



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 5**

**Semester 2**

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Welcome Back	<b>Lesson Title:</b> Vocabulary	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise and understand vocabulary related to hobbies and technology, identify the meaning of new words through pictures and context, use the vocabulary to talk about past activities, and pronounce the words accurately.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
Engagement	I introduce the lesson by asking the students to look at the pictures in the Pupil's Book, ask questions about hobbies and technology, and activate their background knowledge	The students look at the pictures, listen to the questions, and talk about hobbies and technology they know	
Explanation	I present the new vocabulary related to hobbies and technology, pronounce each word clearly, play the audio, and ask the students to listen and repeat chorally and individually	The students listen carefully, repeat the words chorally and individually, and follow the pictures	
Elaboration	I extend learning by guiding the students to use the new vocabulary in simple sentences about what they did in the holidays and what technology they use	The students use the vocabulary in simple oral sentences	
Closing	I confirm learning by asking quick oral questions, revising the vocabulary, correcting pronunciation mistakes, and reinforcing accurate use of the words	The students answer the questions, correct their mistakes, and pronounce the words 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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Welcome Back	<b>Lesson Title:</b> Grammar	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise and use the past simple tense to talk about activities in the past, form affirmative sentences correctly, and apply the grammar structure accurately in oral contexts.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
Engagement	I introduce the lesson by revising the vocabulary from the previous lesson and presenting example sentences from the Pupil's Book to draw attention to the past simple form	The students listen carefully and observe the example sentences	
Explanation	I explain the past simple tense clearly using examples related to holidays and activities, model correct sentence structure, and highlight verb forms	The students listen attentively and repeat the example sentences	
Elaboration	I extend learning by guiding the students to practise forming simple past tense sentences orally about what they did	The students form and say simple sentences using the past simple	
Closing	I confirm learning by asking quick oral questions, correcting mistakes, and reinforcing correct use of the past simple tense	The students answer the questions and use the tense 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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Welcome Back	<b>Lesson Title:</b> Grammar	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise and use the past simple tense to talk about activities in the past, form affirmative sentences correctly, and apply the grammar structure accurately in oral contexts.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
Engagement	I introduce the lesson by revising the vocabulary from the previous lesson and presenting example sentences from the Pupil's Book to draw attention to the past simple form	The students listen carefully and observe the example sentences	
Explanation	I explain the past simple tense clearly using examples related to holidays and activities, model correct sentence structure, and highlight verb forms	The students listen attentively and repeat the example sentences	
Elaboration	I extend learning by guiding the students to practise forming simple past tense sentences orally about what they did	The students form and say simple sentences using the past simple	
Closing	I confirm learning by asking quick oral questions, correcting mistakes, and reinforcing correct use of the past simple tense	The students answer the questions and use the tense 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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Welcome Back	<b>Lesson Title:</b> Grammar Practice	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to practise the past simple tense accurately, apply it correctly in controlled exercises, and use it in simple oral and written contexts to talk about past activities.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising the past simple tense using examples from the previous lesson and asking short oral questions to activate prior learning	The students listen, recall the past simple form, and respond to the questions	
<b>Explanation</b>	I explain the Activity Book exercises clearly, model how to complete the first example, and guide the students step by step	The students follow the instructions and complete the exercises	
<b>Elaboration</b>	I extend learning by monitoring the students' work, providing support, and encouraging accurate use of the past simple tense	The students practise the tense, ask questions when needed, and complete the tasks	
<b>Closing</b>	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct use of the past simple tense	The students correct their answers and demonstrate accurate use of the tense	

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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School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Welcome Back	<b>Lesson Title:</b> Reading	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to read a text about returning to school, understand the main idea and specific details, answer comprehension questions accurately, and use reading strategies such as skimming and scanning with guidance.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking pre-reading questions, drawing attention to the title and pictures, and encouraging the students to predict the content of the text	The students look at the title and pictures, listen to the questions, and make predictions	
<b>Explanation</b>	I guide the students through the first reading of the text, read aloud when necessary, and explain new words using context and visuals	The students read the text silently or aloud and follow the reading	
<b>Elaboration</b>	I extend learning by asking comprehension questions, guiding the students to find specific information, and encouraging discussion about the text	The students answer the questions and identify information from the text	
<b>Closing</b>	I confirm learning by reviewing the answers, correcting misunderstandings, and reinforcing key vocabulary and ideas from the reading	The students correct their answers and demonstrate understanding of the text	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Welcome Back	<b>Lesson Title:</b> Listening and Speaking	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to listen to short conversations about past activities, understand key information, use the past simple tense in guided speaking activities, and talk confidently about what they did in the past.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key vocabulary and past simple sentences from the unit and preparing the students for the listening task	The students listen, respond, and recall vocabulary and sentence patterns	
<b>Explanation</b>	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on key information while listening	The students listen carefully and complete the listening activity	
<b>Elaboration</b>	I extend learning by guiding the students through speaking activities, asking them to talk about their past activities using prompts and models	The students use the past simple tense to talk about what they did	
<b>Closing</b>	I confirm learning by monitoring the students' spoken responses, correcting errors, and reinforcing correct language use	The students correct their mistakes and demonstrate accurate spoken use	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Welcome Back	<b>Lesson Title:</b> Writing	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to write a short paragraph about their past activities using the past simple tense correctly, organise ideas in a logical order, and use appropriate vocabulary and punctuation.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising the past simple tense and key vocabulary related to activities, and discussing the writing topic shown in the Pupil's Book	The students listen, recall the grammar and vocabulary, and talk briefly about the topic	
<b>Explanation</b>	I present the writing task by explaining the model text, highlighting sentence structure and linking words, and guiding the students through the steps of writing	The students read the model text and follow the explanation	
<b>Elaboration</b>	I extend learning by guiding the students to plan and write their own short paragraph using prompts and support from the book	The students write a short paragraph about their past activities	
<b>Closing</b>	I confirm learning by checking the students' writing, giving feedback, correcting common mistakes, and reinforcing correct use of language	The students revise their writing and correct their mistakes	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Welcome Back	<b>Lesson Title:</b> Culture	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise cultural aspects related to school life and free-time activities, understand how students in different places spend their time, and use simple language to talk about routines and activities.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking general questions about school life and free-time activities to activate the students' background knowledge and prepare them for the cultural topic	The students listen to the questions and talk about their own school life and activities	
<b>Explanation</b>	I present the cultural content using pictures and information from the Pupil's Book, explain the main ideas clearly, and highlight key vocabulary related to daily life	The students look at the pictures, listen carefully, and follow the explanation	
<b>Elaboration</b>	I extend learning by asking guided questions, encouraging discussion, and prompting the students to compare their routines with those presented in the lesson	The students answer the questions and participate in simple discussions	
<b>Closing</b>	I confirm learning by reviewing the main cultural ideas, correcting misunderstandings, and reinforcing key vocabulary and concepts	The students respond to the review questions and show understanding of the cultural content	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Welcome Back	<b>Lesson Title:</b> English in Action and Pronunciation	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to use functional language to talk about past activities in simple real-life conversations, practise asking and answering questions using the past simple tense, and pronounce key sounds and words accurately.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key vocabulary and past simple questions and answers, and directing the students' attention to the dialogue in the Pupil's Book	The students listen, look at the dialogue, and recall familiar expressions	
<b>Explanation</b>	I present the dialogue by playing the audio, modelling correct pronunciation and intonation, and asking the students to repeat the sentences chorally and individually	The students listen carefully, repeat the dialogue, and practise pronunciation	
<b>Elaboration</b>	I extend learning by guiding the students to role-play the dialogue in pairs or small groups and practise talking about what they did in the past	The students participate in role-play and use the past simple in short conversations	
<b>Closing</b>	I confirm learning by monitoring pronunciation, correcting errors, and reinforcing accurate use of language and sounds	The students correct their pronunciation and demonstrate confident spoken use	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Welcome Back	<b>Lesson Title:</b> Revision and Assessment	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to revise the vocabulary and grammar of the unit, demonstrate understanding of the past simple tense, and show their ability to use the language accurately through revision and assessment activities.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key vocabulary and grammar points from the unit through short oral questions to activate prior learning	The students listen, respond, and recall vocabulary and grammar from the unit	
<b>Explanation</b>	I present revision activities from the Pupil's Book and Activity Book, explain the tasks clearly, and guide the students step by step	The students follow the instructions and complete the revision activities	
<b>Elaboration</b>	I extend learning by monitoring the students' work, offering support, and encouraging accurate use of vocabulary and grammar	The students practise the language and ask questions when needed	
<b>Closing</b>	I confirm learning by checking answers, discussing common mistakes, and assessing the students' understanding of the unit content	The students correct their work and demonstrate their 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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Welcome Back	<b>Lesson Title:</b> Listening, Speaking and Writing	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to listen to short texts about past activities and understand key information, use the past simple tense in guided speaking activities, and write a short text about what they did in the past using correct grammar and vocabulary.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising the unit vocabulary and the past simple tense through short oral questions to activate prior learning and prepare the students for the integrated skills lesson	The students listen, respond, and recall vocabulary and grammar from the unit	
<b>Explanation</b>	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on key information while listening	The students listen carefully and complete the listening task	
<b>Elaboration</b>	I extend learning by guiding the students through speaking activities about past activities and supported writing tasks in the Pupil's Book and Activity Book	The students speak using the past simple tense and write a short text	
<b>Closing</b>	I confirm learning by checking the students' spoken and written work, correcting errors, and reinforcing correct language use	The students correct their work and demonstrate accurate use of language	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Animals in Danger	<b>Lesson Title:</b> Vocabulary	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise and understand vocabulary related to endangered animals and environmental threats, identify the meaning of new words through pictures and context, use the vocabulary to talk about animals in danger, and pronounce the words accurately.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking the students to look at the pictures of animals in danger in the Pupil's Book, ask guiding questions to activate prior knowledge, and link the topic to animals they know	The students look at the pictures, listen to the questions, and talk about animals they know	
<b>Explanation</b>	I present the new vocabulary related to endangered animals and threats, pronounce each word clearly, play the audio, and ask the students to listen and repeat chorally and individually	The students listen carefully, repeat the words chorally and individually, and follow the pictures	
<b>Elaboration</b>	I extend learning by guiding the students to match the vocabulary with the correct pictures and use the new words in simple oral sentences about animals in danger	The students point to the pictures, say the words, and use them in simple sentences	
<b>Closing</b>	I confirm learning by asking quick oral questions, revising the vocabulary, correcting pronunciation mistakes, and reinforcing accurate use of the words	The students answer the questions, correct their mistakes, and pronounce the words 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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Animals in Danger	<b>Lesson Title:</b> Grammar	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise and use the present simple tense to talk about facts related to animals in danger, form affirmative and negative sentences correctly, and apply the grammar structure accurately in oral contexts.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising the vocabulary related to animals in danger and presenting example sentences from the Pupil's Book to draw attention to the grammar form	The students listen carefully and observe the example sentences	
<b>Explanation</b>	I explain the grammar rule clearly using examples about animals and their habitats, model correct sentence structure, and highlight key forms	The students listen attentively and repeat the example sentences	
<b>Elaboration</b>	I extend learning by guiding the students to practise forming simple sentences orally using the present simple to talk about animals in danger	The students form and say simple sentences using the present simple tense	
<b>Closing</b>	I confirm learning by asking quick oral questions, correcting mistakes, and reinforcing correct use of the present simple tense	The students answer the questions and use the tense 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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Animals in Danger	<b>Lesson Title:</b> Grammar Practice	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to practise the present simple tense to talk about facts related to animals in danger, apply the grammar rules accurately in controlled exercises, and use correct sentence forms in simple oral and written contexts.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising the present simple tense and key vocabulary about animals in danger through short oral questions to activate prior learning	The students listen, recall the grammar rule, and respond to the questions	
<b>Explanation</b>	I explain the Activity Book exercises clearly, model how to complete the first example, and guide the students step by step	The students follow the instructions and complete the exercises	
<b>Elaboration</b>	I extend learning by monitoring the students' work, providing support, and encouraging accurate use of the present simple tense	The students practise the tense, ask questions when needed, and complete the tasks	
<b>Closing</b>	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct use of the present simple tense	The students correct their answers and demonstrate accurate use of the tense	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Animals in Danger	<b>Lesson Title:</b> Reading	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to read a text about animals in danger, understand the main idea and specific details, identify reasons why animals are endangered, and answer comprehension questions accurately using information from the text.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking pre-reading questions, drawing attention to the title and pictures, and encouraging the students to predict the content of the text	The students look at the title and pictures, listen to the questions, and make predictions	
<b>Explanation</b>	I guide the students through the first reading of the text, read aloud when necessary, and explain new or difficult words using pictures, context, and examples	The students read the text silently or aloud and follow the reading	
<b>Elaboration</b>	I extend learning by asking comprehension questions, guiding the students to find specific information about endangered animals and threats, and encouraging discussion	The students answer the questions and identify information from the text	
<b>Closing</b>	I confirm learning by reviewing the answers, correcting misunderstandings, and reinforcing key vocabulary and ideas from the reading	The students correct their answers and demonstrate understanding of the text	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Animals in Danger	<b>Lesson Title:</b> Listening and Speaking	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to listen to short texts about animals in danger and understand key information, use the present simple tense to talk about animals and environmental problems, and express simple opinions about protecting animals.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key vocabulary related to animals in danger and preparing the students for the listening task through guiding questions	The students listen, respond, and recall vocabulary related to animals in danger	
<b>Explanation</b>	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on specific information while listening	The students listen carefully and complete the listening activity	
<b>Elaboration</b>	I extend learning by guiding the students through speaking activities, encouraging them to talk about animals in danger and how to protect them using simple sentences	The students speak using the present simple tense and express ideas about protecting animals	
<b>Closing</b>	I confirm learning by monitoring the students' spoken responses, correcting errors, and reinforcing correct language use	The students correct their mistakes and demonstrate accurate spoken use	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Animals in Danger	<b>Lesson Title:</b> Writing	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to write a short paragraph about animals in danger, explain simple reasons why animals are endangered, suggest basic ways to protect animals, and use correct vocabulary and grammar from the unit.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key vocabulary and sentence structures related to animals in danger and discussing the writing topic shown in the Pupil's Book	The students listen, recall vocabulary and structures, and talk briefly about animals in danger	
<b>Explanation</b>	I present the writing task by explaining the model text, highlighting key ideas, sentence structure, and linking words, and guiding the students through the writing steps	The students read the model text and follow the explanation	
<b>Elaboration</b>	I extend learning by guiding the students to plan and write a short paragraph about an endangered animal using prompts and support from the book	The students write a short paragraph about animals in danger	
<b>Closing</b>	I confirm learning by checking the students' writing, giving feedback, correcting common mistakes, and reinforcing correct use of vocabulary and grammar	The students revise their writing and correct their mistakes	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Animals in Danger	<b>Lesson Title:</b> Culture	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise cultural and global efforts to protect animals, understand why protecting animals is important around the world, and use simple language to talk about caring for animals and the environment.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking general questions about animals, nature, and why animals need protection to activate the students' background knowledge	The students listen to the questions and share simple ideas about protecting animals	
<b>Explanation</b>	I present the cultural content using pictures and information from the Pupil's Book, explain how people and organisations help protect animals, and highlight key vocabulary	The students look at the pictures, listen carefully, and follow the explanation	
<b>Elaboration</b>	I extend learning by asking guided questions, encouraging discussion, and prompting the students to compare local and global ways of protecting animals	The students answer the questions and participate in simple discussions	
<b>Closing</b>	I confirm learning by reviewing the main ideas, correcting misunderstandings, and reinforcing key vocabulary and concepts related to animal protection	The students respond to the review questions and show understanding of the cultural content	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Animals in Danger	<b>Lesson Title:</b> English in Action and Pronunciation	<b>Number of Classes ( )</b>
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**Previous learning;**

**The main outcomes:**

By the end of the lesson, the students are expected to use functional language to talk about animals in danger in simple real-life conversations, practise asking and answering questions about animals and protection, and pronounce key sounds and words accurately.

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key vocabulary and functional expressions related to animals in danger and directing the students' attention to the dialogue in the Pupil's Book	The students listen, look at the dialogue, and recall familiar expressions	
Explanation	I present the dialogue by playing the audio, modelling correct pronunciation and intonation, and asking the students to repeat the sentences chorally and individually	The students listen carefully, repeat the dialogue, and practise pronunciation	
Elaboration	I extend learning by guiding the students to role-play the dialogue in pairs or small groups and practise talking about animals in danger and how to protect them	The students participate in role-play and use the expressions in short conversations	
Closing	I confirm learning by monitoring pronunciation, correcting errors, and reinforcing accurate use of language and sounds	The students correct their pronunciation and demonstrate confident spoken use	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Animals in Danger	<b>Lesson Title:</b> Revision and Assessment	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to revise the vocabulary and grammar of the unit, demonstrate understanding of facts about animals in danger, and show their ability to use the language accurately through revision and assessment activities.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key vocabulary and grammar points from the unit through short oral questions to activate prior learning	The students listen, respond, and recall vocabulary and grammar from the unit	
<b>Explanation</b>	I present revision activities from the Pupil's Book and Activity Book, explain the tasks clearly, and guide the students step by step	The students follow the instructions and complete the revision activities	
<b>Elaboration</b>	I extend learning by monitoring the students' work, offering support, and encouraging accurate use of vocabulary and grammar	The students practise the language and ask questions when needed	
<b>Closing</b>	I confirm learning by checking answers, discussing common mistakes, and assessing the students' understanding of the unit content	The students correct their work and demonstrate their 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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Animals in Danger	<b>Lesson Title:</b> Listening, Speaking and Writing	<b>Number of Classes ( )</b>
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Previous learning;

## The main outcomes:

the end of the lesson, the students are expected to listen to short texts about animals in danger and understand key information, use the present simple tense in guided speaking activities to talk about animals and protection, and write a short text about an endangered animal using correct vocabulary and grammar.

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising the unit vocabulary and grammar related to animals in danger through short oral questions to activate prior learning and prepare the students for the integrated skills lesson	The students listen, respond, and recall vocabulary and grammar from the unit	
Explanation	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on key information while listening	The students listen carefully and complete the listening task	
Elaboration	I extend learning by guiding the students through speaking activities about animals in danger and supported writing tasks in the Pupil's Book and Activity Book	The students speak using the present simple tense and write a short text	
Closing	I confirm learning by checking the students' spoken and written work, correcting errors, and reinforcing correct language use	The students correct their work and demonstrate accurate use of language	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Animals in Danger	<b>Lesson Title:</b> Vocabulary	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise and understand vocabulary related to health, food, and daily habits, identify the meaning of new words through pictures and context, use the vocabulary to talk about healthy and unhealthy habits, and pronounce the words accurately.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking the students to look at the pictures related to health and food in the Pupil's Book, ask guiding questions to activate prior knowledge, and connect the topic to their daily habits	The students look at the pictures, listen to the questions, and talk about healthy and unhealthy habits	
<b>Explanation</b>	I present the new health-related vocabulary, pronounce each word clearly, play the audio, and ask the students to listen and repeat chorally and individually	The students listen carefully, repeat the words chorally and individually, and follow the pictures	
<b>Elaboration</b>	I extend learning by guiding the students to match the vocabulary with the correct pictures and use the new words in simple oral sentences about health	The students point to the pictures, say the words, and use them in simple sentences	
<b>Closing</b>	I confirm learning by asking quick oral questions, revising the vocabulary, correcting pronunciation mistakes, and reinforcing accurate use of the words	The students answer the questions, correct their mistakes, and pronounce the words 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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Staying Healthy	<b>Lesson Title:</b> Grammar	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise and use modal verbs to give advice about health, form correct sentences to talk about healthy habits, and apply the grammar structure accurately in oral contexts.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising health-related vocabulary from the previous lesson and presenting example sentences from the Pupil's Book to draw attention to the grammar form	The students listen carefully and observe the example sentences	
<b>Explanation</b>	I explain the grammar rule clearly using examples about healthy and unhealthy habits, model correct sentence structure, and highlight the use of modal verbs for advice	The students listen attentively and repeat the example sentences	
<b>Elaboration</b>	I extend learning by guiding the students to practise forming simple sentences orally using modal verbs to give health advice	The students form and say simple sentences giving health advice	
<b>Closing</b>	I confirm learning by asking quick oral questions, correcting mistakes, and reinforcing correct use of the grammar structure	The students answer the questions and use the grammar 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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Staying Healthy	<b>Lesson Title:</b> Grammar Practice	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to practise using modal verbs to give advice about health, apply the grammar rules accurately in controlled exercises, and use correct sentence forms in simple oral and written contexts.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising the modal verbs used for giving advice and asking short oral questions to activate prior learning	The students listen, recall the grammar rule, and respond to the questions	
<b>Explanation</b>	I explain the Activity Book exercises clearly, model how to complete the first example, and guide the students step by step	The students follow the instructions and complete the exercises	
<b>Elaboration</b>	I extend learning by monitoring the students' work, providing support, and encouraging accurate use of modal verbs in health-related sentences	The students practise the grammar, ask questions when needed, and complete the tasks	
<b>Closing</b>	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct use of the grammar structure	The students correct their answers and demonstrate accurate use of the grammar	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Staying Healthy	<b>Lesson Title:</b> Reading	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to read a text about healthy living, understand the main idea and specific details, identify healthy and unhealthy habits, and answer comprehension questions accurately using information from the text.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking pre-reading questions, drawing attention to the title and pictures, and encouraging the students to predict the content of the text	The students look at the title and pictures, listen to the questions, and make predictions	
<b>Explanation</b>	I guide the students through the first reading of the text, read aloud when necessary, and explain new or difficult words using pictures, context, and examples	The students read the text silently or aloud and follow the reading	
<b>Elaboration</b>	I extend learning by asking comprehension questions, guiding the students to find specific information about healthy habits, and encouraging discussion	The students answer the questions and identify information from the text	
<b>Closing</b>	I confirm learning by reviewing the answers, correcting misunderstandings, and reinforcing key vocabulary and ideas from the reading	The students correct their answers and demonstrate understanding of the text	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Staying Healthy	<b>Lesson Title:</b> Listening and Speaking	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to listen to short texts about healthy habits and daily routines, understand key information, use modal verbs to give advice about health, and speak confidently about healthy and unhealthy habits.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key health vocabulary and modal verbs for giving advice, and preparing the students for the listening task with guiding questions	The students listen, respond, and recall vocabulary and grammar related to health	
<b>Explanation</b>	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on specific information while listening	The students listen carefully and complete the listening activity	
<b>Elaboration</b>	I extend learning by guiding the students through speaking activities, encouraging them to give advice about healthy habits using modal verbs	The students speak using modal verbs to give health advice	
<b>Closing</b>	I confirm learning by monitoring the students' spoken responses, correcting errors, and reinforcing correct language use	The students correct their mistakes and demonstrate accurate spoken use	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Staying Healthy	<b>Lesson Title:</b> Writing	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to write a short text giving advice about staying healthy, use modal verbs correctly, organise ideas clearly, and apply appropriate vocabulary, spelling, and punctuation.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising health-related vocabulary and modal verbs used for giving advice, and discussing the writing topic shown in the Pupil's Book	The students listen, recall vocabulary and grammar, and talk briefly about healthy habits	
<b>Explanation</b>	I present the writing task by explaining the model text, highlighting sentence structure, linking words, and correct use of modal verbs	The students read the model text and follow the explanation	
<b>Elaboration</b>	I extend learning by guiding the students to plan and write a short paragraph giving advice about staying healthy using prompts and support from the book	The students write a short text about staying healthy	
<b>Closing</b>	I confirm learning by checking the students' writing, giving feedback, correcting common mistakes, and reinforcing correct use of language	The students revise their writing and correct their mistakes	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Staying Healthy	<b>Lesson Title:</b> Culture	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise cultural practices related to staying healthy, understand how people in different cultures keep healthy, and use simple language to talk about healthy habits around the world.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking general questions about healthy habits and daily routines to activate the students' background knowledge and prepare them for the cultural topic	The students listen to the questions and talk about healthy habits they know	
<b>Explanation</b>	I present the cultural content using pictures and information from the Pupil's Book, explain how people in different cultures stay healthy, and highlight key vocabulary	The students look at the pictures, listen carefully, and follow the explanation	
<b>Elaboration</b>	I extend learning by asking guided questions, encouraging discussion, and prompting the students to compare their habits with those presented in the lesson	The students answer the questions and participate in simple discussions	
<b>Closing</b>	I confirm learning by reviewing the main cultural ideas, correcting misunderstandings, and reinforcing key vocabulary and concepts	The students respond to the review questions and show understanding of the cultural content	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Staying Healthy	<b>Lesson Title:</b> English in Action and Pronunciation	<b>Number of Classes ( )</b>
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Previous learning;

## The main outcomes:

By the end of the lesson, the students are expected to use functional language to give and respond to health advice in simple real-life conversations, practise asking and answering questions about healthy habits, and pronounce key sounds and words accurately.

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key vocabulary and functional expressions related to health and advice, and directing the students' attention to the dialogue in the Pupil's Book	The students listen, look at the dialogue, and recall familiar expressions	
Explanation	I present the dialogue by playing the audio, modelling correct pronunciation and intonation, and asking the students to repeat the sentences chorally and individually	The students listen carefully, repeat the dialogue, and practise pronunciation	
Elaboration	I extend learning by guiding the students to role-play the dialogue in pairs or small groups and practise giving health advice	The students participate in role-play and use the expressions in short conversations	
Closing	I confirm learning by monitoring pronunciation, correcting errors, and reinforcing accurate use of language and sounds	The students correct their pronunciation and demonstrate confident spoken use	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Staying Healthy	<b>Lesson Title:</b> Staying Healthy	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to revise the vocabulary and grammar of the unit, demonstrate understanding of healthy habits and advice structures, and show their ability to use the language accurately through revision and assessment activities.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key vocabulary and grammar points from the unit through short oral questions to activate prior learning	The students listen, respond, and recall vocabulary and grammar from the unit	
<b>Explanation</b>	I present revision activities from the Pupil's Book and Activity Book, explain the tasks clearly, and guide the students step by step	The students follow the instructions and complete the revision activities	
<b>Elaboration</b>	I extend learning by monitoring the students' work, offering support, and encouraging accurate use of vocabulary and grammar	The students practise the language and ask questions when needed	
<b>Closing</b>	I confirm learning by checking answers, discussing common mistakes, and assessing the students' understanding of the unit content	The students correct their work and demonstrate their 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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Staying Healthy	<b>Lesson Title:</b> Listening, Speaking and Writing	<b>Number of Classes ( )</b>
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Previous learning;

## The main outcomes:

By the end of the lesson, the students are expected to listen to short texts about healthy habits and daily routines and understand key information, use modal verbs to give health advice in guided speaking activities, and write a short text giving advice about staying healthy using correct vocabulary and grammar.

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising the unit vocabulary and grammar related to health and advice through short oral questions to activate prior learning and prepare the students for the integrated skills lesson	The students listen, respond, and recall vocabulary and grammar from the unit	
Explanation	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on key information while listening	The students listen carefully and complete the listening task	
Elaboration	I extend learning by guiding the students through speaking activities where they give advice about healthy habits and supported writing tasks from the Pupil's Book and Activity Book	The students speak using modal verbs and write a short text about staying healthy	
Closing	I confirm learning by checking the students' spoken and written work, correcting errors, and reinforcing correct language use	The students correct their work and demonstrate accurate use of language	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Curtain Up	<b>Lesson Title:</b> Listening, Speaking and Writing	<b>Number of Classes ( )</b>
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Previous learning;

## The main outcomes:

By the end of the lesson, the students are expected to recognise and understand vocabulary related to theatre, drama, and performances, identify the meaning of new words through pictures and context, use the vocabulary to talk about plays and performances, and pronounce the words accurately.

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking the students to look at the pictures related to theatre and drama in the Pupil's Book, ask guiding questions to activate prior knowledge, and connect the topic to performances they have seen	The students look at the pictures, listen to the questions, and talk about plays or performances they know	
Explanation	I present the new theatre-related vocabulary, pronounce each word clearly, play the audio, and ask the students to listen and repeat chorally and individually	The students listen carefully, repeat the words chorally and individually, and follow the pictures	
Elaboration	I extend learning by guiding the students to match the vocabulary with the correct pictures and use the new words in simple oral sentences about theatre	The students point to the pictures, say the words, and use them in simple sentences	
Closing	I confirm learning by asking quick oral questions, revising the vocabulary, correcting pronunciation mistakes, and reinforcing accurate use of the words	The students answer the questions, correct their mistakes, and pronounce the words 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

<b>Subject:</b> Jordan team together / Grade 5	<b>it Title:</b> Curtain Up	<b>Lesson Title:</b> Grammar	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise and use the present continuous tense to talk about actions happening now in a play or performance, form correct affirmative and negative sentences, and apply the grammar structure accurately in oral contexts.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising theatre vocabulary from the previous lesson and presenting example sentences from the Pupil's Book to draw attention to the grammar form	The students listen carefully and observe the example sentences	
<b>Explanation</b>	I explain the present continuous tense clearly using examples related to acting and performances, model correct sentence structure, and highlight verb forms	The students listen attentively and repeat the example sentences	
<b>Elaboration</b>	I extend learning by guiding the students to practise forming simple sentences orally using the present continuous tense to describe actions on stage	The students form and say simple sentences using the present continuous	
<b>Closing</b>	I confirm learning by asking quick oral questions, correcting mistakes, and reinforcing correct use of the grammar structure	The students answer the questions and use the grammar 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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Curtain Up	<b>Lesson Title:</b> Grammar Practice	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to practise the present continuous tense accurately, apply it correctly in controlled exercises, and use it to describe actions happening in a play or performance in simple oral and written contexts.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising the present continuous tense and key theatre vocabulary through short oral questions to activate prior learning	The students listen, recall the grammar rule, and respond to the questions	
<b>Explanation</b>	I explain the Activity Book exercises clearly, model how to complete the first example, and guide the students step by step	The students follow the instructions and complete the exercises	
<b>Elaboration</b>	I extend learning by monitoring the students' work, providing support, and encouraging accurate use of the present continuous tense	The students practise the tense, ask questions when needed, and complete the tasks	
<b>Closing</b>	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct use of the present continuous tense	The students correct their answers and demonstrate accurate use of the tense	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>it Title:</b> Curtain Up	<b>Lesson Title:</b> Reading	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to read a text related to theatre and drama, understand the main idea and specific details, identify characters and actions in the play, and answer comprehension questions accurately.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking pre-reading questions, drawing attention to the title and pictures, and encouraging the students to predict the content of the text	The students look at the title and pictures, listen to the questions, and make predictions	
<b>Explanation</b>	I guide the students through the first reading of the text, read aloud when necessary, and explain new or difficult words using pictures and context	The students read the text silently or aloud and follow the reading	
<b>Elaboration</b>	I extend learning by asking comprehension questions, guiding the students to identify characters, actions, and key events, and encouraging discussion	The students answer the questions and identify information from the text	
<b>Closing</b>	I confirm learning by reviewing the answers, correcting misunderstandings, and reinforcing key vocabulary and ideas from the reading	The students correct their answers and demonstrate understanding of the text	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Curtain Up	<b>Lesson Title:</b> Listening and Speaking	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to listen to short dialogues related to theatre and performances, understand key information about actions on stage, use the present continuous tense in guided speaking activities, and talk about what characters are doing in a play.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising theatre vocabulary and the present continuous tense, and preparing the students for the listening task through guiding questions	The students listen, respond, and recall vocabulary and grammar related to theatre	
<b>Explanation</b>	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on specific information while listening	The students listen carefully and complete the listening activity	
<b>Elaboration</b>	I extend learning by guiding the students through speaking activities, encouraging them to describe actions happening in a play using the present continuous tense	The students speak using the present continuous tense to describe actions	
<b>Closing</b>	I confirm learning by monitoring the students' spoken responses, correcting errors, and reinforcing correct language use	The students correct their mistakes and demonstrate accurate spoken use	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Curtain Up	<b>Lesson Title:</b> Writing	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to write a short description of a scene from a play or performance, use the present continuous tense correctly, organise ideas clearly, and apply appropriate vocabulary, spelling, and punctuation.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising theatre vocabulary and the present continuous tense and discussing the writing topic shown in the Pupil's Book	The students listen, recall vocabulary and grammar, and talk briefly about scenes from plays	
<b>Explanation</b>	I present the writing task by explaining the model text, highlighting sentence structure, use of the present continuous tense, and descriptive words	The students read the model text and follow the explanation	
<b>Elaboration</b>	I extend learning by guiding the students to plan and write a short paragraph describing what characters are doing in a play using prompts and support from the book	The students write a short description of a scene from a play	
<b>Closing</b>	I confirm learning by checking the students' writing, giving feedback, correcting common mistakes, and reinforcing correct use of language	The students revise their writing and correct their mistakes	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Curtain Up	<b>Lesson Title:</b> English in Action and Pronunciation	<b>Number of Classes ( )</b>
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Previous learning;

## The main outcomes:

By the end of the lesson, the students are expected to use functional language to talk about actions on stage in simple real-life conversations, practise asking and answering questions using the present continuous tense, and pronounce key sounds and words accurately.

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key vocabulary and functional expressions related to theatre and actions, and directing the students' attention to the dialogue in the Pupil's Book	The students listen, look at the dialogue, and recall familiar expressions	
Explanation	I present the dialogue by playing the audio, modelling correct pronunciation and intonation, and asking the students to repeat the sentences chorally and individually	The students listen carefully, repeat the dialogue, and practise pronunciation	
Elaboration	I extend learning by guiding the students to role-play the dialogue in pairs or small groups and practise describing actions on stage	The students participate in role-play and use the present continuous tense in short conversations	
Closing	I confirm learning by monitoring pronunciation, correcting errors, and reinforcing accurate use of language and sounds	The students correct their pronunciation and demonstrate confident spoken use	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Curtain Up	<b>Lesson Title:</b> Revision and Assessment	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to revise the vocabulary and grammar of the unit, demonstrate understanding of theatre-related language and the present continuous tense, and show their ability to use the language accurately through revision and assessment activities.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key theatre vocabulary and the present continuous tense through short oral questions to activate prior learning	The students listen, respond, and recall vocabulary and grammar from the unit	
<b>Explanation</b>	I present revision activities from the Pupil's Book and Activity Book, explain the tasks clearly, and guide the students step by step	The students follow the instructions and complete the revision activities	
<b>Elaboration</b>	I extend learning by monitoring the students' work, offering support, and encouraging accurate use of vocabulary and grammar related to theatre	The students practise the language and ask questions when needed	
<b>Closing</b>	I confirm learning by checking answers, discussing common mistakes, and assessing the students' understanding of the unit content	The students correct their work and demonstrate their 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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Curtain Up	<b>Lesson Title:</b> Listening, Speaking and Writing	<b>Number of Classes ( )</b>
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Previous learning;

## The main outcomes:

By the end of the lesson, the students are expected to listen to short texts related to theatre and performances and understand key information, use the present continuous tense in guided speaking activities to describe actions on stage, and write a short description of a play scene using correct vocabulary and grammar.

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising the unit vocabulary and the present continuous tense through short oral questions to activate prior learning and prepare the students for the integrated skills lesson	The students listen, respond, and recall vocabulary and grammar from the unit	
Explanation	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on specific information while listening	The students listen carefully and complete the listening task	
Elaboration	I extend learning by guiding the students through speaking activities where they describe what characters are doing in a play and supported writing tasks from the Pupil's Book and Activity Book	The students speak using the present continuous tense and write a short description	
Closing	I confirm learning by checking the students' spoken and written work, correcting errors, and reinforcing correct language use	The students correct their work and demonstrate accurate use of language	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>it Title:</b> Lets get creative	<b>Lesson Title:</b> Vocabulary	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise and understand vocabulary related to creativity, art, and creative activities, identify the meaning of new words through pictures and context, use the vocabulary to talk about creative activities they like, and pronounce the words accurately.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking the students to look at the pictures related to art and creativity in the Pupil's Book, ask guiding questions to activate prior knowledge, and connect the topic to activities they enjoy	The students look at the pictures, listen to the questions, and talk about creative activities they know	
<b>Explanation</b>	I present the new creativity-related vocabulary, pronounce each word clearly, play the audio, and ask the students to listen and repeat chorally and individually	The students listen carefully, repeat the words chorally and individually, and follow the pictures	
<b>Elaboration</b>	I extend learning by guiding the students to match the vocabulary with the correct pictures and use the new words in simple oral sentences about creative activities	The students point to the pictures, say the words, and use them in simple sentences	
<b>Closing</b>	I confirm learning by asking quick oral questions, revising the vocabulary, correcting pronunciation mistakes, and reinforcing accurate use of the words	The students answer the questions, correct their mistakes, and pronounce the words 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

<b>Subject:</b> Jordan team together / Grade 5	<b>it Title:</b> Lets get creative	<b>Lesson Title:</b> Grammar	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise and use comparative adjectives to compare creative activities and artworks, form correct sentences, and apply the grammar structure accurately in oral contexts.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising creativity-related vocabulary from the previous lesson and presenting example sentences from the Pupil's Book to draw attention to the grammar form	The students listen carefully and observe the example sentences	
<b>Explanation</b>	I explain the grammar rule clearly using examples that compare creative activities, model correct sentence structure, and highlight comparative forms	The students listen attentively and repeat the example sentences	
<b>Elaboration</b>	I extend learning by guiding the students to practise forming simple sentences orally using comparative adjectives to compare creative activities	The students form and say simple comparative sentences	
<b>Closing</b>	I confirm learning by asking quick oral questions, correcting mistakes, and reinforcing correct use of comparative adjectives	The students answer the questions and use the grammar 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

<b>Subject:</b> Jordan team together / Grade 5	<b>it Title:</b> Lets get creative	<b>Lesson Title:</b> Grammar Practice	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to practise using comparative adjectives accurately, apply the grammar rules in controlled exercises, and use correct comparative forms in simple oral and written contexts related to creative activities.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising comparative adjectives and creativity-related vocabulary through short oral questions to activate prior learning	The students listen, recall the grammar rule, and respond to the questions	
<b>Explanation</b>	I explain the Activity Book exercises clearly, model how to complete the first example, and guide the students step by step	The students follow the instructions and complete the exercises	
<b>Elaboration</b>	I extend learning by monitoring the students' work, providing support, and encouraging accurate use of comparative adjectives	The students practise the grammar, ask questions when needed, and complete the tasks	
<b>Closing</b>	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct use of comparative forms	The students correct their answers and demonstrate accurate use of the grammar	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>it Title:</b> Lets get creative	<b>Lesson Title:</b> Reading	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to read a text related to theatre and drama, understand the main idea and specific details, identify characters and actions in the play, and answer comprehension questions accurately.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking pre-reading questions, drawing attention to the title and pictures, and encouraging the students to predict the content of the text	The students look at the title and pictures, listen to the questions, and make predictions	
<b>Explanation</b>	I guide the students through the first reading of the text, read aloud when necessary, and explain new or difficult words using pictures and context	The students read the text silently or aloud and follow the reading	
<b>Elaboration</b>	I extend learning by asking comprehension questions, guiding the students to identify characters, actions, and key events, and encouraging discussion	The students answer the questions and identify information from the text	
<b>Closing</b>	I confirm learning by reviewing the answers, correcting misunderstandings, and reinforcing key vocabulary and ideas from the reading	The students correct their answers and demonstrate understanding of the text	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>it Title:</b> Lets get creative	<b>Lesson Title:</b> Reading	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to read a text related to theatre and drama, understand the main idea and specific details, identify characters and actions in the play, and answer comprehension questions accurately.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking pre-reading questions, drawing attention to the title and pictures, and encouraging the students to predict the content of the text	The students look at the title and pictures, listen to the questions, and make predictions	
<b>Explanation</b>	I guide the students through the first reading of the text, read aloud when necessary, and explain new or difficult words using pictures and context	The students read the text silently or aloud and follow the reading	
<b>Elaboration</b>	I extend learning by asking comprehension questions, guiding the students to identify characters, actions, and key events, and encouraging discussion	The students answer the questions and identify information from the text	
<b>Closing</b>	I confirm learning by reviewing the answers, correcting misunderstandings, and reinforcing key vocabulary and ideas from the reading	The students correct their answers and demonstrate understanding of the text	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Lets get creative	<b>Lesson Title:</b> Listening and Speaking	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to listen to short texts about creative activities, understand key information, use comparative adjectives in guided speaking activities, and talk about creative activities they like and prefer.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key creativity-related vocabulary and comparative adjectives and preparing the students for the listening task with guiding questions	The students listen, respond, and recall vocabulary and grammar related to creativity	
<b>Explanation</b>	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on specific information while listening	The students listen carefully and complete the listening activity	
<b>Elaboration</b>	I extend learning by guiding the students through speaking activities, encouraging them to compare creative activities using comparative adjectives	The students speak using comparative adjectives to compare activities	
<b>Closing</b>	I confirm learning by monitoring the students' spoken responses, correcting errors, and reinforcing correct language use	The students correct their mistakes and demonstrate accurate spoken use	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>it Title:</b> Lets get creative	<b>Lesson Title:</b> Writing	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to write a short text about a creative activity they like, use comparative adjectives correctly, organise ideas clearly, and apply appropriate vocabulary, spelling, and punctuation.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising creativity-related vocabulary and comparative adjectives and discussing the writing topic shown in the Pupil's Book	The students listen, recall vocabulary and grammar, and talk briefly about creative activities they like	
<b>Explanation</b>	I present the writing task by explaining the model text, highlighting sentence structure, use of comparative adjectives, and linking words	The students read the model text and follow the explanation	
<b>Elaboration</b>	I extend learning by guiding the students to plan and write a short paragraph comparing two creative activities using prompts and support from the book	The students write a short paragraph using comparative adjectives	
<b>Closing</b>	I confirm learning by checking the students' writing, giving feedback, correcting common mistakes, and reinforcing correct use of language	The students revise their writing and correct their mistakes	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>it Title:</b> Lets get creative	<b>Lesson Title:</b> Culture	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise cultural aspects related to art and creativity, understand how people express creativity in different cultures, and use simple language to talk about creative activities around the world.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking general questions about art, music, and creative activities to activate the students' background knowledge and prepare them for the cultural topic	The students listen to the questions and talk about creative activities they know	
<b>Explanation</b>	I present the cultural content using pictures and information from the Pupil's Book, explain how creativity is expressed in different cultures, and highlight key vocabulary related to art and creativity	The students look at the pictures, listen carefully, and follow the explanation	
<b>Elaboration</b>	I extend learning by asking guided questions, encouraging discussion, and prompting the students to compare creative activities in their culture with those in other cultures	The students answer the questions and participate in simple discussions	
<b>Closing</b>	I confirm learning by reviewing the main cultural ideas, correcting misunderstandings, and reinforcing key vocabulary and concepts	The students respond to the review questions and show understanding of the cultural content	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Lets get creative	<b>Lesson Title:</b> English in Action and Pronunciation	<b>Number of Classes ( )</b>
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Previous learning;

## The main outcomes:

By the end of the lesson, the students are expected to use functional language to talk about creative activities in simple real-life conversations, practise asking and answering questions using comparative adjectives, and pronounce key sounds and words accurately.

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key creativity-related vocabulary and comparative adjectives, and directing the students' attention to the dialogue in the Pupil's Book	The students listen, look at the dialogue, and recall familiar expressions	
Explanation	I present the dialogue by playing the audio, modelling correct pronunciation and intonation, and asking the students to repeat the sentences chorally and individually	The students listen carefully, repeat the dialogue, and practise pronunciation	
Elaboration	I extend learning by guiding the students to role-play the dialogue in pairs or small groups and practise comparing creative activities using comparative adjectives	The students participate in role-play and use comparative adjectives in short conversations	
Closing	I confirm learning by monitoring pronunciation, correcting errors, and reinforcing accurate use of language and sounds	The students correct their pronunciation and demonstrate confident spoken use	

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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Lets get creative	<b>Lesson Title:</b> Revision and Assessment	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to revise the vocabulary and grammar of the unit, demonstrate understanding of creative activities and comparative adjectives, and show their ability to use the language accurately through revision and assessment activities.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key vocabulary and grammar points from the unit through short oral questions to activate prior learning	The students listen, respond, and recall vocabulary and grammar from the unit	
<b>Explanation</b>	I present revision activities from the Pupil's Book and Activity Book, explain the tasks clearly, and guide the students step by step	The students follow the instructions and complete the revision activities	
<b>Elaboration</b>	I extend learning by monitoring the students' work, offering support, and encouraging accurate use of comparative adjectives and unit vocabulary	The students practise the language and ask questions when needed	
<b>Closing</b>	I confirm learning by checking answers, discussing common mistakes, and assessing the students' understanding of the unit content	The students correct their work and demonstrate their 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

<b>Subject:</b> Jordan team together / Grade 5	<b>Unit Title:</b> Lets get creative	<b>Lesson Title:</b> Listening, Speaking and Writing	<b>Number of Classes ( )</b>
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**Previous learning;**

**The main outcomes:**

By the end of the lesson, the students are expected to listen to short texts about creative activities and understand key information, use comparative adjectives in guided speaking activities to express preferences, and write a short text about a creative activity using correct vocabulary and grammar.

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising the unit vocabulary and comparative adjectives through short oral questions to activate prior learning and prepare the students for the integrated skills lesson	The students listen, respond, and recall vocabulary and grammar from the unit	
Explanation	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on specific information while listening	The students listen carefully and complete the listening task	
Elaboration	I extend learning by guiding the students through speaking activities where they compare creative activities and supported writing tasks from the Pupil's Book and Activity Book	The students speak using comparative adjectives and write a short text	
Closing	I confirm learning by checking the students' spoken and written work, correcting errors, and reinforcing correct language use	The students correct their work and demonstrate accurate use of language	

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: