



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 6

Semester 2

Lesson plan

Subject: Jordan team together / Grade 6	Unit Title: The WOW! Team Returns	Lesson Title: Vocabulary	Number of Classes ()
Previous learning;			
The main outcomes:			
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 personal interests and activities, and pronounce the words accurately.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by directing attention to the WOW! Magazine page, asking questions about hobbies and technology, and activating background knowledge	The students look at the pictures, listen, 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 repeat chorally and individually	The students listen carefully, repeat the words, and follow the pictures	
Elaboration	I extend learning by guiding the students to match vocabulary with pictures and use the words in simple oral sentences about what they like doing	The students say the words and use them in simple sentences	
Closing	I confirm learning by asking quick oral questions, revising the vocabulary, correcting pronunciation, and reinforcing accurate use of the words	The students respond, correct 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

Subject: Jordan team together / Grade 6	Unit Title: The WOW! Team Returns	Lesson Title: Reading and Grammar	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to read a text from the WOW! Magazine, understand the main idea and specific details, recognise the grammar structure used in the text, and use it to talk about interests and activities accurately.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking pre-reading questions about the WOW! Team, drawing attention to the pictures and title, and encouraging predictions about the text	The students look at the pictures, listen to the questions, and make predictions	
Explanation	I guide the students through the first reading of the text, read aloud when needed, and explain new words using context and examples from the text	The students read the text silently or aloud and follow the reading	
Elaboration	I extend learning by highlighting example sentences from the text, explaining the grammar structure used to talk about interests and activities, and modelling correct usage	The students listen, observe examples, and repeat sentences	
Closing	I confirm learning by asking comprehension and grammar questions, correcting misunderstandings, and reinforcing correct use of the grammar structure	The students answer questions and use the structure correctly	

Self – Reflection on Learning and Teaching:

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

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 6	Unit Title: The WOW! Team Returns	Lesson Title: Grammar Practice	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to practise the target grammar structure from the unit accurately, apply it correctly in controlled exercises, and use it in simple oral and written contexts related to interests and activities.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising the grammar structure from the previous lesson using examples from the WOW! Magazine to activate prior learning	The students listen, recall the grammar structure, and respond to revision questions	
Explanation	I explain the Activity Book grammar 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	
Elaboration	I extend learning by monitoring the students' work, providing support, and encouraging accurate use of the grammar structure in sentences	The students practise the grammar, ask questions when needed, and complete the tasks	
Closing	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct grammar usage	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

Subject: Jordan team together / Grade 6	Unit Title: The WOW! Team Returns	Lesson Title: Listening and Speaking	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to listen to short conversations related to the WOW! Team, understand key information about interests and activities, use the target grammar structure in guided speaking activities, and talk confidently about what they like and do.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key vocabulary and grammar from the unit and preparing the students for the listening task with guiding questions	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 activity	
Elaboration	I extend learning by guiding the students through speaking activities, encouraging them to talk about their interests and activities using prompts from the book	The students speak using the target language to talk about their interests	
Closing	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

Subject: Jordan team together / Grade 6	Unit Title: The WOW! Team Returns	Lesson Title: Writing	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to write a short text about their interests and activities, organise ideas clearly, use the target grammar structure correctly, and apply appropriate vocabulary, spelling, and punctuation.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key vocabulary and grammar related to interests and activities and discussing the writing topic shown in the Pupil's Book	The students listen, recall vocabulary and grammar, and talk briefly about their interests	
Explanation	I present the writing task by explaining the model text, highlighting sentence structure and key language features, and guiding the students through the steps of writing	The students read the model text and follow the explanation	
Elaboration	I extend learning by guiding the students to plan and write a short paragraph about what they like doing using prompts and support from the book	The students write a short paragraph about their interests	
Closing	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

Subject: Jordan team together / Grade 6	Unit Title: The WOW! Team Returns	Lesson Title: Culture	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to recognise cultural aspects related to hobbies and free-time activities, understand how young people in different cultures spend their free time, and use simple language to talk about interests and activities.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking general questions about hobbies 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 hobbies and activities	
Explanation	I present the cultural content using pictures and information from the Pupil's Book, explain how children in different cultures spend their free time, and highlight key vocabulary	The students look at the pictures, listen carefully, and follow the explanation	
Elaboration	I extend learning by asking guided questions, encouraging discussion, and prompting the students to compare their activities with those in other cultures	The students answer the questions and participate in simple discussions	
Closing	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

Subject: Jordan team together / Grade 6	Unit Title: The WOW! Team Returns	Lesson Title: English in Action and Pronunciation	Number of Classes ()
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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 interests and activities in simple real-life conversations, practise asking and answering questions confidently, 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 interests and activities and directing 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 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 what they like and do	The students participate in role-play and use the target language 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

Subject: Jordan team together / Grade 6	Unit Title: The WOW! Team Returns	Lesson Title: Revision and Assessment	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to revise the vocabulary and grammar of the unit, demonstrate understanding of texts and language related to interests and activities, and show their ability to use the language accurately through revision and assessment activities.			
The stages	Teacher Action	Learner Action	Time
Engagement	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	
Explanation	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	
Elaboration	I extend learning by monitoring the students' work, offering support, and encouraging accurate use of unit vocabulary and grammar	The students practise the language and ask questions when needed	
Closing	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

Subject: Jordan team together / Grade 6	Unit Title: The WOW! Team Returns	Lesson Title: Listening, Speaking and Writing	Number of Classes ()
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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 interests and activities and understand key information, use the target language in guided speaking activities to talk about what they like and do, and write a short text describing their interests using correct vocabulary and grammar.

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising the unit vocabulary and grammar 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 about interests and supported writing tasks from the Pupil's Book and Activity Book	The students speak using the target language 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

Subject: Jordan team together / Grade 6	Unit Title: Favourite Clothes	Lesson Title: Vocabulary	Number of Classes ()
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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 clothes and fashion, identify the meaning of new words through pictures and context, use the vocabulary to talk about favourite clothes and styles, 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 of clothes in the Pupil's Book, ask guiding questions to activate prior knowledge, and connect the topic to clothes they like wearing	The students look at the pictures, listen to the questions, and talk about clothes they like	
Explanation	I present the new clothes-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 favourite clothes	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

Subject: Jordan team together / Grade 6	Unit Title: Favourite Clothes	Lesson Title: Reading and Grammar	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to read a text about clothes and fashion, understand the main idea and specific details, recognise the grammar structure used to describe clothes and preferences, and use it correctly in simple sentences.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking pre-reading questions about clothes, drawing attention to the pictures and title, and encouraging predictions about the text	The students look at the pictures, listen to the questions, and make predictions	
Explanation	I guide the students through the first reading of the text, read aloud when necessary, and explain new vocabulary using context and examples from the text	The students read the text silently or aloud and follow the reading	
Elaboration	I extend learning by highlighting example sentences from the text, explaining the grammar structure used to describe clothes and preferences, and modelling correct usage	The students listen, observe examples, and repeat sentences	
Closing	I confirm learning by asking comprehension and grammar questions, correcting misunderstandings, and reinforcing correct use of the grammar structure	The students answer questions and use the structure correctly	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 6	Unit Title: Favourite Clothes	Lesson Title: Grammar Practice	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to practise the grammar structure used to describe clothes and preferences accurately, apply it correctly in controlled exercises, and use it in simple oral and written contexts.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising the grammar structure from the previous lesson using examples about clothes to activate prior learning	The students listen, recall the grammar structure, and respond to revision questions	
Explanation	I explain the Activity Book grammar 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	
Elaboration	I extend learning by monitoring the students' work, providing support, and encouraging accurate use of the grammar structure in sentences about clothes	The students practise the grammar, ask questions when needed, and complete the tasks	
Closing	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct grammar usage	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

Subject: Jordan team together / Grade 6	Unit Title: Favourite Clothes	Lesson Title: Listening and Speaking	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to listen to short conversations about clothes and styles and understand key information, use the target grammar structure to talk about clothes and preferences, and speak confidently about what they like wearing.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key clothes vocabulary and grammar related to preferences and preparing the students for the listening task with guiding questions	The students listen, respond, and recall vocabulary and grammar about clothes	
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 activity	
Elaboration	I extend learning by guiding the students through speaking activities, encouraging them to describe what they are wearing and what they like using prompts from the book	The students speak using the target language to talk about clothes	
Closing	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

Subject: Jordan team together / Grade 6	Unit Title: Favourite Clothes	Lesson Title: Writing	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to write a short paragraph describing their favourite clothes, explain why they like them, use the target grammar structure correctly, and apply appropriate vocabulary, spelling, and punctuation.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising clothes vocabulary and grammar related to preferences and discussing the writing topic shown in the Pupil's Book	The students listen, recall vocabulary and grammar, and talk briefly about their favourite clothes	
Explanation	I present the writing task by explaining the model text, highlighting sentence structure, descriptive words, and reasons for preferences	The students read the model text and follow the explanation	
Elaboration	I extend learning by guiding the students to plan and write a short paragraph about their favourite clothes using prompts and support from the book	The students write a short paragraph about their favourite clothes	
Closing	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

Subject: Jordan team together / Grade 6	Unit Title: Favourite Clothes	Lesson Title: Culture	Number of Classes ()
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Previous learning;

The main outcomes:

By the end of the lesson, the students are expected to recognise cultural aspects related to clothes and fashion, understand how clothing styles differ across cultures and climates, and use simple language to talk about traditional and modern clothes.

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking general questions about clothes people wear in different places and seasons to activate background knowledge	The students listen to the questions and talk about clothes they know from different places	
Explanation	I present the cultural content using pictures and information from the Pupil's Book, explain how clothes reflect culture, weather, and traditions, and highlight key vocabulary	The students look at the pictures, listen carefully, and follow the explanation	
Elaboration	I extend learning by asking guided questions, encouraging discussion, and prompting the students to compare clothes in their culture with clothes in other cultures	The students answer the questions and participate in simple discussions	
Closing	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

Subject: Jordan team together / Grade 6	Unit Title: Favourite Clothes	Lesson Title: English in Action and Pronunciation	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to use functional language to talk about clothes and preferences in simple real-life conversations, practise asking and answering questions about what people wear, and pronounce key sounds and words accurately.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key clothes vocabulary and functional expressions for talking about preferences and directing 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 favourite clothes	The students participate in role-play and use the target language 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

Subject: Jordan team together / Grade 6	Unit Title: Favourite Clothes	Lesson Title: Revision and Assessment	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to revise the vocabulary and grammar of the unit, demonstrate understanding of language used to describe clothes and preferences, and show their ability to use the language accurately through revision and assessment activities.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key vocabulary and grammar points related to clothes and preferences through short oral questions to activate prior learning	The students listen, respond, and recall vocabulary and grammar from the unit	
Explanation	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	
Elaboration	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	
Closing	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

Subject: Jordan team together / Grade 6	Unit Title: Favourite Clothes	Lesson Title: Listening, Speaking and Writing	Number of Classes ()
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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 clothes and styles and understand key information, use the target language in guided speaking activities to talk about clothes and preferences, and write a short text describing favourite clothes 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 clothes and preferences through short oral questions to activate prior learning	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 about favourite clothes and supported writing tasks from the Pupil's Book and Activity Book	The students speak using the target language 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

Subject: Jordan team together / Grade 6	Unit Title: Adventures	Lesson Title: Vocabulary	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to recognise and understand vocabulary related to adventures and outdoor activities, identify the meaning of new words through pictures and context, use the vocabulary to talk about different types of adventures, 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 adventures in the Pupil's Book, ask guiding questions to activate prior knowledge, and connect the topic to activities they know	The students look at the pictures, listen to the questions, and talk about adventure activities they know	
Explanation	I present the new adventure-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 adventures	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

Subject: Jordan team together / Grade 6	Unit Title: Adventures	Lesson Title: Reading and Grammar	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to read a text about different adventure experiences, understand the main idea and specific details, recognise the grammar structure used to describe past adventure events, and use it correctly in simple sentences.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking pre-reading questions about adventure activities, drawing attention to the pictures and title, and encouraging predictions about the text	The students look at the pictures, listen to the questions, and make predictions	
Explanation	I guide the students through the first reading of the text, read aloud when necessary, and explain new vocabulary using context and examples from the text	The students read the text silently or aloud and follow the reading	
Elaboration	I extend learning by highlighting example sentences from the text, explaining the grammar structure used to talk about past adventures, and modelling correct usage	The students listen, observe examples, and repeat sentences	
Closing	I confirm learning by asking comprehension and grammar questions, correcting misunderstandings, and reinforcing correct use of the grammar structure	The students answer questions and use the structure correctly □	

Self – Reflection on Learning and Teaching:

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

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 6	Unit Title: Adventures	Lesson Title: Grammar Practice	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to practise the grammar structure used to talk about past adventure events accurately, apply it correctly in controlled exercises, and use it in simple oral and written contexts.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising the grammar structure from the previous lesson using examples about adventure experiences to activate prior learning	The students listen, recall the grammar structure, and respond to revision questions	
Explanation	I explain the Activity Book grammar 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	
Elaboration	I extend learning by monitoring the students' work, providing support, and encouraging accurate use of the grammar structure in sentences about adventures	The students practise the grammar, ask questions when needed, and complete the tasks	
Closing	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct grammar usage	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

Subject: Jordan team together / Grade 6	Unit Title: Adventures	Lesson Title: Listening and Speaking	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to listen to short texts about adventure experiences and understand key information, use the target grammar structure to talk about past adventures, and speak confidently about activities they have done.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key adventure vocabulary and the grammar structure related to past events and preparing the students for the listening task	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 activity	
Elaboration	I extend learning by guiding the students through speaking activities, encouraging them to talk about their own adventure experiences using prompts	The students speak using the target language to describe past adventures	
Closing	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

Subject: Jordan team together / Grade 6	Unit Title: Adventures	Lesson Title: Writing	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to write a short text about an adventure experience, organise ideas in a logical order, use the past tense correctly, and apply appropriate vocabulary, spelling, and punctuation.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising adventure vocabulary and the past tense used in the unit and discussing the writing topic shown in the Pupil's Book	The students listen, recall vocabulary and grammar, and talk briefly about adventure experiences	
Explanation	I present the writing task by explaining the model text, highlighting sentence structure, time words, and correct use of the past tense	The students read the model text and follow the explanation	
Elaboration	I extend learning by guiding the students to plan and write a short paragraph about an adventure they experienced using prompts and support from the book	The students write a short paragraph about an adventure	
Closing	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

Subject: Jordan team together / Grade 6	Unit Title: Adventures	Lesson Title: Culture	Number of Classes ()
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Previous learning;

The main outcomes:

By the end of the lesson, the students are expected to recognise cultural aspects related to adventure activities around the world, understand how people experience adventures in different places, and use simple language to talk about adventure activities in various cultures.

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking general questions about adventure activities and places people visit for adventures to activate background knowledge	The students listen to the questions and talk about adventure places or activities they know	
Explanation	I present the cultural content using pictures and information from the Pupil’s Book, explain how adventures differ across countries and environments, and highlight key vocabulary	The students look at the pictures, listen carefully, and follow the explanation	
Elaboration	I extend learning by asking guided questions, encouraging discussion, and prompting the students to compare adventure activities in their country with those in other cultures	The students answer the questions and participate in simple discussions	
Closing	I confirm learning by reviewing the main cultural ideas, correcting misunderstandings, and reinforcing key vocabulary and concepts related to adventures	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

Subject: Jordan team together / Grade 6	Unit Title: Adventures	Lesson Title: English in Action and Pronunciation	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to use functional language to talk about adventure experiences in simple real-life conversations, practise asking and answering questions about past adventures, and pronounce key sounds and words accurately.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key adventure vocabulary and functional expressions and directing 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 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 adventure experiences	The students participate in role-play and use the target language 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

Subject: Jordan team together / Grade 6	Unit Title: Adventures	Lesson Title: Revision and Assessment	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to revise the vocabulary and grammar of the unit, demonstrate understanding of texts and language related to adventure experiences, and show their ability to use the past tense accurately through revision and assessment activities.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key adventure vocabulary and past tense structures through short oral questions to activate prior learning	The students listen, respond, and recall vocabulary and grammar from the unit	
Explanation	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	
Elaboration	I extend learning by monitoring the students' work, offering support, and encouraging accurate use of vocabulary and grammar related to adventures	The students practise the language and ask questions when needed	
Closing	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

Subject: Jordan team together / Grade 6	Unit Title: Adventures	Lesson Title: Listening, Speaking and Writing	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to listen to short texts about adventure experiences and understand key information, use the past tense in guided speaking activities to talk about adventures, and write a short text describing an adventure using correct vocabulary and grammar.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising the unit vocabulary and past tense structures 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 about adventure experiences and supported writing tasks from the Pupil's Book and Activity Book	The students speak using the past 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

Subject: Jordan team together / Grade 6	Unit Title: Entertainment	Lesson Title: Vocabulary	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to recognise and understand vocabulary related to entertainment and free-time activities, identify the meaning of new words through pictures and context, use the vocabulary to talk about different types of entertainment, 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 entertainment 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 entertainment activities they like	
Explanation	I present the new entertainment-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 entertainment	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

Subject: Jordan team together / Grade 6	Unit Title: Entertainment	Lesson Title: Reading and Grammar	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to read a text about different forms of entertainment, understand the main idea and specific details, recognise the grammar structure used to talk about preferences and opinions, and use it correctly in simple sentences.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking pre-reading questions about entertainment activities, drawing attention to the pictures and title, and encouraging predictions about the text	The students look at the pictures, listen to the questions, and make predictions	
Explanation	I guide the students through the first reading of the text, read aloud when necessary, and explain new vocabulary using context and examples from the text	The students read the text silently or aloud and follow the reading	
Elaboration	I extend learning by highlighting example sentences from the text, explaining the grammar structure used to express likes and opinions, and modelling correct usage	The students listen, observe examples, and repeat sentences	
Closing	I confirm learning by asking comprehension and grammar questions, correcting misunderstandings, and reinforcing correct use of the grammar structure	The students answer questions and use the structure correctly □	

Self – Reflection on Learning and Teaching:

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

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 6	Unit Title: Entertainment	Lesson Title: Grammar Practice	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to practise the grammar structure used to express likes and opinions about entertainment, apply it accurately in controlled exercises, and use it correctly in simple oral and written contexts.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising the grammar structure for expressing likes and opinions using examples from the previous lesson to activate prior learning	The students listen, recall the grammar structure, and respond to revision questions	
Explanation	I explain the Activity Book grammar 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	
Elaboration	I extend learning by monitoring the students' work, providing support, and encouraging accurate use of the grammar structure in sentences about entertainment	The students practise the grammar, ask questions when needed, and complete the tasks	
Closing	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct grammar usage	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

Subject: Jordan team together / Grade 6	Unit Title: Entertainment	Lesson Title: Listening and Speaking	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to listen to short texts about different types of entertainment and understand key information, use the target grammar structure to express likes and opinions, and speak confidently about their favourite entertainment activities.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key entertainment vocabulary and expressions for likes and opinions and preparing the students for the listening task	The students listen, respond, and recall vocabulary and expressions 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 activity	
Elaboration	I extend learning by guiding the students through speaking activities, encouraging them to talk about their favourite films, music, or shows using prompts	The students speak using the target language to express their opinions	
Closing	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

Subject: Jordan team together / Grade 6	Unit Title: Entertainment	Lesson Title: Writing	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to write a short text expressing their opinions about entertainment, explain what they like or dislike and why, use the target grammar structure correctly, and apply appropriate vocabulary, spelling, and punctuation.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising entertainment vocabulary and expressions for likes and opinions and discussing the writing topic shown in the Pupil's Book	The students listen, recall vocabulary and grammar, and talk briefly about their favourite entertainment	
Explanation	I present the writing task by explaining the model text, highlighting sentence structure, opinion expressions, and linking words	The students read the model text and follow the explanation	
Elaboration	I extend learning by guiding the students to plan and write a short paragraph about their favourite type of entertainment using prompts and support from the book	The students write a short paragraph expressing their opinions	
Closing	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

Subject: Jordan team together / Grade 6	Unit Title: Entertainment	Lesson Title: Culture	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to recognise cultural aspects related to entertainment around the world, understand how people in different cultures enjoy entertainment, and use simple language to talk about entertainment activities in different countries.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking general questions about entertainment activities people enjoy in different countries to activate background knowledge	The students listen to the questions and talk about entertainment activities they know	
Explanation	I present the cultural content using pictures and information from the Pupil's Book, explain how entertainment differs across cultures, and highlight key vocabulary	The students look at the pictures, listen carefully, and follow the explanation	
Elaboration	I extend learning by asking guided questions, encouraging discussion, and prompting the students to compare entertainment in their culture with entertainment in other cultures	The students answer the questions and participate in simple discussions	
Closing	I confirm learning by reviewing the main cultural ideas, correcting misunderstandings, and reinforcing key vocabulary and concepts related to entertainment	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

Subject: Jordan team together / Grade 6	Unit Title: Entertainment	Lesson Title: English in Action and Pronunciation	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to use functional language to talk about entertainment and express opinions in simple real-life conversations, practise asking and answering questions about preferences, and pronounce key sounds and words accurately.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key entertainment vocabulary and expressions for likes and opinions and directing 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 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 expressing opinions about entertainment	The students participate in role-play and use the target language 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

Subject: Jordan team together / Grade 6	Unit Title: Entertainment	Lesson Title: Revision and Assessment	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to revise the vocabulary and grammar of the unit, demonstrate understanding of language used to talk about entertainment and opinions, and show their ability to use the target language accurately through revision and assessment activities.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key vocabulary and grammar points related to entertainment and opinions through short oral questions to activate prior learning	The students listen, respond, and recall vocabulary and grammar from the unit	
Explanation	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	
Elaboration	I extend learning by monitoring the students' work, offering support, and encouraging accurate use of unit vocabulary and grammar	The students practise the language and ask questions when needed	
Closing	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

Subject: Jordan team together / Grade 6	Unit Title: Entertainment	Lesson Title: Listening, Speaking and Writing	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to listen to short texts about entertainment and understand key information, use expressions of likes and opinions in guided speaking activities, and write a short text expressing their opinion about a type of entertainment using correct vocabulary and grammar.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising unit vocabulary and expressions for likes and opinions through short oral questions to activate prior learning	The students listen, respond, and recall vocabulary and expressions 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 express opinions about entertainment and supported writing tasks from the Pupil's Book and Activity Book	The students speak using opinion expressions 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

Subject: Jordan team together / Grade 6	Unit Title: Awesome animals	Lesson Title: Vocabulary	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to recognise and understand vocabulary related to animals and their characteristics, identify the meaning of new words through pictures and context, use the vocabulary to describe animals, 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 of animals in the Pupil's Book, ask guiding questions to activate prior knowledge, and connect the topic to animals they know	The students look at the pictures, listen to the questions, and talk about animals they know	
Explanation	I present the new animal-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 describing animals	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

Subject: Jordan team together / Grade 6	Unit Title: Awesome animals	Lesson Title: Reading and Grammar	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to read a text about amazing animals, understand the main idea and specific details, recognise the grammar structure used to describe animal abilities and characteristics, and use it correctly in simple sentences.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking pre-reading questions about animals, drawing attention to the pictures and title, and encouraging predictions about the text	The students look at the pictures, listen to the questions, and make predictions	
Explanation	I guide the students through the first reading of the text, read aloud when necessary, and explain new vocabulary using context and examples from the text	The students read the text silently or aloud and follow the reading	
Elaboration	I extend learning by highlighting example sentences from the text, explaining the grammar structure used to describe animal abilities and characteristics, and modelling correct usage	The students listen, observe examples, and repeat sentences	
Closing	I confirm learning by asking comprehension and grammar questions, correcting misunderstandings, and reinforcing correct use of the grammar structure	The students answer questions and use the structure correctly	

Self – Reflection on Learning and Teaching:

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

Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

Lesson plan

Subject: Jordan team together / Grade 6	Unit Title: Awesome animals	Lesson Title: Grammar Practice	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to practise the grammar structure used to describe animal abilities and characteristics accurately, apply it correctly in controlled exercises, and use it in simple oral and written contexts.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising the grammar structure from the previous lesson using examples about animals to activate prior learning	The students listen, recall the grammar structure, and respond to revision questions	
Explanation	I explain the Activity Book grammar 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	
Elaboration	I extend learning by monitoring the students' work, providing support, and encouraging accurate use of the grammar structure in sentences about animals	The students practise the grammar, ask questions when needed, and complete the tasks	
Closing	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct grammar usage	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

Subject: Jordan team together / Grade 6	Unit Title: Awesome animals	Lesson Title: Listening and Speaking	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to listen to short texts about animals and their abilities, understand key information, use the target grammar structure to describe animals, and speak confidently about animal characteristics and abilities.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising animal vocabulary and grammar related to abilities and characteristics and preparing the students for the listening task with guiding questions	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 activity	
Elaboration	I extend learning by guiding the students through speaking activities, encouraging them to describe animals and what they can do using prompts from the book	The students speak using the target language to describe animals	
Closing	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

Subject: Jordan team together / Grade 6	Unit Title: Awesome animals	Lesson Title: Writing	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to write a short descriptive text about an animal, describe its abilities and characteristics using correct grammar, organise ideas clearly, and apply appropriate vocabulary, spelling, and punctuation.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising animal vocabulary and grammar related to abilities and characteristics and discussing the writing topic shown in the Pupil's Book	The students listen, recall vocabulary and grammar, and talk briefly about animals they like	
Explanation	I present the writing task by explaining the model text, highlighting sentence structure, descriptive adjectives, and correct use of the target grammar	The students read the model text and follow the explanation	
Elaboration	I extend learning by guiding the students to plan and write a short paragraph describing an animal using prompts and support from the book	The students write a short paragraph describing an animal	
Closing	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

Subject: Jordan team together / Grade 6	Unit Title: Awesome animals	Lesson Title: Culture	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to recognise cultural and environmental aspects related to animals around the world, understand how animals live in different habitats, and use simple language to talk about animals and their environments.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by asking general questions about animals and where they live to activate background knowledge	The students listen to the questions and talk about animals and habitats they know	
Explanation	I present the cultural content using pictures and information from the Pupil's Book, explain how animals adapt to different environments, and highlight key vocabulary	The students look at the pictures, listen carefully, and follow the explanation	
Elaboration	I extend learning by asking guided questions, encouraging discussion, and prompting the students to compare animals in different habitats	The students answer the questions and participate in simple discussions	
Closing	I confirm learning by reviewing the main ideas about animals and habitats, 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

Subject: Jordan team together / Grade 6	Unit Title: Awesome animals	Lesson Title: English in Action and Pronunciation	Number of Classes ()
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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 and their abilities in simple real-life conversations, practise asking and answering questions about animals, and pronounce key sounds and words accurately.

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key animal vocabulary and functional expressions related to abilities and directing 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 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 and what they can do	The students participate in role-play and use the target language 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

Subject: Jordan team together / Grade 6	Unit Title: Awesome animals	Lesson Title: Revision and Assessment	Number of Classes ()
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Previous learning;

The main outcomes:

By the end of the lesson, the students are expected to revise the vocabulary and grammar of the unit, demonstrate understanding of animal characteristics and abilities, and show their ability to use the target language accurately through revision and assessment activities.

The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising key animal vocabulary and grammar structures related to abilities through short oral questions to activate prior learning	The students listen, respond, and recall vocabulary and grammar from the unit	
Explanation	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	
Elaboration	I extend learning by monitoring the students' work, offering support, and encouraging accurate use of unit vocabulary and grammar	The students practise the language and ask questions when needed	
Closing	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

Subject: Jordan team together / Grade 6	Unit Title: Awesome animals	Lesson Title: Listening, Speaking and Writing	Number of Classes ()
Previous learning;			
The main outcomes:			
By the end of the lesson, the students are expected to listen to short texts about animals and their abilities and understand key information, use the target language in guided speaking activities to describe animals, and write a short descriptive text about an animal using correct vocabulary and grammar.			
The stages	Teacher Action	Learner Action	Time
Engagement	I introduce the lesson by revising unit vocabulary and grammar related to animals and abilities through short oral questions to activate prior learning	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 about animals and supported writing tasks from the Pupil's Book and Activity Book	The students speak using the target language and write a short descriptive 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: