



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ
لَطْفًا الرَّجَاءِ الْاِنْتِبَاهِ

هذا العمل مصري فقط لدى موقع الايمان التعليمي

www.alemancenter.com

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 High Note

Grade 8

Semester 2

Lesson plan

Subject: Jordan High Note / Grade 8	Unit Title: The Art Around Us!	Lesson Title:	Lesson Title: Lesson 1A	Number of Classes ()
Previous learning;				
The main outcomes:				
Identify different forms of art.				
Use art-related vocabulary correctly.				
Apply comparative and superlative adjectives in meaningful sentences.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I begin by asking questions about different types of art, explain the lesson idea on the board, activate prior knowledge, and encourage discussion.	The student talks about familiar types of art and shares opinions.		
Explanation	I explain new art-related vocabulary on the board, guide pronunciation, clarify meanings with examples, and check for understanding.	The student repeats vocabulary, follows pronunciation, and understands the meanings.		
Elaboration	I explain comparative and superlative adjectives on the board, provide clear examples related to art, guide controlled practice, and monitor accuracy.	The student applies the grammar rule and completes guided activities.		
Closing	I review vocabulary and grammar, ask the student to form sentences comparing types of art, and confirm understanding.	The student forms correct sentences and confirms 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 High Note / Grade 8	Unit Title: The Art Around Us!	Lesson Title: Lesson 2: Team Talk	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to understand and use functional language to talk about art preferences, express opinions, and compare different forms of art in spoken interaction.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising key vocabulary from the previous lesson, explain the context of the dialogue on the board, and prepare the student for listening and speaking.	The student recalls vocabulary and prepares to listen and speak.	
Explanation	I play the Team Talk dialogue, explain key expressions and opinion phrases on the board, and guide focused listening.	The student listens to the dialogue and identifies the main ideas.	
Elaboration	I ask the student to practice the dialogue in pairs, guide pronunciation and intonation, and monitor the interaction.	The student practices the dialogue with a partner and uses expressions correctly.	
Closing	I review spoken expressions, ask the student to create a similar dialogue about art, and confirm learning.	The student creates a short dialogue and confirms 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 High Note / Grade 8	Unit Title: The Art Around Us!	Lesson Title: Lesson 3: Grammar	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to use comparative and superlative adjectives correctly to describe and compare different forms of art.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising adjectives related to art, ask comparison questions, explain the focus of the lesson on the board, and activate prior knowledge.	The student recalls adjectives and responds to comparison questions.	
Explanation	I explain the rules of comparative and superlative adjectives on the board, give clear examples related to art, and highlight common mistakes.	The student observes the rules, follows examples, and asks questions when needed.	
Elaboration	I guide controlled grammar practice, explain selected answers on the board, monitor accuracy, and support understanding.	The student completes grammar exercises and applies the rules correctly.	
Closing	I review key grammar points, ask the student to form original sentences comparing types of art, and confirm learning.	The student forms correct sentences and confirms 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 High Note / Grade 8	Unit Title: The Art Around Us!	Lesson Title: Lesson Title: Lesson 4: Book Club (Reading)	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to read a text about art, identify the main idea and supporting details, and answer comprehension questions accurately.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by asking prediction questions about the text topic, explain the purpose of reading on the board, and activate prior knowledge.	The student predicts the content and prepares for reading.	
Explanation	I guide silent reading, explain difficult vocabulary on the board, clarify meanings in context, and monitor comprehension.	The student reads silently and identifies key ideas.	
Elaboration	I ask the student to answer comprehension questions, guide locating answers in the text, and monitor progress.	The student answers questions using evidence from the text.	
Closing	I review answers, ask follow-up questions, and confirm learning outcomes.	The student reviews answers and confirms 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 High Note / Grade 8	Unit Title: The Art Around Us!	Lesson Title: Lesson 5: Vocabulary and Grammar Review	Number of Classes ()
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Previous learning;

The main outcomes:

The student is expected to revise and apply art-related vocabulary and comparative and superlative adjectives accurately in spoken and written contexts.

The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising key vocabulary and grammar points from the unit, explain the focus of the lesson on the board, and activate prior learning.	The student recalls vocabulary and grammar rules and prepares for practice.	
Explanation	I guide vocabulary review activities, explain selected answers on the board, and monitor understanding.	The student completes vocabulary tasks and checks answers.	
Elaboration	I guide grammar review exercises, explain common mistakes on the board, and support accurate use of comparative and superlative forms.	The student completes grammar exercises and applies rules correctly.	
Closing	I review answers, ask the student to use vocabulary and grammar in sentences about art, and confirm learning.	The student forms correct sentences and confirms 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 High Note / Grade 8	Unit Title: The Art Around Us!	Lesson Title: Lesson 6: Writing	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to write a short paragraph about a form of art using appropriate vocabulary and comparative or superlative adjectives correctly.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by discussing different forms of art, explain the writing task and its purpose on the board, and model a short paragraph.	The student discusses ideas about art and observes the model paragraph.	
Explanation	I explain how to organize ideas into sentences on the board, highlight useful vocabulary and adjectives, and guide planning.	The student plans ideas and selects suitable vocabulary.	
Elaboration	I ask the student to write a short paragraph about a form of art, monitor writing, and provide support when needed.	The student writes a short paragraph following the model.	
Closing	I review selected writing samples, give feedback, and confirm learning outcomes.	The student revises writing and confirms understanding. □	

Self – Reflection on Learning and Teaching: <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Class/ section</td> <td style="width: 10%;"></td> </tr> <tr> <td style="padding: 2px;">Number of absent students / Total number</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;">The class order in the timetable</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 2px;">Day/ Date:</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	Class/ section										Number of absent students / Total number										The class order in the timetable										Day/ Date:									
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Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 8	Unit Title: The Art Around Us!	Lesson Title: Lesson 7: Listening	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to listen to a short audio about art, identify specific information, and respond to listening tasks accurately.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by asking prediction questions about the listening topic, explain the listening task on the board, and prepare the student for listening.	The student predicts the content and prepares to listen.	
Explanation	I play the audio for the first time, guide listening for the main idea, and monitor attention.	The student listens and identifies the main idea.	
Elaboration	I play the audio again, explain key words if needed, guide focused listening for details, and monitor responses.	The student listens carefully and identifies specific details.	
Closing	I review answers, discuss listening strategies, and confirm learning outcomes.	The student reviews answers and confirms 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 High Note / Grade 8	Unit Title: The Art Around Us!	Lesson Title: Lesson Title: Lesson 8: Unit 1 Review	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to revise key vocabulary and grammar from Unit 1, apply them accurately in activities, and demonstrate readiness for assessment.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising key vocabulary and grammar from the unit, explain that the lesson is for revision, and activate prior learning.	The student recalls vocabulary and grammar and prepares for revision.	
Explanation	I guide review activities covering vocabulary, grammar, reading, and listening, monitor progress, and provide support.	The student completes review activities independently.	
Elaboration	I explain common mistakes noticed during practice and clarify misunderstandings.	The student corrects mistakes and asks questions.	
Closing	I review the whole unit, ask reflective questions, and confirm readiness for assessment.	The student confirms understanding and readiness for assessment. □	

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 High Note / Grade 8	Unit Title: going to town	Lesson Title: Lesson Title: Lesson 1: Vocabulary and Grammar	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to recognize vocabulary related to places in town, use prepositions of place correctly, and apply the target grammar in meaningful sentences.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by asking questions about places the student visits in town, explain the lesson idea on the board, activate prior knowledge, and encourage discussion.	The student talks about places in town and shares experiences.	
Explanation	I explain new vocabulary related to places in town on the board, guide pronunciation, clarify meanings with examples, and check understanding.	The student repeats vocabulary, follows pronunciation, and identifies meanings.	
Elaboration	I explain the target grammar related to places and directions on the board, provide clear examples, guide controlled practice, and monitor accuracy.	The student applies the grammar rule and completes guided activities.	
Closing	I review vocabulary and grammar, ask the student to form sentences about places in town, and confirm learning.	The student forms correct sentences and confirms 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 High Note / Grade 8	Unit Title: going to town	Lesson Title: Lesson Title: Lesson 2: Team Talk	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to understand and use functional language to ask for and give information about places in town and directions during spoken interaction.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising key vocabulary from the previous lesson, explain the context of the dialogue on the board, and prepare the student for listening and speaking.	The student recalls vocabulary and prepares to listen and speak.	
Explanation	I play the Team Talk dialogue, explain key expressions for asking about places and directions on the board, and guide focused listening.	The student listens to the dialogue and identifies the main ideas.	
Elaboration	I ask the student to practice the dialogue in pairs, guide pronunciation and intonation, and monitor interaction.	The student practices the dialogue with a partner and uses expressions correctly.	
Closing	I review spoken expressions, ask the student to create a similar dialogue about places in town, and confirm learning.	The student creates a short dialogue and confirms 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:

School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 8	Unit Title: going to town	Lesson Title: Lesson 3: Grammar	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to use prepositions of place and direction correctly and apply the target grammar to describe locations and give directions accurately.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising places in town and asking location questions, explain the focus of the lesson on the board, and activate prior knowledge.	The student recalls places and responds to location questions.	
Explanation	I explain prepositions of place and direction on the board, give clear examples related to town locations, and highlight common mistakes.	The student observes examples, follows explanations, and asks questions when needed.	
Elaboration	I guide controlled grammar practice, explain selected answers on the board, monitor accuracy, and support understanding.	The student completes grammar exercises and applies the rules correctly.	
Closing	I review key grammar points, ask the student to form sentences giving directions in town, and confirm learning.	The student forms correct sentences and confirms 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 High Note / Grade 8	Unit Title: going to town	Lesson Title: Lesson Title: Lesson 4: Book Club (Reading)	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to read a text about places in town, identify the main idea and supporting details, and answer comprehension questions accurately.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by asking prediction questions about the text topic, explain the purpose of reading on the board, and activate prior knowledge about places in town.	The student predicts the content and prepares for reading.	
Explanation	I guide silent reading, explain difficult words in context, clarify meanings, and monitor comprehension.	The student reads silently and identifies key ideas.	
Elaboration	I ask the student to answer comprehension questions, guide locating answers in the text, and monitor progress.	The student answers questions using information from the text.	
Closing	I review answers, ask follow-up questions related to the text, and confirm learning outcomes.	The student reviews answers and confirms 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 High Note / Grade 8	Unit Title: going to town	Lesson Title:	Lesson Title: Lesson 5: Vocabulary and Grammar Review	Number of Classes ()
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Previous learning;

The main outcomes:

The student is expected to revise and accurately apply vocabulary and grammar related to places in town and directions in spoken and written activities.

The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising key vocabulary and grammar from the unit, explain the focus of the lesson on the board, and activate prior learning.	The student recalls vocabulary and grammar rules and prepares for practice.	
Explanation	I guide vocabulary review activities, explain selected answers on the board, and monitor understanding.	The student completes vocabulary tasks and checks answers.	
Elaboration	I guide grammar review exercises, explain common mistakes, and support accurate use of prepositions and direction structures.	The student completes grammar exercises and applies rules correctly.	
Closing	I review answers, ask the student to use vocabulary and grammar in sentences about places and directions, and confirm learning.	The student forms correct sentences and confirms 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 High Note / Grade 8	Unit Title: going to town	Lesson Title: Lesson 6: Writing	Lesson Title: Lesson 6: Writing	Number of Classes ()
Previous learning;				
The main outcomes:				
The student is expected to write a short paragraph describing places in town and giving simple directions using correct vocabulary and grammar.				
The stages	Teacher Action	Learner Action		Time
Engagement	I begin by discussing familiar places in town, explain the writing task and its purpose on the board, and model a short paragraph.	The student discusses places in town and observes the model paragraph.		
Explanation	I explain how to organize ideas into sentences on the board, highlight useful vocabulary and prepositions, and guide planning.	The student plans ideas and selects suitable vocabulary.		
Elaboration	I ask the student to write a short paragraph about a place in town and how to get there, monitor writing, and provide support when needed.	The student writes a short paragraph following the model.		
Closing	I review selected writing samples, give feedback, and confirm learning outcomes.	The student revises writing and confirms 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 High Note / Grade 8	Unit Title: going to town	Lesson Title: Lesson 7: Listening	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to listen to a conversation about places in town, identify the main idea and specific details, and respond accurately to listening tasks.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by asking prediction questions about future technology, explain the listening task on the board, and prepare the student for listening.	The student predicts the content and prepares to listen.	
Explanation	I play the audio for the first time, guide listening for the main idea, and monitor attention.	The student listens and identifies the main idea.	
Elaboration	I play the audio again, explain key words if needed, guide focused listening for details, and monitor responses.	The student listens carefully and identifies specific details.	
Closing	I review answers, discuss listening strategies, and confirm learning outcomes.	The student reviews answers and confirms 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:

School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 8	Unit Title: going to town	Lesson Title:	Lesson Title: Lesson 8: Unit 7 Review	Number of Classes ()	
Previous learning;					
The main outcomes:					
The student is expected to revise key vocabulary and grammar related to places in town and directions, apply them accurately in activities, and demonstrate readiness for assessment.					
The stages	Teacher Action	Learner Action	Time		
Engagement	I begin by revising key vocabulary and grammar from the unit, explain that the lesson is for revision, and activate prior learning.	The student recalls vocabulary and grammar and prepares for revision.			
Explanation	I guide review activities covering vocabulary, grammar, reading, and listening, monitor progress, and provide support.	The student completes review activities independently.			
Elaboration	I explain common mistakes noticed during practice and clarify misunderstandings.	The student corrects mistakes and asks questions.			
Closing	I review the whole unit, ask reflective questions, and confirm readiness for assessment.	The student confirms understanding and readiness for assessment.	□		

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:

School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 8		Unit Title: smart future	Lesson Title: Lesson 1: Vocabulary and Grammar	Number of Classes ()
Previous learning;				
The main outcomes:				
The student is expected to recognize vocabulary related to future technology, use new words in context, and apply the target future grammar correctly in simple sentences.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I begin by asking questions about technology and future inventions, explain the lesson idea on the board, activate prior knowledge, and encourage discussion.	The student talks about technology, predicts future ideas, and shares opinions.		
Explanation	I explain new vocabulary related to smart technology on the board, guide pronunciation, clarify meanings with examples, and check understanding.	The student repeats vocabulary, follows pronunciation, and identifies meanings.		
Elaboration	I explain the target future grammar structure on the board, provide clear examples related to smart future topics, guide controlled practice, and monitor accuracy.	The student applies the grammar rule and completes guided activities.		
Closing	I review vocabulary and grammar, ask the student to form sentences about future technology, and confirm learning.	The student forms correct sentences and confirms 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 High Note / Grade 8	Unit Title: smart future	Lesson Title: Lesson 2: Team Talk	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to understand and use functional language to talk about future plans, predictions, and technology in spoken interaction.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising key vocabulary from the previous lesson, explain the context of the dialogue on the board, and prepare the student for listening and speaking.	The student recalls vocabulary and prepares to listen and speak.	
Explanation	I play the Team Talk dialogue, explain key expressions for future plans and predictions on the board, and guide focused listening.	The student listens to the dialogue and identifies the main ideas.	
Elaboration	I ask the student to practice the dialogue in pairs, guide pronunciation and intonation, and monitor interaction.	The student practices the dialogue with a partner and uses expressions correctly.	
Closing	I review spoken expressions, ask the student to create a similar dialogue about smart future ideas, and confirm learning.	The student creates a short dialogue and confirms 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:

School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 8	Unit Title: smart future	Lesson Title: Lesson 3: Grammar	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to use future forms correctly to talk about plans, intentions, and predictions related to a smart future.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising future ideas and responding to prediction questions, explain the lesson focus on the board, and activate prior knowledge.	The student recalls future ideas and responds to prediction questions.	
Explanation	I explain the future grammar form and its use on the board, give clear examples related to technology and smart life, and highlight common mistakes.	The student observes the grammar form, follows explanations, and asks questions when needed.	
Elaboration	I guide controlled grammar practice, explain selected answers on the board, monitor accuracy, and support understanding.	The student completes grammar exercises and applies the rule correctly.	
Closing	I review key grammar points, ask the student to form original sentences about smart future ideas, and confirm learning.	The student forms correct sentences and confirms understanding. □	

Self – Reflection on Learning and Teaching:

Class/ section							
Number of absent students / Total number							
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Day/ Date:							

Teacher’s Name and Signature :

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School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 8	Unit Title: smart future	Lesson Title: Lesson 4: Book Club (Reading)	Number of Classes ()
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Previous learning;

The main outcomes:

The student is expected to read a text about smart future ideas, identify the main idea and supporting details, and answer comprehension questions accurately.

The stages	Teacher Action	Learner Action	Time
Engagement	I begin by asking prediction questions about future technology, explain the purpose of reading on the board, and activate prior knowledge.	The student predicts the content and prepares for reading.	
Explanation	I guide silent reading, explain difficult words in context, clarify meanings, and monitor comprehension.	The student reads silently and identifies key ideas.	
Elaboration	I ask the student to answer comprehension questions, guide locating answers in the text, and monitor progress.	The student answers questions using information from the text.	
Closing	I review answers, ask follow-up questions related to the text, and confirm learning outcomes.	The student reviews answers and confirms understanding.	

Self – Reflection on Learning and Teaching:

Class/ section							
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The class order in the timetable							
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Teacher’s Name and Signature :

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Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan High Note / Grade 8	Unit Title: smart future	Lesson Title: Lesson 5: Vocabulary and Grammar Review	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to revise and accurately apply smart future vocabulary and future grammar forms in spoken and written activities.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising key vocabulary and grammar from the unit, explain the focus of the lesson on the board, and activate prior learning.	The student recalls vocabulary and grammar rules and prepares for practice.	
Explanation	I guide vocabulary review activities, explain selected answers on the board, and monitor understanding.	The student completes vocabulary tasks and checks answers.	
Elaboration	I guide grammar review exercises, explain common mistakes, and support accurate use of future forms.	The student completes grammar exercises and applies rules correctly.	
Closing	I review answers, ask the student to use vocabulary and grammar in sentences about smart future ideas, and confirm learning.	The student forms correct sentences and confirms 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 High Note / Grade 8		Unit Title: smart future	Lesson Title: Lesson 6: Writing	Number of Classes ()
Previous learning;				
The main outcomes:				
The student is expected to write a short paragraph about a smart future idea using appropriate vocabulary and correct future grammar forms.				
The stages	Teacher Action	Learner Action	Time	
Engagement	I begin by discussing smart future ideas, explain the writing task and its purpose on the board, and model a short paragraph.	The student discusses future ideas and observes the model paragraph.		
Explanation	I explain how to organize ideas into sentences on the board, highlight useful vocabulary and future expressions, and guide planning.	The student plans ideas and selects suitable vocabulary.		
Elaboration	I ask the student to write a short paragraph about life in the future, monitor writing, and provide support when needed.	The student writes a short paragraph following the model.		
Closing	I review selected writing samples, give feedback, and confirm learning outcomes.	The student revises writing and confirms 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 High Note / Grade 8	Unit Title: smart future	Lesson Title: Lesson 7: Listening	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to listen to a conversation about future technology, identify the main idea and specific details, and respond accurately to listening tasks.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by asking prediction questions about future technology, explain the listening task on the board, and prepare the student for listening.	The student predicts the content and prepares to listen.	
Explanation	I play the audio for the first time, guide listening for the main idea, and monitor attention.	The student listens and identifies the main idea.	
Elaboration	I play the audio again, explain key words if needed, guide focused listening for details, and monitor responses.	The student listens carefully and identifies specific details.	
Closing	I review answers, discuss listening strategies, and confirm learning outcomes.	The student reviews answers and confirms 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 High Note / Grade 8	Unit Title: smart future	Lesson Title: Lesson 8: Unit 8 Review	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to revise key vocabulary and grammar related to smart future ideas, apply them accurately in activities, and demonstrate readiness for assessment.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising key vocabulary and grammar from the unit, explain that the lesson is for revision, and activate prior learning.	The student recalls vocabulary and grammar and prepares for revision.	
Explanation	I guide review activities covering vocabulary, grammar, reading, and listening, monitor progress, and provide support.	The student completes review activities independently.	
Elaboration	I explain common mistakes noticed during practice and clarify misunderstandings.	The student corrects mistakes and asks questions.	
Closing	I review the whole unit, ask reflective questions, and confirm readiness for assessment.	The student confirms understanding and readiness for assessment. □	

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 High Note / Grade 8	Unit Title: Fit and Healthy	Lesson Title: Lesson 1: Vocabulary and Grammar	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to recognize vocabulary related to health and fitness, use new words in context, and apply the target grammar related to healthy habits correctly in simple sentences.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by asking questions about healthy and unhealthy habits, explain the lesson idea on the board, activate prior knowledge, and encourage discussion.	The student talks about daily habits and shares ideas about healthy living.	
Explanation	I explain new vocabulary related to fitness and health on the board, guide pronunciation, clarify meanings with examples, and check understanding.	The student repeats vocabulary, follows pronunciation, and identifies meanings.	
Elaboration	I explain the target grammar structure related to giving advice and habits on the board, provide clear examples, guide controlled practice, and monitor accuracy.	The student applies the grammar rule and completes guided activities.	
Closing	I review vocabulary and grammar, ask the student to form sentences about healthy habits, and confirm learning.	The student forms correct sentences and confirms 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 High Note / Grade 8	Unit Title: Fit and Healthy	Lesson Title: Lesson 1: Vocabulary and Grammar	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to recognize vocabulary related to health and fitness, use new words in context, and apply the target grammar related to healthy habits correctly in simple sentences.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by asking questions about healthy and unhealthy habits, explain the lesson idea on the board, activate prior knowledge, and encourage discussion.	The student talks about daily habits and shares ideas about healthy living.	
Explanation	I explain new vocabulary related to fitness and health on the board, guide pronunciation, clarify meanings with examples, and check understanding.	The student repeats vocabulary, follows pronunciation, and identifies meanings.	
Elaboration	I explain the target grammar structure related to giving advice and habits on the board, provide clear examples, guide controlled practice, and monitor accuracy.	The student applies the grammar rule and completes guided activities.	
Closing	I review vocabulary and grammar, ask the student to form sentences about healthy habits, and confirm learning.	The student forms correct sentences and confirms 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 High Note / Grade 8	Unit Title: Fit and Healthy	Lesson Title: Lesson 2: Team Talk	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to understand and use functional language to talk about healthy habits, give advice, and discuss fitness routines in spoken interaction.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising key health and fitness vocabulary from the previous lesson, explain the context of the dialogue on the board, and prepare the student for listening and speaking.	The student recalls vocabulary and prepares to listen and speak.	
Explanation	I play the Team Talk dialogue, explain key expressions for giving advice and talking about health on the board, and guide focused listening.	The student listens to the dialogue and identifies the main ideas.	
Elaboration	I ask the student to practice the dialogue in pairs, guide pronunciation and intonation, and monitor interaction.	The student practices the dialogue with a partner and uses expressions correctly.	
Closing	I review spoken expressions, ask the student to create a similar dialogue about healthy habits, and confirm learning.	The student creates a short dialogue and confirms 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 High Note / Grade 8	Unit Title: Fit and Healthy	Lesson Title: Lesson 3: Grammar	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to use grammar structures related to giving advice and talking about healthy habits correctly in meaningful sentences.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising healthy habits and asking advice-related questions, explain the lesson focus on the board, and activate prior knowledge.	The student recalls healthy habits and responds to questions.	
Explanation	I explain the grammar structure for giving advice, provide clear examples related to fitness and health, and highlight common mistakes.	The student observes examples, follows explanations, and asks questions when needed.	
Elaboration	I guide controlled grammar practice, explain selected answers on the board, monitor accuracy, and support understanding.	The student completes grammar exercises and applies the rule correctly.	
Closing	I review key grammar points, ask the student to form original sentences giving health advice, and confirm learning.	The student forms correct sentences and confirms 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 High Note / Grade 8	Unit Title: Fit and Healthy	Lesson Title: Lesson 4: Book Club (Reading)	Number of Classes ()
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Previous learning;

The main outcomes:

The student is expected to read a text about healthy lifestyles, identify the main idea and supporting details, and answer comprehension questions accurately.

The stages	Teacher Action	Learner Action	Time
Engagement	I begin by asking prediction questions about healthy lifestyles, explain the reading purpose on the board, and activate prior knowledge.	The student predicts the content and prepares for reading.	
Explanation	I guide silent reading, explain difficult words in context, clarify meanings, and monitor comprehension.	The student reads silently and identifies key ideas.	
Elaboration	I ask the student to answer comprehension questions, guide locating answers in the text, and monitor progress.	The student answers questions using information from the text.	
Closing	I review answers, ask follow-up questions related to the text, and confirm learning outcomes.	The student reviews answers and confirms 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 High Note / Grade 8	Unit Title: Fit and Healthy	Lesson Title: Lesson 5: Vocabulary and Grammar Review	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to revise and accurately apply health-related vocabulary and grammar structures in spoken and written activities.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising key vocabulary and grammar from the unit, explain the focus of the lesson on the board, and activate prior learning.	The student recalls vocabulary and grammar rules and prepares for practice.	
Explanation	I guide vocabulary review activities, explain selected answers on the board, and monitor understanding.	The student completes vocabulary tasks and checks answers.	
Elaboration	I guide grammar review exercises, explain common mistakes, and support accurate use of advice structures.	The student completes grammar exercises and applies rules correctly.	
Closing	I review answers, ask the student to use vocabulary and grammar in sentences about healthy habits, and confirm learning.	The student forms correct sentences and confirms 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 High Note / Grade 8	Unit Title: Fit and Healthy	Lesson Title: Lesson 6: Writing	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to write a short paragraph about healthy habits using appropriate vocabulary and correct grammar structures.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by discussing healthy habits, explain the writing task and its purpose on the board, and model a short paragraph.	The student discusses healthy habits and observes the model paragraph.	
Explanation	I explain how to organize ideas into sentences on the board, highlight useful vocabulary and advice expressions, and guide planning.	The student plans ideas and selects suitable vocabulary.	
Elaboration	I ask the student to write a short paragraph about healthy habits, monitor writing, and provide support when needed.	The student writes a short paragraph following the model.	
Closing	I review selected writing samples, give feedback, and confirm learning outcomes.	The student revises writing and confirms 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 High Note / Grade 8	Unit Title: Fit and Healthy	Lesson Title: Lesson 7: Listening	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to listen to a conversation about healthy lifestyles, identify the main idea and specific details, and respond accurately to listening tasks.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by asking prediction questions about healthy habits, explain the listening task on the board, and prepare the student for listening.	The student predicts the content and prepares to listen.	
Explanation	I play the audio for the first time, guide listening for the main idea, and monitor attention.	The student listens and identifies the main idea.	
Elaboration	I play the audio again, explain key words if needed, guide focused listening for details, and monitor responses.	The student listens carefully and identifies specific details.	
Closing	I review answers, discuss listening strategies, and confirm learning outcomes.	The student reviews answers and confirms 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 High Note / Grade 8	Unit Title: Fit and Healthy	Lesson Title: Lesson 8: Unit 9 Review	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to revise key vocabulary and grammar related to health and fitness, apply them accurately in activities, and demonstrate readiness for assessment.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising key vocabulary and grammar from the unit, explain that the lesson is for revision, and activate prior learning.	The student recalls vocabulary and grammar and prepares for revision.	
Explanation	I guide review activities covering vocabulary, grammar, reading, and listening, monitor progress, and provide support.	The student completes review activities independently.	
Elaboration	I explain common mistakes noticed during practice and clarify misunderstandings.	The student corrects mistakes and asks questions.	
Closing	I review the whole unit, ask reflective questions, and confirm readiness for assessment.	The student confirms understanding and readiness for assessment. □	

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 High Note / Grade 8	Unit Title: Fit and Healthy	Lesson Title: Lesson 8: Unit 9 Review	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to revise key vocabulary and grammar related to health and fitness, apply them accurately in activities, and demonstrate readiness for assessment.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising key vocabulary and grammar from the unit, explain that the lesson is for revision, and activate prior learning.	The student recalls vocabulary and grammar and prepares for revision.	
Explanation	I guide review activities covering vocabulary, grammar, reading, and listening, monitor progress, and provide support.	The student completes review activities independently.	
Elaboration	I explain common mistakes noticed during practice and clarify misunderstandings.	The student corrects mistakes and asks questions.	
Closing	I review the whole unit, ask reflective questions, and confirm readiness for assessment.	The student confirms understanding and readiness for assessment. □	

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 High Note / Grade 8	Unit Title: Our planet , Our Hands	Lesson Title: Lesson 1: Vocabulary and Grammar	Number of Classes ()
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Previous learning;

The main outcomes:

The student is expected to recognize vocabulary related to the environment and the planet, use new words in context, and apply the target grammar related to environmental actions correctly in simple sentences.

The stages	Teacher Action	Learner Action	Time
Engagement	I begin by asking questions about the planet and environmental problems, explain the lesson idea on the board, activate prior knowledge, and encourage discussion.	The student talks about the planet and environmental issues and shares ideas.	
Explanation	I explain new vocabulary related to the environment and protecting the planet on the board, guide pronunciation, clarify meanings with examples, and check understanding.	The student repeats vocabulary, follows pronunciation, and identifies meanings.	
Elaboration	I explain the target grammar structure related to giving advice or actions to protect the planet on the board, provide clear examples, guide controlled practice, and monitor accuracy.	The student applies the grammar rule and completes guided activities.	
Closing	I review vocabulary and grammar, ask the student to form sentences about protecting the planet, and confirm learning.	The student forms correct sentences and confirms 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 High Note / Grade 8	Unit Title: Our planet , Our Hands	Lesson Title: Lesson 2: Team Talk	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to understand and use functional language to talk about protecting the planet, discuss environmental problems, and suggest solutions in spoken interaction.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising key vocabulary from the previous lesson, explain the context of the dialogue on the board, and prepare the student for listening and speaking.	The student recalls vocabulary and prepares to listen and speak.	
Explanation	I play the Team Talk dialogue, explain key expressions for giving advice and talking about health on the board, and guide focused listening.	The student listens to the dialogue and identifies the main ideas.	
Elaboration	I ask the student to practice the dialogue in pairs, guide pronunciation and intonation, and monitor interaction.	The student practices the dialogue with a partner and uses expressions correctly.	
Closing	I review spoken expressions, ask the student to create a similar dialogue about protecting the planet, and confirm learning.	The student creates a short dialogue and confirms 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 High Note / Grade 8	Unit Title: Our planet , Our Hands	Lesson Title: Lesson 3: Grammar	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to use grammar structures for giving advice and expressing obligation or responsibility to protect the planet correctly in meaningful sentences.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising environmental problems and solutions, explain the focus of the lesson on the board, and activate prior knowledge.	The student recalls environmental issues and responds to questions.	
Explanation	I explain the grammar structures used for giving advice and responsibility, provide clear examples related to protecting the planet, and highlight common mistakes.	The student observes examples, follows explanations, and asks questions when needed.	
Elaboration	I guide controlled grammar practice, explain selected answers on the board, monitor accuracy, and support understanding.	The student completes grammar exercises and applies the rules correctly.	
Closing	I review key grammar points, ask the student to form original sentences about protecting the planet, and confirm learning.	The student forms correct sentences and confirms 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 High Note / Grade 8	Unit Title: Our planet , Our Hands	Lesson Title: Lesson 4: Book Club (Reading)	Number of Classes ()
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Previous learning;

The main outcomes:

The student is expected to read a text about environmental protection, identify the main idea and supporting details, and answer comprehension questions accurately.

The stages	Teacher Action	Learner Action	Time
Engagement	I begin by asking prediction questions about environmental protection, explain the reading purpose on the board, and activate prior knowledge.	The student predicts the content and prepares for reading.	
Explanation	I guide silent reading, explain difficult words in context, clarify meanings, and monitor comprehension.	The student reads silently and identifies key ideas.	
Elaboration	I ask the student to answer comprehension questions, guide locating answers in the text, and monitor progress.	The student answers questions using information from the text.	
Closing	I review answers, ask follow-up questions related to the text, and confirm learning outcomes.	The student reviews answers and confirms 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 High Note / Grade 8		Unit Title: Our planet , Our Hands		Lesson Title: Lesson 5: Vocabulary and Grammar Review		Number of Classes ()	
Previous learning;							
The main outcomes:							
The student is expected to revise and accurately apply environmental vocabulary and grammar structures in spoken and written activities.							
The stages		Teacher Action		Learner Action		Time	
Engagement		I begin by revising key vocabulary and grammar from the unit, explain the focus of the lesson on the board, and activate prior learning.		The student recalls vocabulary and grammar rules and prepares for practice.			
Explanation		I guide vocabulary review activities, explain selected answers on the board, and monitor understanding.		The student completes vocabulary tasks and checks answers.			
Elaboration		I guide grammar review exercises, explain common mistakes, and support accurate use of advice and responsibility structures.		The student completes grammar exercises and applies rules correctly.			
Closing		I review answers, ask the student to use vocabulary and grammar in sentences about protecting the planet, and confirm learning.		The student forms correct sentences and confirms 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 High Note / Grade 8		Unit Title: Our planet , Our Hands		Lesson Title: Lesson 6: Writing		Number of Classes ()		
Previous learning;								
The main outcomes:								
The student is expected to write a short paragraph about how to protect the planet using appropriate vocabulary and correct grammar structures.								
The stages		Teacher Action			Learner Action			Time
Engagement		I begin by discussing ways to protect the planet, explain the writing task and its purpose on the board, and model a short paragraph.			The student discusses environmental actions and observes the model paragraph.			
Explanation		I explain how to organize ideas into sentences on the board, highlight useful vocabulary and advice expressions, and guide planning.			The student plans ideas and selects suitable vocabulary.			
Elaboration		I ask the student to write a short paragraph about protecting the planet, monitor writing, and provide support when needed.			The student writes a short paragraph following the model.			
Closing		I review selected writing samples, give feedback, and confirm learning outcomes.			The student revises writing and confirms 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 High Note / Grade 8		Unit Title: Our planet , Our Hands		Lesson Title: Lesson 7: Listening		Number of Classes ()	
Previous learning;							
The main outcomes:							
The student is expected to listen to a conversation about protecting the environment, identify the main idea and specific details, and respond accurately to listening tasks.							
The stages		Teacher Action		Learner Action		Time	
Engagement		I begin by asking prediction questions about environmental actions, explain the listening task on the board, and prepare the student for listening.		The student predicts the content and prepares to listen.			
Explanation		I play the audio for the first time, guide listening for the main idea, and monitor attention.		The student listens and identifies the main idea.			
Elaboration		I play the audio again, explain key words if needed, guide focused listening for details, and monitor responses.		The student listens carefully and identifies specific details.			
Closing		I review answers, discuss listening strategies, and confirm learning outcomes.		The student reviews answers and confirms 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 High Note / Grade 8		Unit Title: Our planet , Our Hands		Lesson Title: Lesson 8: Unit 10 Review		Number of Classes ()	
Previous learning;							
The main outcomes:							
The student is expected to revise key environmental vocabulary and grammar structures, apply them accurately in activities, and demonstrate readiness for assessment.							
The stages	Teacher Action			Learner Action			Time
Engagement	I begin by revising key vocabulary and grammar from the unit, explain that the lesson is for revision, and activate prior learning.			The student recalls vocabulary and grammar and prepares for revision.			
Explanation	I guide review activities covering vocabulary, grammar, reading, and listening, monitor progress, and provide support.			The student completes review activities independently.			
Elaboration	I explain common mistakes noticed during practice and clarify misunderstandings.			The student corrects mistakes and asks questions.			
Closing	I review the whole unit, ask reflective questions, and confirm readiness for assessment.			The student confirms understanding and readiness for assessment.			

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 High Note / Grade 8	Unit Title: Our planet , Our Hands	Lesson Title: Lesson 1: Vocabulary and Grammar	Number of Classes ()
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Previous learning;

The main outcomes:

The student is expected to recognize vocabulary related to environmental protection, use new words in context, and apply grammar structures related to environmental actions correctly.

The stages	Teacher Action	Learner Action	Time
Engagement	I begin by discussing ways to protect the environment, explain vocabulary on the board, and encourage a discussion about environmental challenges.	The student shares opinions about the environment and new vocabulary.	
Explanation	I explain the grammar structures used for suggesting solutions to environmental problems, provide examples, and guide controlled practice.	The student practices forming sentences using the new grammar structures.	
Elaboration	I review the vocabulary and grammar structures, and guide the student to write a short paragraph on environmental protection.	The student writes a short paragraph applying the new vocabulary and grammar.	
Closing	I review the student's writing, provide feedback, and confirm learning.	The student revises the writing and confirms 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 High Note / Grade 8	Unit Title: Our planet , Our Hands	Lesson Title: Lesson 2: Team Talk	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to understand and use functional language to talk about environmental problems, discuss solutions, and express opinions in spoken interaction.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising key vocabulary from the previous lesson, explain the context of the dialogue on the board, and prepare the student for listening and speaking.	The student recalls vocabulary and prepares to listen and speak.	
Explanation	I play the Team Talk dialogue, explain key expressions for discussing environmental problems and solutions, and guide focused listening.	The student listens to the dialogue and identifies the main ideas.	
Elaboration	I ask the student to practice the dialogue in pairs, guide pronunciation and intonation, and monitor interaction.	The student practices the dialogue with a partner and uses expressions correctly.	
Closing	I review spoken expressions, ask the student to create a similar dialogue about environmental protection, and confirm learning.	The student creates a short dialogue and confirms 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 High Note / Grade 8	Unit Title: Our planet , Our Hands	Lesson Title: Lesson 3: Grammar	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to use grammar structures for expressing environmental responsibility and offering solutions correctly in meaningful sentences.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising environmental issues and solutions, explain the grammar structures used for expressing responsibility and giving advice, and activate prior knowledge.	The student recalls environmental issues and responds to questions.	
Explanation	I explain the grammar structure for expressing advice and responsibility on the board, provide clear examples, and highlight common mistakes.	The student observes examples, follows explanations, and asks questions when needed.	
Elaboration	I guide controlled grammar practice, explain selected answers on the board, monitor accuracy, and support understanding.	The student completes grammar exercises and applies the rules correctly.	
Closing	I review key grammar points, ask the student to form original sentences about protecting the planet, and confirm learning.	The student forms correct sentences and confirms 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 High Note / Grade 8	Unit Title: Our planet , Our Hands	Lesson Title: Lesson 4: Book Club (Reading)	Number of Classes ()
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Previous learning;

The main outcomes:

The student is expected to read a text about environmental protection, identify the main idea and supporting details, and answer comprehension questions accurately.

The stages	Teacher Action	Learner Action	Time
Engagement	I begin by asking prediction questions about environmental protection, explain the purpose of reading on the board, and activate prior knowledge.	The student predicts the content and prepares for reading.	
Explanation	I guide silent reading, explain difficult words in context, clarify meanings, and monitor comprehension.	The student reads silently and identifies key ideas.	
Elaboration	I ask the student to answer comprehension questions, guide locating answers in the text, and monitor progress.	The student answers questions using information from the text.	
Closing	I review answers, ask follow-up questions related to the text, and confirm learning outcomes.	The student reviews answers and confirms 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 High Note / Grade 8	Unit Title: Our planet , Our Hands	Lesson Title: Lesson 5: Vocabulary and Grammar Review	Number of Classes ()
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Previous learning;

The main outcomes:

The student is expected to revise and accurately apply environmental vocabulary and grammar structures in spoken and written activities.

The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising key vocabulary and grammar from the unit, explain the focus of the lesson on the board, and activate prior learning.	The student recalls vocabulary and grammar rules and prepares for practice.	
Explanation	I guide vocabulary review activities, explain selected answers on the board, and monitor understanding.	The student completes vocabulary tasks and checks answers.	
Elaboration	I guide grammar review exercises, explain common mistakes, and support accurate use of environmental responsibility structures.	The student completes grammar exercises and applies rules correctly.	
Closing	I review answers, ask the student to use vocabulary and grammar in sentences about environmental protection, and confirm learning.	The student forms correct sentences and confirms 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 High Note / Grade 8	Unit Title: Our planet , Our Hands	Lesson Title: Lesson 6: Writing	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to write a short paragraph about protecting the environment using appropriate vocabulary and correct grammar structures.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by discussing ways to protect the environment, explain the writing task and its purpose on the board, and model a short paragraph.	The student discusses environmental actions and observes the model paragraph.	
Explanation	I explain how to organize ideas into sentences on the board, highlight useful vocabulary and advice expressions, and guide planning.	The student plans ideas and selects suitable vocabulary.	
Elaboration	I ask the student to write a short paragraph about protecting the planet, monitor writing, and provide support when needed.	The student writes a short paragraph following the model.	
Closing	I review selected writing samples, give feedback, and confirm learning outcomes.	The student revises writing and confirms 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 High Note / Grade 8	Unit Title: Our planet , Our Hands	Lesson Title: Lesson 7: Listening	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to listen to a conversation about environmental protection, identify the main idea and specific details, and respond accurately to listening tasks.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by asking prediction questions about environmental actions, explain the listening task on the board, and prepare the student for listening.	The student predicts the content and prepares to listen.	
Explanation	I play the audio for the first time, guide listening for the main idea, and monitor attention.	The student listens and identifies the main idea.	
Elaboration	I play the audio again, explain key words if needed, guide focused listening for details, and monitor responses.	The student listens carefully and identifies specific details.	
Closing	I review answers, discuss listening strategies, and confirm learning outcomes.	The student reviews answers and confirms 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 High Note / Grade 8	Unit Title: Our planet , Our Hands	Lesson Title: Lesson 8: Unit 11 Review	Number of Classes ()
Previous learning;			
The main outcomes:			
The student is expected to revise key environmental vocabulary and grammar structures, apply them accurately in activities, and demonstrate readiness for assessment.			
The stages	Teacher Action	Learner Action	Time
Engagement	I begin by revising key vocabulary and grammar from the unit, explain that the lesson is for revision, and activate prior learning.	The student recalls vocabulary and grammar and prepares for revision.	
Explanation	I guide review activities covering vocabulary, grammar, reading, and listening, monitor progress, and provide support.	The student completes review activities independently.	
Elaboration	I explain common mistakes noticed during practice and clarify misunderstandings.	The student corrects mistakes and asks questions.	
Closing	I review the whole unit, ask reflective questions, and confirm readiness for assessment.	The student confirms understanding and readiness for assessment.	

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: