



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 2**

**Semester 2**

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 2	<b>Unit Title:</b> Welcome: Hello!	<b>Lesson Title:</b> Greetings?	<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 be able to recognise basic greeting words, use them orally in a correct way, and respond appropriately to greetings in simple communicative situations.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by presenting everyday situations familiar to the students and ask simple questions to attract attention and activate prior knowledge about greetings	The students listen and participate in answering the questions, and the student mentions greeting words they already know	
<b>Explanation</b>	I explain the new greeting words and present them orally with correct pronunciation, then ask the students to repeat chorally and individually	The students repeat the greeting words and the student pronounces them correctly	
<b>Elaboration</b>	I extend learning by guiding the students to use greeting words in a short dialogue with their classmates, monitor performance, and provide guidance when needed	The students use greeting words in a simple dialogue and the student interacts actively in the activity	
<b>Closing</b>	I confirm learning by revising the greeting words, asking quick questions to check understanding, and asking the students to use them in a new situation	The students answer the questions and the student uses greeting words correctly  <span style="display: block; text-align: right;">□</span>	

**Self – Reflection on Learning and Teaching:**

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

**Teacher’s Name and Signature :**

**Supervisor’s signature:**

**Principle’s signature:**

**School Development consultant:**

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 2	<b>Unit Title:</b> Welcome: Hello!	<b>Lesson Title:</b> Introducing Yourself	<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 be able to introduce themselves using simple expressions, respond to questions about names, and participate in short oral exchanges.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by greeting the students and modelling simple self-introduction sentences to prepare them for the new language	The students listen carefully and repeat familiar greeting expressions	
<b>Explanation</b>	I explain simple self-introduction phrases and model correct pronunciation, then ask the students to repeat individually and in groups	The students repeat the phrases and the student pronounces them clearly	
<b>Elaboration</b>	I extend learning by guiding the students to practise introducing themselves with their classmates, monitor their interactions, and provide support	The students practise introducing themselves in pairs and the student participates actively	
<b>Closing</b>	I confirm learning by reviewing the expressions used, asking quick oral questions, and encouraging the students to introduce themselves in a new context	The students answer the questions and the student introduces himself or herself correctly  <span style="float: right;">□</span>	

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 2	<b>Unit Title:</b> Welcome: Hello!	<b>Lesson Title:</b> Story: Hello!	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
<b>By the end of the lesson, the students are expected to be able to understand the general idea of a short story, identify familiar greeting words within the story, and respond orally to simple questions related to the story.</b>			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by showing the story pictures and asking simple questions to prepare the students for listening and activate their prior knowledge	The students observe the pictures, listen carefully, and predict what the story might be about	
<b>Explanation</b>	I present the story by playing the audio and reading aloud with clear pronunciation while guiding attention to the pictures	The students listen to the story and follow the pictures attentively	
<b>Elaboration</b>	I extend learning by replaying parts of the story, asking guiding questions, and encouraging the students to repeat familiar words and expressions	The students answer the questions, repeat familiar words, and interact with the story	
<b>Closing</b>	I confirm learning by reviewing the main greetings from the story, asking simple comprehension questions, and encouraging oral participation	The students respond to the questions and use greeting words correctly  <span style="display: block; text-align: right;">□</span>	

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:

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# Lesson plan

<b>Subject:</b> Jordan team together / Grade 2	<b>Unit Title:</b> Welcome: Hello!	<b>Lesson Title:</b> Story Activities	<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 be able to demonstrate understanding of the story, match characters with simple sentences, and participate in basic oral activities related to the story.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by briefly revising the story and asking simple questions to remind the students of the events and characters	The students listen and recall the story events and characters	
<b>Explanation</b>	I explain the story activities clearly and model how to match characters with sentences, then guide the students step by step	The students follow the instructions and complete the matching activities	
<b>Elaboration</b>	I extend learning by asking the students to act out parts of the story or repeat simple sentences from it, and I monitor their performance	The students participate in acting out the story and repeat sentences confidently	
<b>Closing</b>	I confirm learning by reviewing the answers, asking simple comprehension questions, and encouraging oral responses	The students answer the questions and show understanding of the story	

Self – Reflection on Learning and Teaching:

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

Teacher’s Name and Signature :

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Principle’s signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 2	<b>Unit Title:</b> Welcome: Hello!	<b>Lesson Title:</b> Vocabulary and Simple Sentences	<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 be able to use simple words and short sentences related to greetings correctly and participate in basic oral exchanges.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising greeting words orally and asking simple questions to activate prior learning	The students listen, respond to questions, and recall familiar greeting words	
<b>Explanation</b>	I explain new words and model simple sentences using clear pronunciation, then ask the students to repeat	The students repeat the words and sentences and practise correct pronunciation	
<b>Elaboration</b>	I extend learning by guiding the students to use the words in short spoken activities with classmates and monitoring their participation	The students use the words in simple spoken activities and participate actively	
<b>Closing</b>	I confirm learning by reviewing the words and sentences, asking quick oral questions, and encouraging correct usage	The students answer the questions and use the words and sentences 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 :

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School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 2	<b>Unit Title:</b> Welcome: Hello!	<b>Lesson Title:</b> Listening and Speaking 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 be able to listen to simple spoken greetings, respond appropriately, and use greeting expressions confidently in short spoken interactions.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising greeting expressions through short oral questions and simple classroom interactions	The students listen and respond to the questions using familiar greetings	
<b>Explanation</b>	I explain the listening activity and model how to respond correctly, then play the audio and guide attention	The students listen carefully to the audio and follow the instructions	
<b>Elaboration</b>	I extend learning by guiding the students to practise speaking through pair or group activities and monitoring their responses	The students practise speaking using greeting expressions and interact with classmates	
<b>Closing</b>	I confirm learning by reviewing key expressions, asking quick oral questions, and encouraging correct spoken responses	The students answer the questions and use greeting expressions 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 :

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School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 2	<b>Unit Title:</b> Welcome: Hello!	<b>Lesson Title:</b>	<b>Skills:</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 be able to understand simple listening tasks related to greetings and use appropriate expressions in short spoken activities.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>		<b>Time</b>
<b>Engagement</b>	I prepare the lesson by reviewing greeting expressions through a short oral activity to activate prior learning	The students listen, respond, and recall familiar greeting expressions		
<b>Explanation</b>	I explain the listening task clearly and guide the students through the activity step by step	The students listen carefully and follow the task instructions		
<b>Elaboration</b>	I extend learning by encouraging the students to practise speaking through guided pair activities and monitoring their performance	The students practise speaking using greeting expressions and participate actively		
<b>Closing</b>	I confirm learning by reviewing the main expressions, asking simple questions, and encouraging correct spoken responses	The students answer the questions and use the expressions correctly		

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

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Day/ Date:


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# Lesson plan

<b>Subject:</b> Jordan team together / Grade 2	<b>Unit Title:</b> Welcome: Hello!	<b>Lesson Title:</b>	<b>Skills:</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 be able to recognise greetings used in different cultural contexts and use appropriate greeting expressions politely.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>		<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising greeting expressions and asking simple questions to activate prior learning	The students listen and respond using familiar greeting words		
<b>Explanation</b>	I explain cultural greetings using pictures and examples and model appropriate expressions clearly	The students observe the examples and repeat the greeting expressions		
<b>Elaboration</b>	I extend learning by guiding the students to compare greetings in different situations and practise them orally	The students practise different greeting expressions and participate in discussions		
<b>Closing</b>	I confirm learning by reviewing the greetings, asking simple questions, and encouraging correct usage	The students answer the questions and use greeting expressions appropriately		

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 2	<b>Unit Title:</b> Welcome: Hello!	<b>Lesson Title:</b> English in Action	<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 be able to use greeting expressions in short real-life conversations and respond appropriately in simple communicative situations.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising greeting expressions through a short interactive activity to activate prior learning	The students listen, respond, and recall familiar greeting expressions	
<b>Explanation</b>	I explain the dialogue and model how to use greeting expressions in a simple conversation	The students listen carefully and repeat key expressions	
<b>Elaboration</b>	I extend learning by guiding the students to practise the dialogue in pairs or small groups and monitoring their performance	The students practise the dialogue and participate actively	
<b>Closing</b>	I confirm learning by reviewing the dialogue, asking simple oral questions, and encouraging correct spoken use	The students answer the questions and use greeting expressions 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 :

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# Lesson plan

<b>Subject:</b> Jordan team together / Grade 2	<b>Unit Title:</b> Welcome: Hello!	<b>Lesson Title:</b> Phonics	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
<b>By the end of the lesson, the students are expected to be able to recognise simple phonics sounds, pronounce them correctly, and relate sounds to familiar words from the unit.</b>			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	<b>I prepare the lesson by revising familiar words from the unit and drawing attention to their sounds to activate prior learning</b>	<b>The students listen carefully and repeat familiar words</b>	
<b>Explanation</b>	<b>I explain the target phonics sounds clearly, model correct pronunciation, and guide focused listening</b>	<b>The students listen to the sounds and repeat them accurately</b>	
<b>Elaboration</b>	<b>I extend learning by guiding the students to practise the sounds through listening and speaking activities and monitoring pronunciation</b>	<b>The students practise the phonics sounds and participate actively</b>	
<b>Closing</b>	<b>I confirm learning by reviewing the sounds, asking the students to say words with the same sounds, and checking correct pronunciation</b>	<b>The students respond and pronounce the sounds correctly</b>	

**Self – Reflection on Learning and Teaching:**

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

**Teacher’s Name and Signature :**

**Supervisor’s signature:**

**Principle’s signature:**

**School Development consultant:**

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 2	<b>Unit Title:</b> Help the animals!	<b>Lesson Title:</b> Animals	<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 be able to recognise and name different animals, use simple sentences to talk about animals, and respond to basic questions about them.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by showing animal pictures and asking simple questions to activate prior knowledge and attract attention	The students look at the pictures, listen carefully, and name animals they already know	
<b>Explanation</b>	I explain the new animal vocabulary, model correct pronunciation, and ask for choral and individual repetition	The students repeat the animal names and pronounce them correctly	
<b>Elaboration</b>	I extend learning by guiding the students to listen to the audio, identify animals, and use the words in simple oral sentences	The students listen, identify the animals, and use the words in short sentences	
<b>Closing</b>	I confirm learning by revising the animal names, asking quick oral questions, and encouraging correct responses	The students answer the questions and use animal names correctly  <span style="display: block; text-align: right;">□</span>	

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 2	<b>Unit Title:</b> Help the animals!	<b>Lesson Title:</b> Vocabulary 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 be able to recognise animal names in different activities, use the vocabulary correctly in simple sentences, and show understanding through basic listening and writing tasks.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising animal names orally and asking simple questions to activate prior learning	The students listen and respond, recalling animal names	
<b>Explanation</b>	I explain the activity tasks clearly and model how to complete them step by step	The students follow the instructions and complete the activities	
<b>Elaboration</b>	I extend learning by guiding the students to practise animal vocabulary through listening and matching activities and monitoring their work	The students practise the vocabulary and participate actively	
<b>Closing</b>	I confirm learning by reviewing the answers, asking quick questions, and encouraging correct usage of animal names	The students answer the questions and use animal names 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 :

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School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 2	<b>Unit Title:</b> Help the animals!	<b>Lesson Title:</b> Story: Animal Rescue Centre	<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 be able to understand the general idea of the story, identify familiar animal words, and respond orally to simple questions about the story.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by showing the story pictures and asking guiding questions to activate prior knowledge and prepare for listening	The students observe the pictures, listen, and predict what the story is about	
<b>Explanation</b>	I present the story by playing the audio and reading aloud while directing attention to the pictures	The students listen to the story and follow the pictures	
<b>Elaboration</b>	I extend learning by replaying parts of the story, asking simple questions, and encouraging repetition of familiar words	The students answer the questions and repeat familiar words	
<b>Closing</b>	I confirm learning by reviewing key animal words, asking comprehension questions, and encouraging oral responses	The students respond and use animal 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 2	<b>Unit Title:</b> Help the animals!	<b>Lesson Title:</b> Story Activities	<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 be able to demonstrate understanding of the story, match animals with simple sentences, and participate in basic oral story-related activities.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising the story briefly and asking simple questions to recall the main events	The students listen and recall story events	
<b>Explanation</b>	I explain the story activities clearly and model how to complete them step by step	The students follow instructions and complete the activities	
<b>Elaboration</b>	I extend learning by encouraging the students to act out parts of the story or repeat simple sentences	The students participate in acting out and repetition	
<b>Closing</b>	I confirm learning by reviewing answers, asking simple comprehension questions, and encouraging oral participation	The students answer and show understanding	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher’s Name and Signature :

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# Lesson plan

<b>Subject:</b> Jordan team together / Grade 2	<b>Unit Title:</b> Help the animals!	<b>Lesson Title:</b> Animal Body Parts	<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 be able to recognise and name parts of animal bodies, use simple descriptive sentences, and respond to basic questions about animals.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising animal names and drawing attention to animals' bodies through pictures to activate prior learning	The students observe the pictures and name familiar animals	
<b>Explanation</b>	I explain the new vocabulary related to animal body parts, model correct pronunciation, and ask for repetition	The students repeat the words and pronounce them correctly	
<b>Elaboration</b>	I extend learning by guiding the students to describe animals using simple sentences and monitoring their responses	The students describe animals using simple sentences and participate actively	
<b>Closing</b>	I confirm learning by reviewing the body part vocabulary, asking quick oral questions, and encouraging correct usage	The students answer the questions and use the vocabulary 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 2	<b>Unit Title:</b> Help the animals!	<b>Lesson Title:</b> Vocabulary Practice and 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 be able to use animal vocabulary and body part words correctly, form simple descriptive sentences, and respond to basic oral questions.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising animal names and body parts through short oral questions to activate prior learning	The students listen and respond, recalling animal vocabulary	
<b>Explanation</b>	I explain the grammar pattern using simple examples and model correct sentence structure clearly	The students listen carefully and repeat the sentences	
<b>Elaboration</b>	I extend learning by guiding the students to practise forming sentences about animals in pairs and monitoring their work	The students practise forming sentences and participate actively	
<b>Closing</b>	I confirm learning by reviewing the sentences, asking quick oral questions, and encouraging correct use of the structure	The students answer the questions and use the sentences 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 2	<b>Unit Title:</b> Help the animals!	<b>Lesson Title:</b>	<b>Skills:</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 be able to understand simple listening tasks about animals and use appropriate words and sentences in short spoken activities.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I prepare the lesson by revising animal vocabulary through a short oral activity to activate prior learning	The students listen, respond, and recall familiar animal words		
<b>Explanation</b>	I explain the listening task clearly and guide the students through the activity step by step	The students listen carefully and follow the instructions		
<b>Elaboration</b>	I extend learning by encouraging the students to practise speaking through guided pair activities and monitoring performance	The students practise speaking using animal vocabulary and participate actively		
<b>Closing</b>	I confirm learning by reviewing key vocabulary, asking simple questions, and encouraging correct spoken responses	The students answer the questions and use animal vocabulary 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 :

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School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 2	<b>Unit Title:</b> Help the animals!	<b>Lesson Title:</b> Culture: Caring for Animals	<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 be able to recognise simple ways of caring for animals, understand basic ideas about helping animals, and use simple expressions related to animal care.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising animal vocabulary and asking simple questions to activate prior learning about animals	The students listen and respond using familiar animal words	
<b>Explanation</b>	I explain the cultural topic by showing pictures and giving simple examples about caring for animals	The students observe the pictures and listen carefully	
<b>Elaboration</b>	I extend learning by guiding the students to talk about how to help animals using simple sentences and monitoring participation	The students use simple sentences to talk about helping animals	
<b>Closing</b>	I confirm learning by reviewing the ideas, asking simple questions, and encouraging correct responses	The students answer the questions and show 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 2	<b>Unit Title:</b> Help the animals!	<b>Lesson Title:</b> English in Action	<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 be able to use animal-related language in short real-life conversations, ask and answer simple questions, and participate confidently in spoken interactions.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising animal words and sentences through a short interactive activity to activate prior learning	The students listen, respond, and recall familiar animal language	
<b>Explanation</b>	I explain the dialogue clearly and model how to ask and answer simple questions about animals	The students listen carefully and repeat key sentences	
<b>Elaboration</b>	I extend learning by guiding the students to practise the dialogue in pairs or small groups and monitoring their performance	The students practise the dialogue and participate actively	
<b>Closing</b>	I confirm learning by reviewing the dialogue, asking simple oral questions, and encouraging correct spoken use	The students answer the questions and use the language 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 2	<b>Unit Title:</b> Help the animals!	<b>Lesson Title:</b> Phonics	<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 be able to recognise simple phonics sounds, pronounce them correctly, and connect sounds with familiar animal-related words.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising familiar animal words and drawing attention to their sounds to activate prior learning	The students listen carefully and repeat familiar words	
<b>Explanation</b>	I explain the target phonics sounds clearly, model correct pronunciation, and guide focused listening	The students listen to the sounds and repeat them accurately	
<b>Elaboration</b>	I extend learning by guiding the students to practise the sounds through listening and speaking activities and monitoring pronunciation	The students practise the phonics sounds and participate actively	
<b>Closing</b>	I confirm learning by reviewing the sounds, asking the students to say words with the same sounds, and checking correct pronunciation	The students respond and pronounce the sounds 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 2	<b>Unit Title:</b> Do you like peas?	<b>Lesson Title:</b> Food 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 be able to recognise and name different food items, use simple sentences to talk about food, and respond to basic questions related to food preferences.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by showing pictures of food items and asking simple questions to activate prior knowledge and attract attention	The students look at the pictures, listen carefully, and name food items they already know	
<b>Explanation</b>	I explain the new food vocabulary, model correct pronunciation, and ask for choral and individual repetition	The students repeat the food words and pronounce them correctly	
<b>Elaboration</b>	I extend learning by guiding the students to listen to the audio, identify food items, and use the words in simple oral sentences	The students listen, identify the food items, and use the words in short sentences	
<b>Closing</b>	I confirm learning by revising the food vocabulary, asking quick oral questions, and encouraging correct responses	The students answer the questions and use food 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 2	<b>Unit Title:</b> Do you like peas?	<b>Lesson Title:</b> Vocabulary 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 be able to recognise food words in different activities, use the vocabulary correctly in simple sentences, and show understanding through basic listening and writing tasks.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising food words orally and asking simple questions to activate prior learning	The students listen and respond, recalling food vocabulary	
<b>Explanation</b>	I explain the activity tasks clearly and model how to complete them step by step	The students follow the instructions and complete the activities	
<b>Elaboration</b>	I extend learning by guiding the students to practise food vocabulary through listening, matching, and writing activities	The students practise the vocabulary and participate actively	
<b>Closing</b>	I confirm learning by reviewing the answers, asking quick questions, and encouraging correct usage of food words	The students answer the questions and use food 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 2	<b>Unit Title:</b> Do you like peas?	<b>Lesson Title:</b> Story: The Vegetable Garden	<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 be able to understand the general idea of the story, recognise familiar food words, and respond orally to simple questions related to the story.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by showing the story pictures and asking guiding questions to activate prior knowledge and prepare for listening	The students observe the pictures, listen, and predict what the story is about	
<b>Explanation</b>	I present the story by playing the audio and reading aloud clearly while directing attention to the pictures	The students listen to the story and follow the pictures attentively	
<b>Elaboration</b>	I extend learning by replaying parts of the story, asking simple comprehension questions, and encouraging repetition of familiar words	The students answer the questions and repeat familiar food words	
<b>Closing</b>	I confirm learning by reviewing key food words from the story, asking simple questions, and encouraging oral participation	The students respond and use food 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 :

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Principle’s signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 2	<b>Unit Title:</b> Do you like peas?	<b>Lesson Title:</b> Story Activities	<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 be able to demonstrate understanding of the story, match sentences with pictures or characters, and participate in simple oral story-related activities.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising the story briefly and asking simple questions to recall the main events and food items	The students listen and recall the story events and food vocabulary	
<b>Explanation</b>	I explain the story activities clearly and model how to complete them step by step	The students follow the instructions and complete the activities	
<b>Elaboration</b>	I extend learning by encouraging the students to act out parts of the story or repeat simple sentences from it	The students participate in acting out and repetition	
<b>Closing</b>	I confirm learning by reviewing the answers, asking simple comprehension questions, and encouraging oral participation	The students answer the questions and show 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:

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School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 2	<b>Unit Title:</b> Do you like peas?	<b>Lesson Title:</b> Likes and Dislikes	<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 be able to express likes and dislikes using simple sentences, recognise the structure Do you like...?, and respond appropriately.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising food vocabulary and asking simple questions to activate prior learning about food preferences	The students listen, respond, and recall familiar food words	
<b>Explanation</b>	I explain the sentence structure for expressing likes and dislikes, model correct pronunciation, and ask for repetition	The students repeat the sentences and pronounce them correctly	
<b>Elaboration</b>	I extend learning by guiding the students to practise asking and answering questions about food preferences in pairs and monitoring their performance	The students practise asking and answering about likes and dislikes and participate actively	
<b>Closing</b>	I confirm learning by reviewing the structures, asking quick oral questions, and encouraging correct usage	The students answer the questions and use the expressions 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 2	<b>Unit Title:</b> Do you like peas?	<b>Lesson Title:</b> More Food and 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 be able to recognise more food items, ask and answer questions using Do you like...?, and use Yes, I do / No, I don't correctly in simple exchanges.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising food vocabulary and sentences about likes and dislikes through short oral questions to activate prior learning	The students listen and respond, recalling food words and familiar sentences	
<b>Explanation</b>	I explain the new food vocabulary and model the question and answers clearly with correct pronunciation	The students repeat the new words and practise the question and answers	
<b>Elaboration</b>	I extend learning by guiding the students to practise asking and answering about food preferences in pairs or small groups and monitoring their work	The students practise asking and answering and participate actively	
<b>Closing</b>	I confirm learning by reviewing the vocabulary and sentence structures, asking quick oral questions, and encouraging correct usage	The students answer the questions and use the language 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 2	<b>Unit Title:</b> Do you like peas?	<b>Lesson Title:</b>	<b>Skills:</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 be able to understand simple listening activities about food preferences and use appropriate sentences to talk about what they like and do not like.				
.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I prepare the lesson by revising food vocabulary and preference sentences through a short oral activity to activate prior learning	The students listen, respond, and recall familiar food words and sentences		
<b>Explanation</b>	I explain the listening task clearly and guide the students through the activity step by step	The students listen carefully and follow the instructions		
<b>Elaboration</b>	I extend learning by encouraging the students to practise speaking through guided pair activities about food preferences and monitoring performance	The students practise speaking about likes and dislikes and participate actively		
<b>Closing</b>	I confirm learning by reviewing key sentences, asking simple questions, and encouraging correct spoken responses	The students answer the questions and use the sentences 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 2	<b>Unit Title:</b> Do you like peas?	<b>Lesson Title:</b> Culture: Healthy Food	<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 be able to recognise healthy food choices, understand simple ideas about healthy eating, and use basic expressions related to food in appropriate situations.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising food vocabulary and asking simple questions to activate prior learning about food	The students listen and respond using familiar food words	
<b>Explanation</b>	I explain the cultural topic by showing pictures of healthy food and giving simple examples	The students observe the pictures and listen carefully	
<b>Elaboration</b>	I extend learning by guiding the students to talk about healthy food using simple sentences and monitoring participation	The students use simple sentences to talk about healthy food	
<b>Closing</b>	I confirm learning by reviewing the main ideas, asking simple questions, and encouraging correct responses	The students answer the questions and show 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 2	<b>Unit Title:</b> Do you like peas?	<b>Lesson Title:</b> English in Action	<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 be able to use food preference language in short real-life conversations, ask and answer questions politely, and participate confidently in simple spoken exchanges.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising food words and sentences about likes and dislikes through a short interactive activity to activate prior learning	The students listen, respond, and recall familiar food language	
<b>Explanation</b>	I explain the dialogue clearly and model how to ask and answer questions about food preferences	The students listen carefully and repeat key sentences	
<b>Elaboration</b>	I extend learning by guiding the students to practise the dialogue in pairs or small groups and monitoring their performance	The students practise the dialogue and participate actively	
<b>Closing</b>	I confirm learning by reviewing the dialogue, asking simple oral questions, and encouraging correct spoken use	The students answer the questions and use the language 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 2	<b>Unit Title:</b> Do you like peas?	<b>Lesson Title:</b> Phonics	<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 be able to recognise specific phonics sounds, pronounce them correctly, and connect the sounds to familiar food-related words.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising familiar food words and drawing attention to their sounds to activate prior learning	The students listen carefully and repeat familiar words	
<b>Explanation</b>	I explain the target phonics sounds clearly, model correct pronunciation, and guide focused listening	The students listen to the sounds and repeat them accurately	
<b>Elaboration</b>	I extend learning by guiding the students to practise the sounds through listening and speaking activities and monitoring pronunciation	The students practise the phonics sounds and participate actively	
<b>Closing</b>	I confirm learning by reviewing the sounds, asking the students to say words with the same sounds, and checking correct pronunciation	The students respond and pronounce the sounds 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 2	<b>Unit Title:</b> Do you like peas?	<b>Lesson Title:</b> Phonics	<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 be able to recognise specific phonics sounds, pronounce them correctly, and connect the sounds to familiar food-related words.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising familiar food words and drawing attention to their sounds to activate prior learning	The students listen carefully and repeat familiar words	
<b>Explanation</b>	I explain the target phonics sounds clearly, model correct pronunciation, and guide focused listening	The students listen to the sounds and repeat them accurately	
<b>Elaboration</b>	I extend learning by guiding the students to practise the sounds through listening and speaking activities and monitoring pronunciation	The students practise the phonics sounds and participate actively	
<b>Closing</b>	I confirm learning by reviewing the sounds, asking the students to say words with the same sounds, and checking correct pronunciation	The students respond and pronounce the sounds 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 2	<b>Unit Title:</b> it is windy	<b>Lesson Title:</b> Weather	<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 be able to recognise and name different types of weather, use simple sentences to talk about the weather, and respond to basic questions related to weather conditions.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by talking about the weather today and asking simple questions to activate prior learning and attract attention	The students listen, observe the weather, and respond to the questions	
<b>Explanation</b>	I explain the new weather vocabulary, model correct pronunciation, and ask for choral and individual repetition	The students repeat the weather words and pronounce them correctly	
<b>Elaboration</b>	I extend learning by guiding the students to listen to the audio, identify weather conditions in pictures, and use the words in simple oral sentences	The students listen, identify the weather, and use the words in short sentences	
<b>Closing</b>	I confirm learning by revising the weather vocabulary, asking quick oral questions, and encouraging correct responses	The students answer the questions and use weather 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 2	<b>Unit Title:</b> it is windy	<b>Lesson Title:</b> Weather 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 be able to recognise weather words in different activities, use the vocabulary correctly in simple sentences, and show understanding through basic listening and writing tasks.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	prepare the lesson by revising weather vocabulary orally and asking simple questions to activate prior learning	The students listen and respond, recalling weather words	
<b>Explanation</b>	I explain the activity tasks clearly and model how to complete them step by step	The students follow the instructions and complete the activities	
<b>Elaboration</b>	I extend learning by guiding the students to practise weather vocabulary through listening, matching, and speaking activities	The students practise the vocabulary and participate actively	
<b>Closing</b>	I confirm learning by reviewing the answers, asking quick questions, and encouraging correct usage of weather words	The students answer the questions and use weather words correctly □	

**Self – Reflection on Learning and Teaching:**

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

**Teacher’s Name and Signature :**

**Supervisor’s signature:**

**Principle’s signature:**

**School Development consultant:**

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 2	<b>Unit Title:</b> it is windy	<b>Lesson Title:</b> Story: The Weather Today	<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 be able to understand the general idea of the story, recognise familiar weather words, and respond orally to simple questions related to the story.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by showing the story pictures and asking guiding questions to activate prior knowledge and prepare the students for listening	The students observe the pictures, listen, and predict what the story is about	
<b>Explanation</b>	I present the story by playing the audio and reading aloud clearly while directing attention to the pictures	The students listen to the story and follow the pictures attentively	
<b>Elaboration</b>	I extend learning by replaying parts of the story, asking simple comprehension questions, and encouraging repetition of familiar weather words	The students answer the questions and repeat familiar weather words	
<b>Closing</b>	I confirm learning by reviewing key weather words from the story, asking simple questions, and encouraging oral participation	The students respond and use weather words correctly □	

**Self – Reflection on Learning and Teaching:**

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

**Teacher’s Name and Signature :**

**Supervisor’s signature:**

**Principle’s signature:**

**School Development consultant:**

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 2	<b>Unit Title:</b> it is windy	<b>Lesson Title:</b> Weather Sentences	<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 be able to use simple sentences to describe the weather, recognise weather words in context, and respond appropriately to basic questions.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising weather words and asking simple questions about the weather today to activate prior learning	The students listen, respond, and recall familiar weather words	
<b>Explanation</b>	I explain simple sentence patterns used to describe the weather and model correct pronunciation clearly	The students repeat the sentences and pronounce them correctly	
<b>Elaboration</b>	I extend learning by guiding the students to describe the weather using pictures and short oral sentences and monitoring participation	The students describe the weather using simple sentences and participate actively	
<b>Closing</b>	I confirm learning by reviewing the sentences, asking quick oral questions, and encouraging correct usage	The students answer the questions and use weather sentences 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 2	<b>Unit Title:</b> it is windy	<b>Lesson Title:</b> Weather Practice and Grammar	<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 be able to use weather vocabulary correctly, form simple sentences to describe weather conditions, and respond to basic oral questions.**

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The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I prepare the lesson by revising weather words and simple sentences through short oral questions to activate prior learning	The students listen and respond, recalling weather vocabulary	
<b>Explanation</b>	I explain the sentence structure used to describe the weather and model correct pronunciation with clear examples	The students listen carefully and repeat the sentences	
<b>Elaboration</b>	I extend learning by guiding the students to practise forming sentences about the weather using pictures and pair activities and monitoring their work	The students practise forming sentences and participate actively	
<b>Closing</b>	I confirm learning by reviewing the sentences, asking quick oral questions, and encouraging correct usage	The students answer the questions and use the sentences 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 2	<b>Unit Title:</b> it is windy	<b>Lesson Title:</b>	<b>Skills:</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 be able to understand simple listening activities related to the weather and use appropriate sentences to talk about weather conditions orally.				
.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I prepare the lesson by revising weather vocabulary and sentences through a short oral activity to activate prior learning	The students listen, respond, and recall familiar weather words and sentences		
<b>Explanation</b>	I explain the listening task clearly and guide the students through the activity step by step	The students listen carefully and follow the instructions		
<b>Elaboration</b>	I extend learning by encouraging the students to practise speaking through guided pair activities about the weather and monitoring performance	The students practise speaking about the weather and participate actively		
<b>Closing</b>	I confirm learning by reviewing key sentences, asking simple questions, and encouraging correct spoken responses	The students answer the questions and use weather sentences 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 2	<b>Unit Title:</b> it is windy	<b>Lesson Title:</b> Culture: Weather Around Us	<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 be able to recognise different weather conditions in daily life, understand simple ideas related to weather, and use basic expressions appropriately.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising weather vocabulary and asking simple questions to activate prior learning	The students listen and respond using familiar weather words	
<b>Explanation</b>	I explain the cultural topic by showing pictures and examples of weather conditions	The students observe the pictures and listen carefully	
<b>Elaboration</b>	I extend learning by guiding the students to talk about weather conditions in different situations using simple sentences and monitoring participation	The students use simple sentences to talk about the weather	
<b>Closing</b>	I confirm learning by reviewing the main ideas, asking simple questions, and encouraging correct responses	The students answer the questions and show 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 2	<b>Unit Title:</b> it is windy	<b>Lesson Title:</b> English in Action	<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 be able to use weather-related language in short real-life conversations, ask and answer simple questions about the weather, and participate confidently in spoken interactions.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising weather words and simple weather sentences through a short interactive activity to activate prior learning	The students listen, respond, and recall familiar weather language	
<b>Explanation</b>	I explain the dialogue clearly and model how to ask and answer questions about the weather	The students listen carefully and repeat key sentences	
<b>Elaboration</b>	I extend learning by guiding the students to practise the dialogue in pairs or small groups and monitoring their performance	The students practise the dialogue and participate actively	
<b>Closing</b>	I confirm learning by reviewing the dialogue, asking simple oral questions, and encouraging correct spoken use	The students answer the questions and use weather language 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 2	<b>Unit Title:</b> it is windy	<b>Lesson Title:</b> Phonics	<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 be able to recognise specific phonics sounds, pronounce them correctly, and connect the sounds to familiar weather-related words.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising familiar weather words and drawing attention to their sounds to activate prior learning	The students listen carefully and repeat familiar words	
<b>Explanation</b>	I explain the target phonics sounds clearly, model correct pronunciation, and guide focused listening	The students listen to the sounds and repeat them accurately	
<b>Elaboration</b>	I extend learning by guiding the students to practise the sounds through listening and speaking activities and monitoring pronunciation	The students practise the phonics sounds and participate actively	
<b>Closing</b>	I confirm learning by reviewing the sounds, asking the students to say words with the same sounds, and checking correct pronunciation	The students respond and pronounce the sounds 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 2	<b>Unit Title:</b> it is windy	<b>Lesson Title:</b> Family Members	<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 be able to recognise and name family members, use simple sentences to talk about who is at home, and respond to basic questions related to family members.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by showing pictures of family members and asking simple questions to activate prior learning and attract attention	The students look at the pictures, listen carefully, and name family members they already know	
<b>Explanation</b>	I explain the new family vocabulary, model correct pronunciation, and ask for choral and individual repetition	The students repeat the family words and pronounce them correctly	
<b>Elaboration</b>	I extend learning by guiding the students to listen to the audio, identify family members, and use the words in simple oral sentences	The students listen, identify family members, and use the words in short sentences	
<b>Closing</b>	I confirm learning by revising the family vocabulary, asking quick oral questions, and encouraging correct responses	The students answer the questions and use family 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 2	<b>Unit Title:</b> it is windy	<b>Lesson Title:</b> Family Vocabulary 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 be able to recognise family vocabulary in different activities, use the words correctly in simple sentences, and show understanding through basic listening and writing tasks.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising family member words orally and asking simple questions to activate prior learning	The students listen and respond, recalling family vocabulary	
<b>Explanation</b>	I explain the activity tasks clearly and model how to complete them step by step	The students follow the instructions and complete the activities	
<b>Elaboration</b>	I extend learning by guiding the students to practise family vocabulary through listening, matching, and speaking activities	The students practise the vocabulary and participate actively	
<b>Closing</b>	I confirm learning by reviewing the answers, asking quick questions, and encouraging correct usage of family words	The students answer the questions and use family vocabulary 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 2	<b>Unit Title:</b> it is windy	<b>Lesson Title:</b> Story: Who's at home?	<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 be able to understand the general idea of the story, recognise familiar family words, and respond orally to simple questions related to the story.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by showing the story pictures and asking guiding questions to activate prior learning and prepare for listening	The students observe the pictures, listen, and predict what the story is about	
<b>Explanation</b>	I present the story by playing the audio and reading aloud clearly while directing attention to the pictures	The students listen to the story and follow the pictures attentively	
<b>Elaboration</b>	I extend learning by replaying parts of the story, asking simple comprehension questions, and encouraging repetition of familiar family words	The students answer the questions and repeat familiar family words	
<b>Closing</b>	I confirm learning by reviewing key family words from the story, asking simple questions, and encouraging oral participation	The students respond and use family words correctly □	

**Self – Reflection on Learning and Teaching:**

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

**Teacher's Name and Signature :**

**Supervisor's signature:**

**Principle's signature:**

**School Development consultant:**

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 2	<b>Unit Title:</b> it is windy	<b>Lesson Title:</b> Story Activities	<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 be able to demonstrate understanding of the story, match characters with simple sentences, and participate in basic oral story-related activities.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising the story briefly and asking simple questions to recall the main events and family members	The students listen and recall the story events and family vocabulary	
<b>Explanation</b>	I explain the story activities clearly and model how to complete them step by step	The students follow the instructions and complete the activities	
<b>Elaboration</b>	I extend learning by encouraging the students to act out parts of the story or repeat simple sentences from it	The students participate in acting out and repetition	
<b>Closing</b>	I confirm learning by reviewing the answers, asking simple comprehension questions, and encouraging oral participation	The students answer the questions and show understanding <span style="display: block; text-align: right;">□</span>	

**Self – Reflection on Learning and Teaching:**

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

**Teacher’s Name and Signature :**

**Supervisor’s signature:**

**Principle’s signature:**

**School Development consultant:**

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 2	<b>Unit Title:</b> it is windy	<b>Lesson Title:</b> At Home Sentences	<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 be able to use simple sentences to say who is at home, recognise family words in context, and respond appropriately to basic questions.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising family member words and asking simple questions about who is at home to activate prior learning	The students listen, respond, and recall familiar family words	
<b>Explanation</b>	I explain simple sentence patterns used to talk about who is at home and model correct pronunciation clearly	The students repeat the sentences and pronounce them correctly	
<b>Elaboration</b>	I extend learning by guiding the students to talk about family members at home using pictures and short oral sentences and monitoring participation	The students use simple sentences to talk about who is at home and participate actively	
<b>Closing</b>	I confirm learning by reviewing the sentences, asking quick oral questions, and encouraging correct usage	The students answer the questions and use the sentences 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 2	<b>Unit Title:</b> it is windy	<b>Lesson Title:</b> Vocabulary and Grammar Practice	<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 be able to use family vocabulary correctly, form simple sentences to talk about people at home, and respond to basic oral questions.**

The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I prepare the lesson by revising family words and simple sentences through short oral questions to activate prior learning	The students listen and respond, recalling family vocabulary	
<b>Explanation</b>	I explain the sentence structure used to talk about who is at home and model correct pronunciation with clear examples	The students listen carefully and repeat the sentences	
<b>Elaboration</b>	I extend learning by guiding the students to practise forming sentences about family members at home using pictures and pair activities and monitoring their work	The students practise forming sentences and participate actively	
<b>Closing</b>	I confirm learning by reviewing the sentences, asking quick oral questions, and encouraging correct usage	The students answer the questions and use the sentences 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 2	<b>Unit Title:</b> it is windy	<b>Lesson Title:</b>	<b>Skills:</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 be able to understand simple listening activities about family members at home and use appropriate sentences to talk about them orally.				
.				
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>Engagement</b>	I prepare the lesson by revising family vocabulary and sentences through a short oral activity to activate prior learning	The students listen, respond, and recall familiar family words and sentences		
<b>Explanation</b>	I explain the listening task clearly and guide the students through the activity step by step	The students listen carefully and follow the instructions		
<b>Elaboration</b>	I extend learning by encouraging the students to practise speaking through guided pair activities about who is at home and monitoring performance	The students practise speaking using simple sentences and participate actively		
<b>Closing</b>	I confirm learning by reviewing key sentences, asking simple questions, and encouraging correct spoken responses	The students answer the questions and use the sentences 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 2	<b>Unit Title:</b> it is windy	<b>Lesson Title:</b> Culture: Family Life	<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 be able to recognise simple ideas about family life, understand how families help each other at home, and use basic expressions related to family members appropriately.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising family vocabulary and asking simple questions to activate prior learning about family members	The students listen and respond using familiar family words	
<b>Explanation</b>	I explain the cultural topic by showing pictures and giving simple examples about family life at home	The students observe the pictures and listen carefully	
<b>Elaboration</b>	I extend learning by guiding the students to talk about family roles at home using simple sentences and monitoring participation	The students use simple sentences to talk about family members at home	
<b>Closing</b>	I confirm learning by reviewing the main ideas, asking simple questions, and encouraging correct responses	The students answer the questions and show 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 2	<b>Unit Title:</b> it is windy	<b>Lesson Title:</b> English in Action	<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 be able to use family-related language in short real-life conversations, ask and answer simple questions about family members at home, and participate confidently in spoken interactions.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising family words and simple sentences through a short interactive activity to activate prior learning	The students listen, respond, and recall familiar family language	
<b>Explanation</b>	I explain the dialogue clearly and model how to ask and answer questions about family members at home	The students listen carefully and repeat key sentences	
<b>Elaboration</b>	I extend learning by guiding the students to practise the dialogue in pairs or small groups and monitoring their performance	The students practise the dialogue and participate actively	
<b>Closing</b>	I confirm learning by reviewing the dialogue, asking simple oral questions, and encouraging correct spoken use	The students answer the questions and use the language 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 2	<b>Unit Title:</b> it is windy	<b>Lesson Title:</b> Phonics	<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 be able to recognise specific phonics sounds, pronounce them correctly, and connect the sounds to familiar family-related words.			
.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I prepare the lesson by revising familiar family words and drawing attention to their sounds to activate prior learning	The students listen carefully and repeat familiar words	
<b>Explanation</b>	I explain the target phonics sounds clearly, model correct pronunciation, and guide focused listening	The students listen to the sounds and repeat them accurately	
<b>Elaboration</b>	I extend learning by guiding the students to practise the sounds through listening and speaking activities and monitoring pronunciation	The students practise the phonics sounds and participate actively	
<b>Closing</b>	I confirm learning by reviewing the sounds, asking the students to say words with the same sounds, and checking correct pronunciation	The students respond and pronounce the sounds 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: