listens and repeats sentences	
Elaboration	I extend learning by asking students to talk about foods they like or don't like	The student expresses likes and dislikes	
Closing	I consolidate learning by revising sentences and correcting errors	The student repeats correctly	

Self – Reflection on Learning and Teaching:

Class/ section										
Number of absent students / Total number										
The class order in the timetable										
Day/ Date:										

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 5: I like cakes !	Lesson Title: Lesson 4: Vocabulary Practice	Number of Classes ()
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Previous learning;

The main outcomes:

The student uses food vocabulary in simple contexts
 The student recognises food words aurally and visually

The stages	Teacher Action	Learner Action	Time
Engagement	I revise vocabulary using games and pictures	The student participates actively	
Explanation	I explain activity instructions clearly and give examples	The student listens and follows	
Elaboration	I extend learning through matching and pair activities	The student works with a partner	
Closing	I consolidate learning through oral revision and feedback	The student responds confidently	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 5: I like cakes !	Lesson Title: Lesson 5: Story / Values	Number of Classes ()
Previous learning;			
<u>The main outcomes:</u>			
The student listens to a short story The student identifies food items in the story The student shows positive values related to healthy eating and sharing food			
The stages	Teacher Action	Learner Action	Time
Engagement	I prepare students for the story and activate prior knowledge	The student listens and predicts	
Explanation	I explain the story using pictures and gestures and read with clear intonation	The student listens and follows the pictures	
Elaboration	I extend learning by asking questions about the story and food items	The student answers and participates	
Closing	I consolidate learning by revising vocabulary and reinforcing values	The student responds and shows understanding □	

Self – Reflection on Learning and Teaching:

Class/ section									
Number of absent students / Total number									
The class order in the timetable									
Day/ Date:									

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 1	Unit Title: Unit 5: I like cakes !	Lesson Title:	Lesson 6: Phonics – Letters and Sounds	Number of Classes ()
Previous learning;				
<u>The main outcomes:</u>				
The student recognises target letter sounds The student blends and pronounces simple words				
The stages	Teacher Action	Learner Action	Time	
Engagement	I revise letter sounds using phonics cards and actions	The student listens and participates		
Explanation	I explain each sound clearly and model blending	The student repeats sounds and words		
Elaboration	I extend learning through phonics games and activities	The student joins the activities		
Closing	I consolidate learning by correcting pronunciation and revising sounds	The student repeats correctly <input type="checkbox"/>		

Self – Reflection on Learning and Teaching:

Class/ section										
Number of absent students / Total number										
The class order in the timetable										
Day/ Date:										

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant: