

هذا العمل حصري لدى موقع الايمان التعليمي

تحضير اللغة الانجليزية للصف **السادس** ف 1  
وهو محتاح فقط لاعضاء وزوار الموقع

ويمنع النقل من قبل اي موقع تعليمي اخر تحت طائلة المسؤولية  
رابط صفحتنا على الفيسبوك

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## Lesson Plan

Subject: 6 grade

Unit Title: Welcome

Lesson Title: Lesson 1 (Pupil's Book)

Number of Classes ( )

Previous Learning: ... grade

<p><b>The Main Outcomes: 1 _By the end of this lesson, students will be able to identify and use adjectives to describe personality and physical appearance. 2 _Students will be able to recognize and understand a variety of hobbies and free-time activities. 3_ Students will be able to answer simple questions about themselves and others, expressing personal preferences and habits.</b></p>			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher prepares a short, engaging video clip showing students introducing themselves and their hobbies. The teacher also prepares a list of key adjectives and nouns from the lesson, such as cheerful, confident, friendly, and shy. The goal is to create an engaging and friendly atmosphere that sparks curiosity about the new school year and the magazine.	Students will be prepared to actively participate in a welcoming discussion. They will listen to the teacher's introduction and look at the photos of the "WOW! Team". Students will get ready to share their own ideas and opinions about the magazine and their personal interests, connecting with the content in a meaningful way.	
2-Explanation	The teacher will use the "About Us" section in the Pupil's Book (page 7) to introduce each member of the WOW! Team. The teacher will read their profiles, highlighting the personality adjectives and hobbies mentioned. The teacher will explain new vocabulary in context and use visuals from the Activity Book to reinforce the concepts of hobbies and free-time activities. The teacher will also guide students in understanding and answering the questions in the activity book about the profiles.	Students will listen carefully to the teacher's explanations. They will read along with the teacher on the "About Us" page and try to identify the personality traits of each team member. They will then practice using the new adjectives by writing their own descriptions and completing the exercises in the Activity Book.	
3-Elaboration	The teacher will challenge advanced students to create a short, written profile of a fictional "fifth member" of the WOW! Team, using the same format and style as the examples in the book. The teacher can also ask them to write about the benefits of a specific hobby mentioned in the book, providing more detailed reasons than other students.	Students will demonstrate their understanding by producing a more complex piece of writing, such as a detailed character profile or a short paragraph. They will be encouraged to use new adjectives and vocabulary from the lesson, proving their ability to use the language in a meaningful and independent way. This activity promotes creative expression and a deeper engagement with the material.	
4-Closing	The teacher will confirm learning by having students participate in a "guessing game" as described in the Pupil's Book. The teacher can ask students to describe a classmate using adjectives learned in the lesson (e.g., "This person is kind and polite"), and the other students must guess who it is. This is a quick and fun way to assess if the students have mastered the new vocabulary.	Students will confirm their own learning by participating in the game and by confidently describing themselves and others using the new adjectives and hobbies from the lesson. They will also check their understanding by completing the exercises in the Activity Book, such as writing about their favorite sports and hobbies and checking their answers with a partner.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** 6 grade  
grade

**Unit Title:** Welcome

**Lesson Title:** Lesson 1 (Activity Book)

**Number of Classes** ( )

**Previous Learning:** ...

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to match pictures to vocabulary words and complete sentences from a dialogue.  
2 \_Students will be able to identify key ideas from a short dialogue and answer questions based on it. 3\_ Students will be able to express their own interests and opinions about topics in a dialogue.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will use the content from the "Welcome" unit to warm up the students. The teacher will ask students to recall the WOW! team members and their hobbies. The teacher will then direct students to the Activity Book, page 2, to work on the exercises. The teacher will prepare to guide students through a matching activity and a fill-in-the-blanks exercise.	Students will be prepared to recall the WOW! team members and their hobbies. They will listen to the teacher's instructions and be ready to match pictures with words. They will also be prepared to read and complete sentences in the Activity Book based on the dialogue in the Pupil's Book.	
2- Explanation	The teacher will guide students through Activity 1 on page 2 of the Activity Book, asking them to write the names of the WOW! Team members and complete the sentences using words from the provided list. The teacher will then move to Activity 2, a matching exercise for dialogues. The teacher will facilitate a discussion on the most interesting topics from the dialogues.	Students will actively participate by completing the exercises in the Activity Book. They will read the prompts, identify the correct words or phrases, and write their answers. They will also work with a partner to discuss the most interesting topics from the dialogue, which reinforces their comprehension and critical thinking skills.	
3- Elaboration	The teacher will challenge students to write three more sentences about the most interesting topics from the dialogues in Activity 2, explaining why they find them interesting. This encourages students to go beyond the provided answers and to express their own opinions and ideas.	Students will apply their writing skills to express their personal opinions about a given topic. This task promotes creative and critical thinking, as they must justify their choices. They can then share their sentences with the class to practice public speaking and build confidence.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask students to read their completed sentences and their justifications for the most interesting topics. This allows for an immediate assessment of their comprehension and their ability to express themselves clearly and logically.	Students will demonstrate their understanding by providing correct answers and explanations for their choices. This shows that they have not only comprehended the content but have also developed their critical thinking and communication skills.	

\*Self-Reflection on Learning and Teaching:

<b>Class/Section</b>	<b>6</b>						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

# Lesson Plan

**Subject:** 6 grade

**Unit Title:** Welcome

**Lesson Title:** Lesson 2 (Pupil's Book)

**Number of Classes** ( )

**Previous Learning:** ... grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to read and understand profiles of the WOW! Team members. 2 \_Students will be able to answer specific questions about the profiles. 3\_ Students will be able to use adjectives to describe themselves and their classmates.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start by asking students to recall the names of the WOW! Team members. The teacher will then direct students to the "About Us" page in the Pupil's Book (page 7) to introduce the profiles of the team members. The teacher will prepare a list of the adjectives from the profiles, such as responsible, friendly, and confident, to use in a guessing game.	Students will be prepared to listen to and read the profiles of the WOW! Team members. They will be ready to answer questions about the profiles and use the adjectives to describe themselves and their classmates. They will also be ready to play a guessing game to practice their new vocabulary.	
2- Explanation	The teacher will read the profiles of each team member (Lara, Arlo, Alia, Faisal) on page 7. The teacher will guide students to match the names to the correct profiles in Activity 1. The teacher will then guide students through Activities 2 and 3, answering questions and writing their own descriptions using the adjectives from the profiles.	Students will listen to the teacher and read the profiles. They will work in pairs to match the names to the correct profiles. They will then answer the questions in Activity 2 and write their own descriptions in Activity 3. They will also practice describing themselves and their partners, building their confidence in using the new vocabulary.	
3- Elaboration	The teacher will challenge advanced students to write a short paragraph about a classmate, using the adjectives from the profiles. The students will be asked to read their paragraphs to their partners to check for accuracy. This task requires them to apply the vocabulary in a creative way while also practicing their writing skills.	Students will be encouraged to write a descriptive paragraph about a classmate, applying the adjectives in a meaningful context. This task promotes creative writing and helps them see how the adjectives work together to describe a person.	
4- Closing	The teacher will confirm learning by playing the "guessing game" from Activity 5, page 7. The teacher will describe a student using adjectives from the profiles, and the other students will try to guess who it is. This is a quick and fun way to assess if the students have mastered the new vocabulary.	Students will demonstrate their understanding by confidently participating in the game and by accurately guessing who is being described. This practical application reinforces their comprehension of the vocabulary and boosts their confidence in speaking English.	

\*Self-Reflection on Learning and Teaching:

<b>Class/Section</b>	<b>6</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:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: Welcome

Lesson Title: Lesson 2 (Activity Book)

Number of Classes ( )

Previous Learning: ...

grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and understand profiles of the WOW! Team members. 2 \_Students will be able to answer specific questions about the profiles. 3\_ Students will be able to use adjectives to describe themselves and their classmates.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start by asking students to recall the names of the WOW! Team members. The teacher will then direct students to the "About Us" page in the Pupil's Book (page 7) to introduce the profiles of the team members. The teacher will prepare a list of the adjectives from the profiles, such as responsible, friendly, and confident, to use in a guessing game.	Students will be prepared to listen to and read the profiles of the WOW! Team members. They will be ready to answer questions about the profiles and use the adjectives to describe themselves and their classmates. They will also be ready to play a guessing game to practice their new vocabulary.	
2- Explanation	The teacher will read the profiles of each team member (Lara, Arlo, Alia, Faisal) on page 7. The teacher will guide students to match the names to the correct profiles in Activity 1. The teacher will then guide students through Activities 2 and 3, answering questions and writing their own descriptions using the adjectives from the profiles.	Students will listen to the teacher and read the profiles. They will work in pairs to match the names to the correct profiles. They will then answer the questions in Activity 2 and write their own descriptions in Activity 3. They will also practice describing themselves and their partners, building their confidence in using the new vocabulary.	
3- Elaboration	The teacher will challenge advanced students to write a short paragraph about a classmate, using the adjectives from the profiles. The students will be asked to read their paragraphs to their partners to check for accuracy. This task requires them to apply the vocabulary in a creative way while also practicing their writing skills.	Students will be encouraged to write a descriptive paragraph about a classmate, applying the adjectives in a meaningful context. This task promotes creative writing and helps them see how the adjectives work together to describe a person.	
4- Closing	The teacher will confirm learning by playing the "guessing game" from Activity 5, page 7. The teacher will describe a student using adjectives from the profiles, and the other students will try to guess who it is. This is a quick and fun way to assess if the students have mastered the new vocabulary.	Students will demonstrate their understanding by confidently participating in the game and by accurately guessing who is being described. This practical application reinforces their comprehension of the vocabulary and boosts their confidence in speaking English.	

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Class/Section	6							
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The class order in the timetable								
Day/Date								

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Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 1 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to identify and name different sports and hobbies. 2 \_Students will be able to understand and answer the "WOW! Question" related to the importance of hobbies and sports. 3\_ Students will be able to talk about their own free-time activities.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by directing students to the "Welcome" page for Unit 1 in the Pupil's Book (page 8). The teacher will then ask the "WOW! Question": "Why do we do sports and hobbies?". The teacher encourages a brief class discussion to activate prior knowledge and connect students' personal experiences with the new unit's topic. The teacher also prepares to present the vocabulary list of sports and hobbies found in the unit overview and on page 9.	Students will be prepared to engage in a short brainstorming session in response to the "WOW! Question". They will be encouraged to think about their own favorite free-time activities and be ready to share their ideas with the class and with a partner, connecting their personal experiences to the new topic.	
2-Explanation	The teacher will use the pictures in the Pupil's Book (page 9) to introduce the vocabulary. The teacher will guide students to match the words to the pictures and then repeat the words to practice pronunciation. The teacher can use the audio provided with the digital resources to ensure correct pronunciation. The teacher will also guide students through the "WOW! Quiz" to help them differentiate between various sports based on their characteristics.	Students will listen and match the vocabulary words to the pictures. They will then participate in repetition exercises to improve their pronunciation. Next, students will complete the "WOW! Quiz" in the Pupil's Book to practice applying the vocabulary. They will also answer the "WOW! Question" in a brief discussion with the class or in pairs.	
3- Elaboration	The teacher will challenge advanced students to create their own "WOW! Quiz" for the class. They can write short riddles or descriptions of different sports without naming them. The riddles can be about the rules of the game, where it's played, or what equipment is used. This activity encourages creative application of the vocabulary.	Advanced students will collaborate in pairs to create a short quiz for their peers. They will be encouraged to use descriptive language and the new vocabulary to write their own questions. This activity promotes creative thinking, deepens their understanding of the vocabulary, and develops their writing and problem-solving skills.	
4- Closing	The teacher will confirm learning by having students answer the questions in the Pupil's Book (page 9) about the characteristics of different sports, such as which ones have wheels or are team sports. The teacher will also ask students to name three new sports they learned. This is a quick assessment of their understanding.	Students will demonstrate their understanding by answering the questions in the Pupil's Book with a partner and then sharing their answers with the class. They will also practice their speaking skills by discussing their favorite sports and hobbies, which serves as a personal check on their ability to apply the lesson's key concepts. They can then share and compare their ideas with a partner to further reinforce the learning.	

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Day/Date								

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School Development Consultant:



## Lesson Plan

Subject: 6 grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 1 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to categorize sports using the verbs play, go, and do correctly. 2 \_Students will be able to use the new vocabulary in simple, correct sentences. 3\_ Students will be able to read and understand short messages about hobbies.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by reviewing the vocabulary from the Pupil's Book. The teacher will then introduce the grammatical rule for using play, go, and do with sports. The teacher prepares a visual aid, like a simple chart on the board, to show the three categories and give examples for each. The teacher will also read the examples from the Activity Book (page 4) to guide students.	Students will be prepared to listen to the new grammar rule. They will be encouraged to mentally categorize the sports they learned in the previous lesson as the teacher explains the rule. They will also be ready to practice by completing the exercises in the Activity Book.	
2- Explanation	The teacher will explain the three categories for sports: play for team games with balls, go for activities ending in -ing, and do for individual sports and martial arts. The teacher will use the table provided in the Activity Book (page 4) to demonstrate this rule. The teacher will guide students through the exercises on pages 4 and 5, where they match verbs to sports and complete sentences.	Students will actively participate by listening to the grammar explanation and completing the exercises. They will fill in the table in the Activity Book (page 4), matching the correct verb to each sport. They will also complete the short messages on page 5, which reinforces the vocabulary and grammar concepts in a contextual setting.	
3- Elaboration	The teacher will challenge advanced students to write five original sentences about their hobbies, using all three verbs (	play, go, and do) correctly. They will also be asked to present their sentences to the class.	
4- Closing	Advanced students will be encouraged to apply their understanding by writing their own sentences. This activity requires them to not only recall the rules but also to use them creatively and independently. Presenting their work to the class also builds their confidence and public speaking skills.	The teacher will confirm learning by reviewing the answers to the exercises in the Activity Book with the entire class. The teacher will ask students to provide additional examples of sports that fit into each of the three categories. This allows for an immediate assessment of their grasp of the rule.	

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Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 2 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to understand a short dialogue about free-time activities. 2 \_Students will be able to answer specific questions based on the dialogue. 3\_ Students will be able to practice expressive language and dialogue by acting out short conversations.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will begin by asking students about their favorite sports and how often they do them, linking back to the previous lesson. The teacher will introduce the characters Arlo and Faisal from the "WOW! Team Talk" section on page 10, asking students to predict what they might be talking about. The teacher will prepare a list of key phrases and expressions from the dialogue, such as "I don't believe it!", "Really?", and "You're so funny!".	Students will be ready to discuss their favorite sports from the previous lesson. They will look at the pictures of Arlo and Faisal and try to guess what their conversation is about. They will also listen attentively to the dialogue, focusing on the key phrases and expressions used.	
2- Explanation	The teacher will play the audio for the "WOW! Team Talk" dialogue on page 10, guiding students to follow along in their books. After the first listening, the teacher will read the dialogue aloud with expressive tones. The teacher will then work with students to answer the comprehension questions provided on the page, ensuring they can locate the specific information in the text.	Students will listen to the dialogue and follow along in their books. They will then read the dialogue with a partner, taking turns playing the roles of Arlo and Faisal. They will work together to answer the questions about the dialogue, using complete sentences to demonstrate their understanding.	
3- Elaboration	The teacher will challenge students to work in pairs and create a new dialogue using the expressions from the "Say it!" box on page 10. Students can create a dialogue about any topic they like, not just sports. This requires them to apply the phrases in a new context, showing a deeper understanding of their meaning and usage.	Students will work together to write and practice a new dialogue. This task encourages creativity and promotes a practical application of the lesson's language. They will then act out their dialogues for the class, building their confidence in speaking English.	
4- Closing	The teacher will confirm learning by having pairs of students act out the dialogue. The teacher will pay attention to their pronunciation and use of the key expressions. The teacher will also ask comprehension questions about the dialogue to ensure students have grasped the main ideas and can recall specific details.	Students will demonstrate their understanding by confidently acting out the dialogue, paying attention to intonation and expression. They will be able to answer questions about the dialogue, showing they can recall specific information from the text. This practical application reinforces their listening and speaking skills.	

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Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 2 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes: 1** \_By the end of this lesson, students will be able to answer specific questions based on the dialogue from the Pupil's Book. **2**  
**\_Students will be able to use the dialogue's expressions in new contexts.** **3**\_ Students will be able to make lists of their own sports and hobbies and share them with the class.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by asking students to recall the dialogue between Arlo and Faisal from the Pupil's Book. The teacher will review the key expressions and phrases from the dialogue, such as "I don't believe it!" and "You're so funny!". The teacher will prepare to guide students through the exercises on page 5.	Students will be ready to recall the previous lesson's dialogue. They will be prepared to use the dialogue expressions to create new short conversations with their partner. They will also be ready to make a list of their own sports and hobbies to share with the class.	
2- Explanation	The teacher will instruct students to reread the dialogue from the Pupil's Book and answer the questions on page 5 of the Activity Book. The teacher will then guide students through Activity 3, where they complete dialogues using the expressions found in the original conversation. The teacher will finally have students work in pairs to act out the new dialogues they created in the previous lesson.	Students will read the dialogue from the Pupil's Book again to find the answers to the questions in the Activity Book. They will complete the dialogues in Activity 3 by filling in the blanks with the correct expressions. They will then practice acting out the new dialogues they created in the previous lesson, using the correct expressions and intonation.	
3- Elaboration	The teacher will challenge students to find and list all the verbs and nouns related to sports and hobbies in the dialogue and in the previous lesson. They will then be asked to write their own sentences using these words. This task reinforces vocabulary acquisition and encourages students to think about how words function in different grammatical contexts.	Students will practice their writing skills by creating a list of verbs and nouns from the dialogue and then writing original sentences. This activity helps them consolidate their knowledge of the vocabulary and apply it in a structured way.	
4- Closing	The teacher will check students' answers to the questions and dialogue completion exercises. The teacher will also ask students to present the list of sports and hobbies they created in pairs. This allows for an immediate assessment of their vocabulary recall and their ability to express themselves clearly.	Students will demonstrate their understanding by providing correct answers and explanations for the exercises. They will confidently share their list of sports and hobbies with the class, showing they can recall and use the vocabulary correctly. This activity helps students feel proud of their work and reinforces their learning.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade  
grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 3 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to differentiate between the Present Simple and Present Continuous tenses. 2 \_Students will be able to use both tenses to describe habits and actions happening at the moment. 3\_ Students will be able to ask and answer questions using the Present Simple and Present Continuous tenses.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by reviewing the play/go/do rule from the previous lesson. The teacher will then introduce the grammar topic by asking a question that requires both tenses, for example: "What do you usually do in the evenings?" and "What are you doing right now?". The teacher will prepare a table on the board to illustrate the differences between the two tenses, as shown on page 11.	Students will be prepared to answer questions about their daily routines and what they are currently doing. They will listen to the teacher's explanation and examples of the two tenses, trying to understand the difference in their usage. They will also be ready to practice by completing the exercises and engaging in dialogues with their partners.	
2-Explanation	The teacher will explain the rules for using the Present Simple (for habits and routines) and the Present Continuous (for actions happening now). The teacher will use the grammar tables on page 11 as a visual aid. The teacher will then guide students through the exercises, having them read the rules and circle the correct options. The teacher will also have students find examples of both tenses in the dialogue from Lesson 2, as described in Activity 3.	Students will actively participate by reading the rules and identifying the correct tense to use. They will then work in pairs to find examples of the Present Simple and Present Continuous tenses in the dialogue from Lesson 2, which helps them see the grammar in context. They will also work together to answer the questions in the textbook.	
3-Elaboration	The teacher will challenge students to write true and false sentences about themselves and their classmates using both the Present Simple and Present Continuous tenses. For example: "I play tennis every Saturday.". The teacher will have students challenge their partners to guess which sentences are false.	Students will work in pairs to create their true and false sentences. This activity requires them to apply the grammatical rules accurately and creatively. It also encourages critical thinking and active listening as they try to guess which of their partner's sentences are false.	
4- Closing	The teacher will confirm learning by having students ask and answer the questions they created in Activity 4. The teacher will listen to ensure they are using the correct tense for each question and answer. The teacher will also ask students to verbally describe what a student in a picture is doing, requiring them to use the Present Continuous tense.	Students will demonstrate their understanding by correctly forming and answering questions using the two tenses. This practical application allows the teacher to assess their grasp of the grammar in a dynamic, spoken context. They will also be able to accurately identify the tense used in different sentences, showing mastery of the lesson's key grammatical concepts.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade  
grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 4 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and comprehend a short story. 2 \_Students will be able to identify the main events and sequence them correctly. 3\_ Students will be able to discuss their preferences for indoor vs. outdoor activities.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will begin by asking students about their favorite story genres, such as mystery, fantasy, or adventure. The teacher will then introduce the idea of a "cartoon story," as described in the Pupil's Book (page 12). The teacher will prepare a list of key vocabulary from the story, such as "athletics", "puzzle", and "board game".	Students will be prepared to discuss different story types and their characteristics. They will look at the pictures in the story and try to predict what might happen. They will also listen attentively to the story, focusing on the sequence of events and the characters' feelings.	
2- Explanation	The teacher will play the audio for the "WOW! Book Club" story "A rainy day" on page 12. After the first listen, the teacher will read the story aloud, guiding students to follow the sequence of events. The teacher will then have students answer the comprehension questions in Activity 1 and discuss the questions in Activity 4.	Students will listen to the story and follow along. They will then work in pairs to answer the comprehension questions. After that, they will participate in a group discussion about their preferences for indoor vs. outdoor activities and how the characters' feelings changed throughout the story.	
3- Elaboration	The teacher will challenge students to work in groups and act out the story. They will assign roles to each student (Reem, Mum, Nawal, Randa, and Ali). Students will be encouraged to use expressive tones and gestures to bring the story to life. This task requires them to understand the characters' emotions and motivations.	Students will work in groups to rehearse and perform the story. This activity promotes teamwork, creative expression, and public speaking skills. They will need to pay close attention to the dialogue and character interactions to make their performance engaging and accurate.	
4- Closing	The teacher will confirm learning by having the groups act out the story. The teacher will observe their performances to ensure they have understood the sequence of events and the characters' emotions. The teacher can also ask the class to vote on which group had the best performance.	Students will demonstrate their understanding by performing the story accurately. They will be able to recall the key events and dialogues, and their performance will show a clear understanding of the plot and characters. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

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Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 4 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to read and comprehend a short story and answer questions about it. 2  
 \_Students will be able to identify who says specific sentences in the story. 3\_ Students will be able to sequence the main events of the story in the correct order.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will begin by asking students to recall the story "A rainy day" from the Pupil's Book. The teacher will then direct students to the Activity Book (page 7) to work on the exercises. The teacher will prepare to guide students through an activity where they identify who says certain sentences and another where they order the events of the story.	Students will be prepared to recall the story from the previous lesson. They will be ready to identify characters based on their lines and sequence the events of the story. They will also be ready to discuss their answers with a partner.	
Explanation 2-	The teacher will guide students through Activity 1, where they identify who says which sentences in the story. The teacher will then move to Activity 2, a sequencing task where students number the events of the story from 1 to 6. The teacher will finally guide students through Activity 3, a true or false exercise where they must justify their answers.	Students will actively participate by completing the exercises in the Activity Book. They will read the story again to find the answers to the questions and justify their true or false answers. They will also work with a partner to discuss the answers, which reinforces their comprehension and critical thinking skills.	
3- Elaboratio n	The teacher will challenge students to write a new ending for the story. The ending can be happy, sad, or funny, but it must make sense with the plot. This encourages students to think creatively and apply their understanding of the characters and their motivations.	Students will apply their creative writing skills to invent a new ending for the story. This task promotes creative and critical thinking, as they must build on the existing narrative. They can then share their endings with the class to practice public speaking and build confidence.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask students to read their justifications for the true or false answers. This allows for an immediate assessment of their comprehension and their ability to express themselves clearly and logically.	Students will demonstrate their understanding by providing correct answers and explanations for their choices. This shows that they have not only comprehended the content but have also developed their critical thinking and communication skills.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 5 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to recognize and use state verbs. 2 \_Students will be able to read and comprehend a short story about hobbies. 3\_ Students will be able to suggest new hobbies to a partner using the learned verbs.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engage nt	The teacher will start the lesson by asking students to recall the story from Lesson 4, focusing on the different hobbies mentioned. The teacher will then introduce the concept of "state verbs" by providing examples of how we express feelings and thoughts (e.g., "I like playing sports," "I prefer drawing pictures"). The teacher will prepare a list of state verbs from the lesson, such as	like, enjoy, prefer, hate, and love.	
2- Explanation	Students will be ready to discuss the hobbies mentioned in the previous story. They will listen to the teacher's explanation of state verbs and be prepared to use them to express their own feelings and preferences. They will also be ready to engage in a dialogue with a partner, suggesting new hobbies.	The teacher will explain that state verbs describe feelings, thoughts, and opinions, and are not typically used in the continuous tense. The teacher will use the grammar table on page 13 as a visual aid. The teacher will then have students read the story from Lesson 4 again, this time looking for examples of state verbs and the hobbies mentioned. The teacher will then guide students through the conversation in Activity 6.	
3- Elaboration	Students will actively participate by reading the story and identifying the state verbs and hobbies mentioned. They will then work with a partner to answer the questions in Activity 3, which helps them apply the grammar rule in context. They will also practice suggesting new hobbies to their partners, using the sentence structures provided in the lesson.	The teacher will challenge students to write a short paragraph about themselves using all five state verbs (like, enjoy, prefer, hate, love) to describe their hobbies. For example: "I like hiking, but I don't enjoy swimming. I prefer cycling, but I hate running. I love playing football."	
4- Closing	Students will be encouraged to write a descriptive paragraph about their hobbies, applying the state verbs in a detailed way. This activity promotes creative writing and reinforces their understanding of the vocabulary and grammar rules.	The teacher will confirm learning by having students role-play the conversation from Activity 6. The teacher will listen to ensure they are using the state verbs correctly to express their preferences and suggest new hobbies. The teacher will also ask students to verbally define a state verb in their own words.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 5 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to match hobbies to their corresponding pictures. 2 \_Students will be able to apply state verbs to express their own preferences and feelings. 3\_ Students will be able to suggest a new hobby to a partner based on their preferences.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by reviewing state verbs and the hobbies they learned in the previous lesson. The teacher will then introduce the exercises in the Activity Book (pages 7-8), explaining that these will help them practice the rules they just learned. The teacher will have a list of hobbies and state verbs ready to use for a quick review game.	Students will be ready to apply the grammar rules they learned in the previous lesson. They will be prepared to match pictures to hobbies and write their own sentences using state verbs. They will also be ready to play a guessing game with a partner to practice their speaking and listening skills.	
2- Explanation	The teacher will guide students through the exercises on page 7. The teacher will instruct students to look at the pictures and match them to the correct hobbies. The teacher will then guide students through Activity 6, where they use state verbs to talk about how they think and feel.	Students will actively participate by listening to the teacher's instructions and completing the exercises. They will work individually to match the pictures to the hobbies and then with a partner to discuss their preferences. They will then practice suggesting a new hobby to their partner, using the provided sentence structures.	
3- Elaboration	The teacher will challenge students to write a short paragraph about a friend's hobbies, using state verbs to describe their preferences. The students will be asked to read their paragraphs to their partners to check for accuracy. This task requires them to apply the grammar rules in a creative way while also practicing their writing skills.	Students will be encouraged to write a descriptive paragraph about a friend, applying state verbs in a meaningful context. This task promotes creative writing and helps them see how the state verbs work together to describe a person's preferences.	
4- Closing	The teacher will confirm learning by having students role-play the conversation from Activity 6. The teacher will listen to ensure they are using the state verbs correctly to express their preferences and suggest new hobbies. The teacher can also ask students to verbally define a state verb in their own words.	Students will demonstrate their understanding by correctly using state verbs in their conversations and by accurately defining the term. They will confidently express their preferences and suggest new hobbies, showing they have mastered the lesson's key grammatical and vocabulary concepts.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6								
Number of absent students /Total number									
The class order in the timetable									
Day/Date									

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade  
grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 6 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to read and understand a factual text about sports and hobbies around the world.  
2 \_Students will be able to compare free-time activities in different countries with their own. 3\_ Students will be able to present their research findings to the class.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by asking students about popular free-time activities in their own country. The teacher will introduce the topic of "Sports and hobbies around the world," found on page 14 of the Pupil's Book. The teacher will prepare a list of new vocabulary from the text, such as	snorkelling, calligraphy, and cross-country skiing.	
2- Explanation	Students will be prepared to discuss popular activities in their country. They will look at the pictures in the text and try to predict what the reading will be about. They will also listen attentively to the text, focusing on the different activities and their locations.	The teacher will play the audio for the "WOW! Culture" text on page 14, guiding students to follow along in their books. After the first listening, the teacher will read the text aloud, highlighting the new vocabulary. The teacher will then guide students through the discussion in Activity 4. The teacher will also introduce the project: creating a class library of mini-books about free-time activities.	
3- Elaboration	Students will listen to the text and follow along. They will then read the text with a partner, taking turns reading about each activity. They will work together to compare the activities in the text with their own free-time activities, finding similarities and differences. They will also begin planning their mini-book project, deciding on a topic and who will research what.	The teacher will challenge students to choose another country and research its popular free-time activities. They will be asked to create a short, simple paragraph describing one of these activities, including where people do it, when they do it, and what they have to do. This task encourages them to use their research and writing skills.	
4- Closing	Students will work in pairs or groups to research a new country. This activity promotes teamwork, research skills, and creative writing. They will need to find reliable sources of information and synthesize it into a coherent paragraph.	The teacher will confirm learning by having students share their comparisons of the activities in the text with their own. The teacher will ask a few students to present their findings to the class, which allows for an immediate assessment of their comprehension and speaking skills. The teacher will also check in on their project planning to ensure they are on the right track.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade  
grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 7 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to read and understand a dialogue about making suggestions for hobbies. 2 \_Students will be able to use phrases for making and responding to suggestions. 3\_ Students will be able to create and act out their own dialogues using these phrases.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by asking students about a time they wanted a new hobby but didn't know what to do. The teacher will then introduce the dialogue in the "English in action" section on page 15, which is about making and responding to suggestions. The teacher will prepare a list of key phrases from the "Say it!" box, such as "Why don't you...?", "You could...", and "That's a good idea".	Students will be ready to discuss their experiences with choosing hobbies. They will listen to the dialogue between Ali and Malek, paying close attention to how they make and respond to suggestions. They will also be ready to practice these phrases in pairs.	
2 -Explanation	The teacher will play the audio for the dialogue on page 15, guiding students to follow along in their books. After the first listen, the teacher will read the dialogue aloud with expressive tones. The teacher will then direct students to the "Say it!" box and explain the function of each phrase. The teacher will have students work in pairs to create and act out their own dialogues using these phrases, as instructed in Activity 3.	Students will listen to the dialogue and follow along. They will then work with a partner to find and write the suggestions that use language from the "Say it!" box. After that, they will create their own dialogues and act them out for the class.	
3- Elaboration	The teacher will challenge advanced students to create a "chain dialogue" where each student makes a suggestion and the next student responds to it, then makes a new suggestion to the next person. This requires them to use the phrases in a more spontaneous and extended context.	Students will work together to create a chain dialogue. This activity promotes quick thinking, active listening, and spontaneous speech. They will need to pay close attention to each other's suggestions to respond appropriately.	
4- Closing	The teacher will confirm learning by observing the students' dialogues. The teacher will listen to ensure they are using the phrases for making and responding to suggestions correctly. The teacher can also ask students to name a few of the suggestions they heard in their classmates' dialogues.	Students will demonstrate their understanding by confidently creating and performing their own dialogues. They will be able to accurately use the phrases for making and responding to suggestions, showing they have mastered the lesson's key communicative functions.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 7 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to complete a dialogue about making suggestions for hobbies. 2 \_Students will be able to create their own suggestions based on a given prompt. 3\_ Students will be able to practice and apply the correct pronunciation and stress for key words in a sentence.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by reviewing the phrases for making and responding to suggestions from the Pupil's Book. The teacher will then introduce the exercises in the Activity Book (page 10), explaining that these will help them practice the rules they just learned. The teacher will prepare a list of suggestions to use as a warm-up.	Students will be ready to apply the grammar rules they learned in the previous lesson. They will be prepared to complete dialogues and create their own suggestions based on a given prompt. They will also be ready to practice pronunciation with a partner.	
2 -Explanation	The teacher will guide students through the exercises on page 10. The teacher will instruct students to read and complete the dialogues using the phrases from the "Say it!" box. The teacher will then guide students through Activity 2, where they write their own suggestions based on a given prompt. Finally, the teacher will guide students through the pronunciation activity, where they listen and underline the stress words in the sentences.	Students will actively participate by listening to the teacher's instructions and completing the exercises. They will work individually to complete the dialogues and then with a partner to create their own suggestions. They will then practice pronunciation with a partner, paying attention to the stress words in the sentences.	
3- Elaboration	The teacher will challenge students to write a short paragraph (3-4 sentences) about a friend who wants a new hobby. The paragraph must include at least two suggestions and one response. The students will be asked to read their paragraphs to their partners to check for accuracy.	Students will be encouraged to write a descriptive paragraph about a friend, applying the phrases for making and responding to suggestions in a meaningful context. This task promotes creative writing and helps them see how the phrases work together to create a conversation.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask students to read their completed dialogues and their own suggestions. The teacher will also ask students to read the sentences from the pronunciation activity, paying attention to their stress.	Students will demonstrate their understanding by providing correct answers and their own suggestions. They will confidently read the sentences from the pronunciation activity, showing they have mastered the lesson's key grammatical and pronunciation concepts.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 8 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and understand a factual text about sports and hobbies around the world. 2 \_Students will be able to compare free-time activities in different countries with their own. 3\_ Students will be able to present their research findings to the class.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by asking students about popular free-time activities in their own country. The teacher will introduce the topic of "Sports and hobbies around the world," found on page 14 of the Pupil's Book. The teacher will prepare a list of new vocabulary from the text, such as	snorkelling, calligraphy, and cross-country skiing.	
2- Explanation	Students will be prepared to discuss popular activities in their country. They will look at the pictures in the text and try to predict what the reading will be about. They will also listen attentively to the text, focusing on the different activities and their locations.	The teacher will play the audio for the "WOW! Culture" text on page 14, guiding students to follow along in their books. After the first listening, the teacher will read the text aloud, highlighting the new vocabulary. The teacher will then guide students through the discussion in Activity 4. The teacher will also introduce the project: creating a class library of mini-books about free-time activities.	
3- Elaboration	Students will listen to the text and follow along. They will then read the text with a partner, taking turns reading about each activity. They will work together to compare the activities in the text with their own free-time activities, finding similarities and differences. They will also begin planning their mini-book project, deciding on a topic and who will research what.	The teacher will challenge students to choose another country and research its popular free-time activities. They will be asked to create a short, simple paragraph describing one of these activities, including where people do it, when they do it, and what they have to do. This task encourages them to use their research and writing skills.	
4- Closing	Students will work in pairs or groups to research a new country. This activity promotes teamwork, research skills, and creative writing. They will need to find reliable sources of information and synthesize it into a coherent paragraph.	The teacher will confirm learning by having students share their comparisons of the activities in the text with their own. The teacher will ask a few students to present their findings to the class, which allows for an immediate assessment of their comprehension and speaking skills. The teacher will also check in on their project planning to ensure they are on the right track.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 8 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and understand a factual text about sports and hobbies around the world. 2 \_Students will be able to answer specific questions based on the text. 3\_ Students will be able to present their research findings to the class.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by asking students to recall the text about sports and hobbies around the world from the Pupil's Book. The teacher will then direct students to the Activity Book (page 9) to work on the exercises. The teacher will prepare to guide students through an exercise where they complete sentences and another where they answer comprehension questions.	Students will be prepared to recall the text from the previous lesson. They will be ready to complete sentences and answer comprehension questions based on the text. They will also be ready to discuss their answers with a partner.	
2- Explanation	The teacher will guide students through Activity 1, where they complete sentences based on the text in the Pupil's Book. The teacher will then move to Activity 2, where students answer comprehension questions in complete sentences. Finally, the teacher will guide students through the "Project" section, where they plan a mini-book about popular free-time activities in their country.	Students will actively participate by completing the exercises in the Activity Book. They will read the text again to find the answers to the questions and complete the sentences. They will also work with a partner to plan their mini-book project, deciding on a topic and who will research what.	
3- Elaboration	The teacher will challenge students to choose another country and research its popular free-time activities. They will be asked to create a short, simple paragraph describing one of these activities, including where people do it, when they do it, and what they have to do. This task encourages them to use their research and writing skills.	Students will work in pairs or groups to research a new country. This activity promotes teamwork, research skills, and creative writing. They will need to find reliable sources of information and synthesize it into a coherent paragraph.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask students to present their research findings to the class, which allows for an immediate assessment of their comprehension and speaking skills. The teacher will also check in on their project planning to ensure they are on the right track.	Students will demonstrate their understanding by providing correct answers to the exercises. They will confidently share their research findings and their project plans, showing they have mastered the lesson's key concepts. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade  
grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 9 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to read and understand a dialogue about making suggestions for hobbies. 2 \_Students will be able to use phrases for making and responding to suggestions. 3\_ Students will be able to create and act out their own dialogues using these phrases.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start by asking students about a time they wanted a new hobby but didn't know what to do. The teacher will then introduce the dialogue in the "English in action" section on page 15, which is about making and responding to suggestions. The teacher will prepare a list of key phrases from the "Say it!" box, such as "Why don't you...?", "You could...", and "That's a good idea".	Students will be ready to discuss their experiences with choosing hobbies. They will listen to the dialogue between Ali and Malek, paying close attention to how they make and respond to suggestions. They will also be ready to practice these phrases in pairs.	
2 -Explanation	The teacher will play the audio for the dialogue on page 15, guiding students to follow along in their books. After the first listen, the teacher will read the dialogue aloud with expressive tones. The teacher will then direct students to the "Say it!" box and explain the function of each phrase. The teacher will have students work in pairs to create and act out their own dialogues using these phrases, as instructed in Activity 3.	Students will listen to the dialogue and follow along. They will then work with a partner to find and write the suggestions that use language from the "Say it!" box. After that, they will create their own dialogues and act them out for the class.	
3- Elaboration	The teacher will challenge advanced students to create a "chain dialogue" where each student makes a suggestion and the next student responds to it, then makes a new suggestion to the next person. This requires them to use the phrases in a more spontaneous and extended context.	Students will work together to create a chain dialogue. This activity promotes quick thinking, active listening, and spontaneous speech. They will need to pay close attention to each other's suggestions to respond appropriately.	
4- Closing	The teacher will confirm learning by observing the students' dialogues. The teacher will listen to ensure they are using the phrases for making and responding to suggestions correctly. The teacher can also ask students to name a few of the suggestions they heard in their classmates' dialogues.	Students will demonstrate their understanding by confidently creating and performing their own dialogues. They will be able to accurately use the phrases for making and responding to suggestions, showing they have mastered the lesson's key communicative functions.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 9 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to complete a dialogue about making suggestions for hobbies. 2 \_Students will be able to create their own suggestions based on a given prompt. 3\_ Students will be able to practice and apply the correct pronunciation and stress for key words in a sentence.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by reviewing the phrases for making and responding to suggestions from the Pupil's Book. The teacher will then introduce the exercises in the Activity Book (page 10), explaining that these will help them practice the rules they just learned. The teacher will prepare a list of suggestions to use as a warm-up.	Students will be ready to apply the grammar rules they learned in the previous lesson. They will be prepared to complete dialogues and create their own suggestions based on a given prompt. They will also be ready to practice pronunciation with a partner.	
2 -Explanation	The teacher will guide students through the exercises on page 10. The teacher will instruct students to read and complete the dialogues using the phrases from the "Say it!" box. The teacher will then guide students through Activity 2, where they write their own suggestions based on a given prompt. Finally, the teacher will guide students through the pronunciation activity, where they listen and underline the stress words in the sentences.	Students will actively participate by listening to the teacher's instructions and completing the exercises. They will work individually to complete the dialogues and then with a partner to create their own suggestions. They will then practice pronunciation with a partner, paying attention to the stress words in the sentences.	
3- Elaboration	The teacher will challenge students to write a short paragraph (3-4 sentences) about a friend who wants a new hobby. The paragraph must include at least two suggestions and one response. The students will be asked to read their paragraphs to their partners to check for accuracy.	Students will be encouraged to write a descriptive paragraph about a friend, applying the phrases for making and responding to suggestions in a meaningful context. This task promotes creative writing and helps them see how the phrases work together to create a conversation.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask students to read their completed dialogues and their own suggestions. The teacher will also ask students to read the sentences from the pronunciation activity, paying attention to their stress.	Students will demonstrate their understanding by providing correct answers and their own suggestions. They will confidently read the sentences from the pronunciation activity, showing they have mastered the lesson's key grammatical and pronunciation concepts.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 10 (Pupil's Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and understand a factual text about a hobby. 2 \_Students will be able to answer specific questions based on the interview. 3\_ Students will be able to act out short activities from the interview.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by asking students about their favorite hobbies and if they have ever been interviewed about one. The teacher will then introduce the "Literacy: interviews" section on page 16 of the Pupil's Book, which features an interview with a keen cyclist, Harry Wilson. The teacher will prepare a list of key vocabulary from the interview, such as	freedom, heat, eco-lodge, and route.	
2- Explanation	Students will be ready to discuss interviews and hobbies. They will look at the pictures and the title of the interview to predict what it will be about. They will also listen attentively to the interview, focusing on the questions and answers.	The teacher will play the audio for the interview on page 16, guiding students to follow along in their books. After the first listening, the teacher will read the interview aloud, highlighting the new vocabulary. The teacher will then have students answer the comprehension questions in Activity 3 and discuss the questions in Activity 4.	
3- Elaboration	Students will listen to the interview and follow along. They will then read the interview with a partner, taking turns reading the roles of the interviewer and Harry. They will work together to answer the comprehension questions. After that, they will act out some of the activities mentioned in the interview, such as "Are you sleeping?".	The teacher will challenge students to work in pairs and write a short, fictional interview about their own favorite hobby. They will use the interview with Harry Wilson as a model, including a mix of different question words and follow-up questions.	
4- Closing	Students will collaborate in pairs to write a short interview. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of an interview. They will need to pay close attention to the questions and answers to make their interview engaging and realistic.	The teacher will confirm learning by having students act out some of the activities from the interview, as described in Activity 4. The teacher will also ask comprehension questions about the interview to ensure students have grasped the main ideas and can recall specific details.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 10 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and understand a factual text about a hobby. 2 \_Students will be able to answer specific questions based on the interview. 3\_ Students will be able to act out short activities from the interview.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by asking students about their favorite hobbies and if they have ever been interviewed about one. The teacher will then introduce the "Literacy: interviews" section on page 16 of the Pupil's Book, which features an interview with a keen cyclist, Harry Wilson. The teacher will prepare a list of key vocabulary from the interview, such as	freedom, heat, eco-lodge, and route.	
2- Explanation	Students will be ready to discuss interviews and hobbies. They will look at the pictures and the title of the interview to predict what it will be about. They will also listen attentively to the interview, focusing on the questions and answers.	The teacher will play the audio for the interview on page 16, guiding students to follow along in their books. After the first listening, the teacher will read the interview aloud, highlighting the new vocabulary. The teacher will then have students answer the comprehension questions in Activity 3 and discuss the questions in Activity 4.	
3- Elaboration	Students will listen to the interview and follow along. They will then read the interview with a partner, taking turns reading the roles of the interviewer and Harry. They will work together to answer the comprehension questions. After that, they will act out some of the activities mentioned in the interview, such as "Are you sleeping?".	The teacher will challenge students to work in pairs and write a short, fictional interview about their own favorite hobby. They will use the interview with Harry Wilson as a model, including a mix of different question words and follow-up questions.	
4- Closing	Students will collaborate in pairs to write a short interview. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of an interview. They will need to pay close attention to the questions and answers to make their interview engaging and realistic.	The teacher will confirm learning by having students act out some of the activities from the interview, as described in Activity 4. The teacher will also ask comprehension questions about the interview to ensure students have grasped the main ideas and can recall specific details.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 11 (Pupil's Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and understand an interview about a hobby. 2 \_Students will be able to write an interview with a partner about a sport or hobby. 3\_ Students will be able to ask and answer questions about a hobby using a variety of question words.**

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher will start the lesson by asking students about their favorite hobbies and if they have ever been interviewed about one. The teacher will then introduce the "Literacy: interviews" section on page 17 of the Pupil's Book, which features an interview with Tareq about making models. The teacher will prepare a list of key vocabulary from the interview, such as model, wood, focus, and biggest.	Students will be ready to discuss interviews and hobbies. They will look at the pictures and the title of the interview to predict what it will be about. They will also listen attentively to the interview, focusing on the questions and answers.	
2-Explanation	The teacher will guide students through the interview with Tareq, having them fill in the missing questions from the provided list. The teacher will then draw attention to the "How to write... a good interview" box, explaining the importance of using a variety of question words and asking about interesting information. The teacher will have students work in pairs to plan and write their own interview about a sport or hobby, as described in Activity 3.	Students will actively participate by reading the interview with Tareq and filling in the missing questions. They will then work with a partner to discuss the tips for writing a good interview. After that, they will plan and write their own interview about a sport or hobby, using the provided tips.	
3-Elaboration	The teacher will challenge students to choose a classmate who has a unique hobby and interview them about it. They will use the questions they planned in class to conduct a real interview. This requires them to apply their skills in a genuine, communicative context.	Students will work in pairs to conduct a real interview with a classmate. This activity promotes communication skills, active listening, and a deeper understanding of the interview process. They will need to pay close attention to their partner's answers to ask follow-up questions.	
4-Closing	The teacher will confirm learning by having students read their planned interviews to the class. The teacher will listen to ensure they have used a variety of question words and have asked questions that will elicit interesting information. The teacher will also ask students to verbally describe a good interview in their own words.	Students will demonstrate their understanding by reading their interviews and explaining the choices they made. They will be able to describe what makes a good interview and why, showing they have mastered the lesson's key concepts. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 11 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and understand an interview about a hobby. 2 \_Students will be able to write an interview with a partner about a sport or hobby. 3\_ Students will be able to ask and answer questions about a hobby using a variety of question words.**

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher will start the lesson by asking students about their favorite hobbies and if they have ever been interviewed about one. The teacher will then introduce the "Literacy: interviews" section on page 17 of the Pupil's Book, which features an interview with Tareq about making models. The teacher will prepare a list of key vocabulary from the interview, such as model, wood, focus, and biggest.	Students will be ready to discuss interviews and hobbies. They will look at the pictures and the title of the interview to predict what it will be about. They will also listen attentively to the interview, focusing on the questions and answers.	
2-Explanation	The teacher will guide students through the interview with Tareq, having them fill in the missing questions from the provided list. The teacher will then draw attention to the "How to write... a good interview" box, explaining the importance of using a variety of question words and asking about interesting information. The teacher will have students work in pairs to plan and write their own interview about a sport or hobby, as described in Activity 3.	Students will actively participate by reading the interview with Tareq and filling in the missing questions. They will then work with a partner to discuss the tips for writing a good interview. After that, they will plan and write their own interview about a sport or hobby, using the provided tips.	
3-Elaboration	The teacher will challenge students to choose a classmate who has a unique hobby and interview them about it. They will use the questions they planned in class to conduct a real interview. This requires them to apply their skills in a genuine, communicative context.	Students will work in pairs to conduct a real interview with a classmate. This activity promotes communication skills, active listening, and a deeper understanding of the interview process. They will need to pay close attention to their partner's answers to ask follow-up questions.	
4-Closing	The teacher will confirm learning by having students read their planned interviews to the class. The teacher will listen to ensure they have used a variety of question words and have asked questions that will elicit interesting information. The teacher will also ask students to verbally describe a good interview in their own words.	Students will demonstrate their understanding by reading their interviews and explaining the choices they made. They will be able to describe what makes a good interview and why, showing they have mastered the lesson's key concepts. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 12 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to rewrite sentences using contractions correctly. 2 \_Students will be able to plan and write a set of questions for an interview about a sport or hobby. 3\_ Students will be able to use a checklist to self-assess their writing for correctness and content.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by reviewing the interview with Harry Wilson from the Pupil's Book (page 16) and the tips for a good interview from the Activity Book (page 11). The teacher will briefly remind students about contractions and how they are formed. The teacher will also have a checklist ready to guide students in self-assessing their work.	Students will be prepared to apply the writing skills they have learned. They will be ready to practice forming contractions and to plan their own interview questions. They will also be ready to work with a partner to check their work.	
2-Explanation	The teacher will guide students through the exercises on page 14 of the Activity Book. The teacher will explain the importance of using contractions and will guide students through Activity 1, where they rewrite sentences using contractions. The teacher will then guide students through Activity 2, where they plan their own interview questions using the provided tips. Finally, the teacher will instruct students to use the checklist on page 15 to check their work.	Students will actively participate by listening to the teacher's instructions and completing the exercises. They will work individually to rewrite the sentences using contractions. They will then work with a partner to plan their own interview questions. After that, they will use the checklist on page 15 to check their work for correctness and content.	
3-Elaboration	The teacher will challenge advanced students to conduct a live interview with a classmate and record it. They will then transcribe the interview and present it to the class. This requires them to apply their skills in a genuine, communicative context.	Students will work in pairs to conduct a live interview and record it. This activity promotes communication skills, active listening, and a deeper understanding of the interview process. They will need to pay close attention to their partner's answers to ask follow-up questions.	
4-Closing	The teacher will confirm learning by reviewing the students' work using the checklist on page 15. The teacher will ask students to read their planned interview questions to the class. The teacher will also ask students to verbally describe a good interview in their own words.	Students will demonstrate their understanding by providing correct answers to the exercises. They will confidently read their planned interview questions, showing they have mastered the lesson's key writing and planning concepts. They will also be able to explain what makes a good interview and why, showing they have a deeper understanding of the concepts.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** 6 grade  
grade

**Unit Title:** 2Technology

**Lesson Title:** Lesson 1 (Pupil's Book)

**Number of Classes** ( )

**Previous Learning:** ...

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to identify and name different technology devices. 2 \_Students will be able to read and understand a short blog post about technology. 3\_ Students will be able to answer questions about their own use of technology.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by directing students to the "Welcome" page for Unit 2 in the Pupil's Book (page 18). The teacher will then ask the "WOW! Question": "How can technology help us at home and at school?". The teacher encourages a brief class discussion to activate prior knowledge and connect students' personal experiences with the new unit's topic. The teacher also prepares to present the vocabulary list of technology devices.	Students will be prepared to engage in a short brainstorming session in response to the "WOW! Question". They will be encouraged to think about their own use of technology and be ready to share their ideas with the class and with a partner, connecting their personal experiences to the new topic.	
2-Explanation	The teacher will use the pictures in the Pupil's Book (page 19) to introduce the vocabulary. The teacher will guide students to match the words to the pictures and then repeat the words to practice pronunciation. The teacher can use the audio provided with the digital resources to ensure correct pronunciation. The teacher will then guide students through the blog post on page 19, reading it aloud and asking comprehension questions.	Students will listen and match the vocabulary words to the pictures. They will then participate in repetition exercises to improve their pronunciation. Next, students will read the blog post and answer the questions about the devices and their uses. They will also answer the "WOW! Question" in a brief discussion with the class or in pairs.	
3- Elaboration	The teacher will challenge advanced students to create their own "WOW! Question" for the class related to technology. They can write a short paragraph explaining why their question is important and then present it to the class. This activity encourages creative application of the vocabulary and promotes critical thinking.	Advanced students will collaborate in pairs to create a new "WOW! Question" and a short paragraph to go with it. This task encourages creativity, deepens their understanding of the vocabulary, and develops their writing and public speaking skills.	
4- Closing	The teacher will confirm learning by having students answer the questions in the Pupil's Book (page 19) about the characteristics of different devices. The teacher will also ask students to name three new technology devices they learned. This is a quick assessment of their understanding.	Students will demonstrate their understanding by answering the questions in the Pupil's Book with a partner and then sharing their answers with the class. They will also practice their speaking skills by discussing their favorite devices and their uses, which serves as a personal check on their ability to apply the lesson's key concepts. They can then share and compare their ideas with a partner to further reinforce the learning.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 2Technology

Lesson Title: Lesson 1 (Activity Book)

Number of Classes ( )

Previous Learning: ...

grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to identify and name different technology devices. 2 \_Students will be able to read and understand a short blog post about technology. 3\_ Students will be able to answer questions about their own use of technology.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by directing students to the "Welcome" page for Unit 2 in the Pupil's Book (page 18). The teacher will then ask the "WOW! Question": "How can technology help us at home and at school?". The teacher encourages a brief class discussion to activate prior knowledge and connect students' personal experiences with the new unit's topic. The teacher also prepares to present the vocabulary list of technology devices.	Students will be prepared to engage in a short brainstorming session in response to the "WOW! Question". They will be encouraged to think about their own use of technology and be ready to share their ideas with the class and with a partner, connecting their personal experiences to the new topic.	
2-Explanation	The teacher will use the pictures in the Pupil's Book (page 19) to introduce the vocabulary. The teacher will guide students to match the words to the pictures and then repeat the words to practice pronunciation. The teacher can use the audio provided with the digital resources to ensure correct pronunciation. The teacher will then guide students through the blog post on page 19, reading it aloud and asking comprehension questions.	Students will listen and match the vocabulary words to the pictures. They will then participate in repetition exercises to improve their pronunciation. Next, students will read the blog post and answer the questions about the devices and their uses. They will also answer the "WOW! Question" in a brief discussion with the class or in pairs.	
3- Elaboration	The teacher will challenge advanced students to create their own "WOW! Question" for the class related to technology. They can write a short paragraph explaining why their question is important and then present it to the class. This activity encourages creative application of the vocabulary and promotes critical thinking.	Advanced students will collaborate in pairs to create a new "WOW! Question" and a short paragraph to go with it. This task encourages creativity, deepens their understanding of the vocabulary, and develops their writing and public speaking skills.	
4- Closing	The teacher will confirm learning by having students answer the questions in the Pupil's Book (page 19) about the characteristics of different devices. The teacher will also ask students to name three new technology devices they learned. This is a quick assessment of their understanding.	Students will demonstrate their understanding by answering the questions in the Pupil's Book with a partner and then sharing their answers with the class. They will also practice their speaking skills by discussing their favorite devices and their uses, which serves as a personal check on their ability to apply the lesson's key concepts. They can then share and compare their ideas with a partner to further reinforce the learning.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** 6 grade  
grade

**Unit Title:** 2Technology

**Lesson Title:** Lesson 2 (Pupil's Book)

**Number of Classes ( )**

**Previous Learning: ...**

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to read and understand a short dialogue about a problem with technology. 2  
\_Students will be able to answer specific questions based on the dialogue. 3\_ Students will be able to practice expressive language and dialogue by acting out short conversations.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will begin by asking students about a time they had a problem with technology. The teacher will introduce the characters Lara and Alia from the "WOW! Team Talk" section on page 20, asking students to predict what they might be talking about. The teacher will prepare a list of key phrases and expressions from the dialogue, such as "Why not?", "Oh, dear!", and "You're joking!".	Students will be ready to discuss their own problems with technology. They will look at the pictures of Lara and Alia and try to guess what their conversation is about. They will also listen attentively to the dialogue, focusing on the key phrases and expressions used.	
2- Explana tion	The teacher will play the audio for the "WOW! Team Talk" dialogue on page 20, guiding students to follow along in their books. After the first listening, the teacher will read the dialogue aloud with expressive tones. The teacher will then work with students to answer the comprehension questions provided on the page, ensuring they can locate the specific information in the text. The teacher will then have students work in pairs to practice acting out the dialogues using the expressions from the "Say it!" box.	Students will listen to the dialogue and follow along in their books. They will then read the dialogue with a partner, taking turns playing the roles of Lara and Alia. They will work together to answer the questions about the dialogue, using complete sentences to demonstrate their understanding. They will then practice acting out the dialogues using the expressions from the dialogue, such as "Why not?", "Oh, dear!", and "You're joking!".	
3- Elabora tion	The teacher will challenge students to work in pairs and create a new dialogue using the expressions from the dialogue. Students can create a dialogue about any problem they like, not just technology. This requires them to apply the phrases in a new context, showing a deeper understanding of their meaning and usage.	Students will work together to write and practice a new dialogue. This task encourages creativity and promotes a practical application of the lesson's language. They will then act out their dialogues for the class, building their confidence in speaking English.	
4- Closing	The teacher will confirm learning by having pairs of students act out the dialogue. The teacher will pay attention to their pronunciation and use of the key expressions. The teacher will also ask comprehension questions about the dialogue to ensure students have grasped the main ideas and can recall specific details.	Students will demonstrate their understanding by confidently acting out the dialogue, paying attention to intonation and expression. They will be able to answer questions about the dialogue, showing they can recall specific information from the text. This practical application reinforces their listening and speaking skills.	

\*Self-Reflection on Learning and Teaching:

<b>Class/Section</b>	6							
<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:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade  
grade

Unit Title: 2Technology

Lesson Title: Lesson 2 (Activity Book)

Number of Classes ( )

Previous Learning: ...

**The Main Outcomes: 1** \_By the end of this lesson, students will be able to answer specific questions based on the dialogue from the Pupil's Book. **2**  
**\_Students will be able to use the dialogue's expressions in new contexts.** **3**\_ Students will be able to make a list of their own problems with technology and share them with the class.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by asking students to recall the dialogue between Lara and Alia from the Pupil's Book. The teacher will review the key expressions and phrases from the dialogue, such as "Why not?", "Oh, dear!", and "You're joking!". The teacher will prepare to guide students through the exercises on page 15.	Students will be ready to recall the previous lesson's dialogue. They will be prepared to use the dialogue expressions to create new short conversations with their partner. They will also be ready to make a list of their own problems with technology to share with the class.	
2- Explanation	The teacher will instruct students to reread the dialogue from the Pupil's Book and answer the questions on page 15 of the Activity Book. The teacher will then guide students through Activity 3, where they complete dialogues using the expressions found in the original conversation. The teacher will finally have students work in pairs to act out the new dialogues they created in the previous lesson.	Students will read the dialogue from the Pupil's Book again to find the answers to the questions in the Activity Book. They will complete the dialogues in Activity 3 by filling in the blanks with the correct expressions. They will then practice acting out the new dialogues they created in the previous lesson, using the correct expressions and intonation.	
3- Elaboration	The teacher will challenge students to find and list all the verbs and nouns related to technology in the dialogue and in the previous lesson. They will then be asked to write their own sentences using these words. This task reinforces vocabulary acquisition and encourages students to think about how words function in different grammatical contexts.	Students will practice their writing skills by creating a list of verbs and nouns from the dialogue and then writing original sentences. This activity helps them consolidate their knowledge of the vocabulary and apply it in a structured way.	
4- Closing	The teacher will check students' answers to the questions and dialogue completion exercises. The teacher will also ask students to present the list of problems with technology they created in pairs. This allows for an immediate assessment of their vocabulary recall and their ability to express themselves clearly.	Students will demonstrate their understanding by providing correct answers and explanations for the exercises. They will confidently share their list of problems with technology with the class, showing they can recall and use the vocabulary correctly. This activity helps students feel proud of their work and reinforces their learning.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 2Technology

Lesson Title: Lesson 3 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to use the past tenses of can and have to correctly. 2 \_Students will be able to read and understand a dialogue about past and present technology. 3\_ Students will be able to ask and answer questions about past and present technology.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by reviewing the dialogue from Lesson 2, focusing on the phrases with could/couldn't and had to/didn't have to. The teacher will then introduce the grammar topic by asking a question that requires both past and present tenses, for example: "What did you have to do when you were a child?" and "What do you have to do now?". The teacher will prepare a table on the board to illustrate the differences between the two tenses, as shown on page 21.	Students will be prepared to answer questions about their own past and present. They will listen to the teacher's explanation and examples of the two tenses, trying to understand the difference in their usage. They will also be ready to practice by completing the exercises and engaging in dialogues with their partners.	
2- Explanation	The teacher will explain the rules for using the past tense of can (could/couldn't) and have to (had to/didn't have to). The teacher will use the grammar tables on page 21 as a visual aid. The teacher will then guide students through the exercises, having them read the rules and circle the correct options. The teacher will also have students find examples of both tenses in the dialogue from Lesson 2, as described in Activity 3.	Students will actively participate by reading the rules and identifying the correct tense to use. They will then work in pairs to find examples of the past tense of	
3- Elaboration	can and have to in the dialogue from Lesson 2, which helps them see the grammar in context. They will also work together to answer the questions in the textbook.	The teacher will challenge students to write true and false sentences about past and present technology. For example: "In the past, people could send emails.". The teacher will have students challenge their partners to guess which sentences are false.	
4- Closing	Students will work in pairs to create their true and false sentences. This activity requires them to apply the grammatical rules accurately and creatively. It also encourages critical thinking and active listening as they try to guess which of their partner's sentences are false.	The teacher will confirm learning by having students ask and answer the questions they created in Activity 4. The teacher will listen to ensure they are using the correct tense for each question and answer. The teacher will also ask students to verbally describe what a student in a picture is doing, requiring them to use the Present Continuous tense.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6								
Number of absent students /Total number									
The class order in the timetable									
Day/Date									

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 2Technology

Lesson Title: Lesson 4 (Activity Book)

Number of Classes ( )

Previous Learning: ...

grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to practice and apply the past tenses of can and have to in writing. 2 \_Students will be able to identify and correct mistakes related to the two tenses. 3\_ Students will be able to use the two tenses to write about their own lives in the past.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by briefly reviewing the difference between the past tenses of can and have to from the Pupil's Book. The teacher will then introduce the exercises in the Activity Book (pages 16-17), explaining that these will help them practice the rules they just learned. The teacher will prepare by having a few extra practice questions ready to use as a warm-up.	Students will be ready to apply the grammar rules they learned in the previous lesson. They will be prepared to correct mistakes in sentences and write their own sentences using the two tenses. They will also be ready to compare their answers with a partner to reinforce their learning.	
2- Explanation	The teacher will guide students through the exercises on page 16. The teacher will have students listen and circle the correct options. The teacher will then instruct students to read and complete the sentences for themselves. Finally, the teacher will guide students through Activity 4, where they write their own sentences about their lives in the past using the new tenses.	Students will actively participate by listening and completing the exercises. They will work individually and then with a partner to correct the sentences in Activity 2, explaining the mistakes they found. They will then write their own sentences in Activity 4, which allows them to practice using the grammar rules in a creative way.	
3- Elaboration	The teacher will challenge students to write a short paragraph (3-4 sentences) describing what their parents or grandparents could/couldn't do with technology when they were young. The paragraph must include at least two sentences with could/couldn't and two with had to/didn't have to. The students will be asked to read their paragraphs to their partners to check for accuracy.	Students will be encouraged to write a descriptive paragraph about their family's past. This task promotes creative writing and helps them see how the new tenses work together to describe past events.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises, especially the corrections in Activity 2. The teacher will ask a few students to read their sentences from Activity 4 to the class to check their understanding. This allows for an immediate assessment of their ability to use the grammar rules correctly.	Students will demonstrate their understanding by providing correct answers and corrections to the exercises. They will confidently share their sentences with the class, showing they have mastered the use of the past tenses of can and have to. They will also be able to explain the rules they applied, demonstrating a deeper understanding of the concepts.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 2Technology

Lesson Title: Lesson 5 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and comprehend a poem about a smartphone. 2 \_Students will be able to identify words that rhyme in the poem. 3\_ Students will be able to discuss the functions of a smartphone and the best things about it.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by asking students about their favorite poems and what they like about them. The teacher will then introduce the "WOW! Book Club" text, a poem titled "A smarter smartphone," on page 22 of the Pupil's Book. The teacher will prepare a list of key vocabulary from the poem, such as	app, icon, password, and website.	
2- Explanation	Students will be prepared to discuss different types of poems. They will look at the pictures in the poem and try to predict what it will be about. They will also listen attentively to the poem, focusing on the rhyming words and the functions of a smartphone.	The teacher will play the audio for the poem on page 22, guiding students to follow along in their books. After the first listening, the teacher will read the poem aloud, highlighting the rhyming words. The teacher will then have students answer the comprehension questions in Activity 1 and discuss the questions in Activity 4.	
3- Elaboration	Students will listen to the poem and follow along. They will then work in pairs to identify the rhyming words and answer the comprehension questions. After that, they will participate in a group discussion about the functions of a smartphone and the best things about it.	The teacher will challenge students to write a short poem (2-3 verses) about a different technology device, such as a laptop or a printer. The poem must include rhyming words and describe the functions of the device.	
4- Closing	Students will work in pairs to write a short poem. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a poem. They will need to pay close attention to the rhyming words and the functions of the device to make their poem engaging and accurate.	The teacher will confirm learning by having the groups read their poems to the class. The teacher will observe their performances to ensure they have used rhyming words and have understood the functions of the device. The teacher can also ask the class to vote on which group had the best performance.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade  
grade

Unit Title: 2Technology

Lesson Title: Lesson 5 (Activity Book)

Number of Classes ( )

Previous Learning: ...

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and comprehend a poem about a smartphone. 2 \_Students will be able to identify words that rhyme in the poem. 3\_ Students will be able to discuss the functions of a smartphone and the best things about it.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by asking students about their favorite poems and what they like about them. The teacher will then introduce the "WOW! Book Club" text, a poem titled "A smarter smartphone," on page 22 of the Pupil's Book. The teacher will prepare a list of key vocabulary from the poem, such as	app, icon, password, and website.	
2- Explanation	Students will be prepared to discuss different types of poems. They will look at the pictures in the poem and try to predict what it will be about. They will also listen attentively to the poem, focusing on the rhyming words and the functions of a smartphone.	The teacher will play the audio for the poem on page 22, guiding students to follow along in their books. After the first listening, the teacher will read the poem aloud, highlighting the rhyming words. The teacher will then have students answer the comprehension questions in Activity 1 and discuss the questions in Activity 4.	
3- Elaboration	Students will listen to the poem and follow along. They will then work in pairs to identify the rhyming words and answer the comprehension questions. After that, they will participate in a group discussion about the functions of a smartphone and the best things about it.	The teacher will challenge students to write a short poem (2-3 verses) about a different technology device, such as a laptop or a printer. The poem must include rhyming words and describe the functions of the device.	
4- Closing	Students will work in pairs to write a short poem. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a poem. They will need to pay close attention to the rhyming words and the functions of the device to make their poem engaging and accurate.	The teacher will confirm learning by having the groups read their poems to the class. The teacher will observe their performances to ensure they have used rhyming words and have understood the functions of the device. The teacher can also ask the class to vote on which group had the best performance.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 2Technology

Lesson Title: Lesson 6 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to recognize and use comparative adverbs. 2 \_Students will be able to read and comprehend a poem about technology. 3\_ Students will be able to compare their own abilities using comparative adverbs.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by asking students about their favorite technology devices and what they use them for. The teacher will then introduce the concept of "comparative adverbs" by providing examples of how we compare actions (e.g., "A smartphone works faster than a computer."). The teacher will prepare a list of comparative adverbs from the lesson, such as more quickly, harder, and better.	Students will be ready to discuss their favorite technology devices. They will listen to the teacher's explanation of comparative adverbs and be prepared to use them to compare different actions and devices. They will also be ready to play a game with a partner to practice their new grammar.	
2-Explanation	The teacher will explain that comparative adverbs are used to compare two actions. The teacher will use the grammar table on page 23 as a visual aid. The teacher will then have students read the poem from Lesson 5 again, this time looking for examples of comparative adverbs. The teacher will then guide students through the exercises, having them read the rules and circle the correct options. The teacher will also introduce a game where students compete to do things "better" or "faster" than their partner.	Students will actively participate by reading the poem and identifying the comparative adverbs. They will then work with a partner to answer the questions in Activity 4, which helps them apply the grammar rule in context. They will also practice comparing their own abilities using the comparative adverbs, such as "I can play basketball better than you!".	
3- Elaboration	The teacher will challenge students to write a short paragraph (3-4 sentences) about how their technology use has changed over the years. The paragraph must include at least two comparative adverbs. This task requires them to apply the grammar rules in a creative way while also practicing their writing skills.	Students will be encouraged to write a descriptive paragraph about their life, applying comparative adverbs in a meaningful context. This task promotes creative writing and helps them see how the new grammar works.	
4- Closing	The teacher will confirm learning by having students play the game from Activity 6. The teacher will listen to ensure they are using the comparative adverbs correctly. The teacher can also ask students to verbally define a comparative adverb in their own words.	Students will demonstrate their understanding by correctly using comparative adverbs in the game and by accurately defining the term. They will confidently compare their own abilities and those of their partner, showing they have mastered the lesson's key grammatical concepts.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** 6 grade  
grade

**Unit Title:** 2Technology

**Lesson Title:** Lesson 7 (Activity Book)

**Number of Classes** ( )

**Previous Learning:** ...

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to match vocabulary words to their correct pictures. 2 \_Students will be able to apply comparative adverbs to compare different actions and abilities. 3\_ Students will be able to create their own sentences using comparative adverbs to describe themselves and their friends.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by reviewing comparative adverbs from the previous lesson. The teacher will then introduce the exercises in the Activity Book (pages 18-19), explaining that these will help them practice the rules they just learned. The teacher will have a list of comparative adverbs ready to use for a quick review game.	Students will be ready to apply the grammar rules they learned in the previous lesson. They will be prepared to match pictures to vocabulary words and write their own sentences using comparative adverbs. They will also be ready to compare their answers with a partner to reinforce their learning.	
2- Explanation	The teacher will guide students through the exercises on page 18. The teacher will instruct students to look at the pictures and match them to the correct vocabulary words. The teacher will then guide students through Activity 3, where they write sentences about Sana and Heba's schoolwork using comparative adverbs.	Students will actively participate by listening to the teacher's instructions and completing the exercises. They will work individually to match the pictures to the vocabulary words and then with a partner to discuss their answers. They will then practice writing their own sentences using comparative adverbs, which allows them to practice using the grammar rules in a creative way.	
3- Elaboration	The teacher will challenge students to write a short paragraph (3-4 sentences) comparing two technology devices, such as a laptop and a smartphone. The paragraph must include at least two comparative adverbs. This task requires them to apply the grammar rules in a creative way while also practicing their writing skills.	Students will be encouraged to write a descriptive paragraph about two technology devices, applying comparative adverbs in a meaningful context. This task promotes creative writing and helps them see how the comparative adverbs work together to create a comparison.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask a few students to read their sentences from Activity 4 to the class to check their understanding. This allows for an immediate assessment of their ability to use the grammar rules correctly.	Students will demonstrate their understanding by providing correct answers and their own sentences. They will confidently share their sentences with the class, showing they have mastered the lesson's key grammatical concepts.	

\*Self-Reflection on Learning and Teaching:

<b>Class/Section</b>	<b>6</b>							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 2Technology

Lesson Title: Lesson 8 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

grade

<b>The Main Outcomes: 1 _By the end of this lesson, students will be able to read and understand a factual text about technology in Jordan. 2 _Students will be able to answer specific questions based on the text. 3_ Students will be able to present their research findings to the class.</b>			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by asking students about their own use of technology to help them study. The teacher will introduce the topic of "Technology in JORDAN," found on page 24 of the Pupil's Book. The teacher will prepare a list of new vocabulary from the text, such as	online learning platforms, interactive whiteboards, and coding workshops.	
2- Explanation	Students will be prepared to discuss how they use technology to study. They will look at the pictures in the text and try to predict what the reading will be about. They will also listen attentively to the text, focusing on the different ways technology is helping children in Jordan.	The teacher will play the audio for the "WOW! Culture" text on page 24, guiding students to follow along in their books. After the first listening, the teacher will read the text aloud, highlighting the new vocabulary. The teacher will then guide students through the discussion in Activity 4. The teacher will also introduce the project: creating a spider diagram poster about technology and learning.	
3- Elaboration	Students will listen to the text and follow along. They will then read the text with a partner, taking turns reading about each way technology is helping. They will work together to discuss the questions in Activity 4, comparing the technology in the text with their own. They will also begin planning their spider diagram poster, deciding on a topic and who will research what.	The teacher will challenge students to research a different country and its use of technology in education. They will be asked to create a short, simple paragraph describing one of these uses, including what devices are used, how they are used, and what the benefits are. This task encourages them to use their research and writing skills.	
4- Closing	Students will work in pairs or groups to research a new country. This activity promotes teamwork, research skills, and creative writing. They will need to find reliable sources of information and synthesize it into a coherent paragraph.	The teacher will confirm learning by having students share their comparisons of the technology in the text with their own. The teacher will ask a few students to present their findings to the class, which allows for an immediate assessment of their comprehension and speaking skills. The teacher will also check in on their project planning to ensure they are on the right track.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade  
grade

Unit Title: 2Technology

Lesson Title: Lesson 8 (Activity Book)

Number of Classes ( )

Previous Learning: ...

<p><b>The Main Outcomes: 1</b> _By the end of this lesson, students will be able to read and understand a factual text about technology in Jordan.      <b>2</b>  <b>_Students will be able to answer specific questions based on the text.</b>      <b>3</b>_ Students will be able to present their research findings to the class.</p>			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by asking students to recall the text about technology in Jordan from the Pupil's Book. The teacher will then direct students to the Activity Book (page 19) to work on the exercises. The teacher will prepare to guide students through an exercise where they match sentences to the text and another where they answer comprehension questions.	Students will be prepared to recall the text from the previous lesson. They will be ready to match sentences to the text and answer comprehension questions based on the text. They will also be ready to discuss their answers with a partner.	
2- Explanation	The teacher will guide students through Activity 1, where they match sentences to the text in the Pupil's Book. The teacher will then move to Activity 2, where students answer comprehension questions in complete sentences. Finally, the teacher will guide students through the "Project" section, where they plan a spider diagram poster about technology and learning.	Students will actively participate by completing the exercises in the Activity Book. They will read the text again to find the answers to the questions and match the sentences. They will also work with a partner to plan their spider diagram poster, deciding on a topic and who will research what.	
3- Elaboration	The teacher will challenge students to research a different country and its use of technology in education. They will be asked to create a short, simple paragraph describing one of these uses, including what devices are used, how they are used, and what the benefits are. This task encourages them to use their research and writing skills.	Students will work in pairs or groups to research a new country. This activity promotes teamwork, research skills, and creative writing. They will need to find reliable sources of information and synthesize it into a coherent paragraph.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask students to present their research findings to the class, which allows for an immediate assessment of their comprehension and speaking skills. The teacher will also check in on their project planning to ensure they are on the right track.	Students will demonstrate their understanding by providing correct answers to the exercises. They will confidently share their research findings and their project plans, showing they have mastered the lesson's key concepts. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** 6 grade  
grade

**Unit Title:** 2Technology

**Lesson Title:** Lesson 9 (Pupil's Book)

**Number of Classes** ( )

**Previous Learning:** ...

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to read and understand a dialogue about asking for help. 2 \_Students will be able to use phrases for asking for help. 3\_ Students will be able to create and act out their own dialogues using these phrases.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by asking students about a time they needed help with a technology device. The teacher will then introduce the dialogue in the "English in action" section on page 25, which is about asking for help. The teacher will prepare a list of key phrases from the "Say it!" box, such as "Could you...?", "Can you show me how to...?", and "Do you have time to...?".	Students will be ready to discuss their experiences with asking for help. They will listen to the dialogue between a girl and her dad, paying close attention to how they ask for and give help. They will also be ready to practice these phrases in pairs.	
2-Explanation	The teacher will play the audio for the dialogue on page 25, guiding students to follow along in their books. After the first listen, the teacher will read the dialogue aloud with expressive tones. The teacher will then direct students to the "Say it!" box and explain the function of each phrase. The teacher will have students work in pairs to create and act out their own dialogues using these phrases, as instructed in Activity 3.	Students will listen to the dialogue and follow along. They will then work with a partner to find and underline the questions that use language from the "Say it!" box. After that, they will create their own dialogues and act them out for the class.	
3-Elaboration	The teacher will challenge advanced students to create a "chain dialogue" where each student asks for help and the next student responds and then asks for help with something else. This requires them to use the phrases in a more spontaneous and extended context.	Students will work together to create a chain dialogue. This activity promotes quick thinking, active listening, and spontaneous speech. They will need to pay close attention to each other's requests to respond appropriately.	
4-Closing	The teacher will confirm learning by observing the students' dialogues. The teacher will listen to ensure they are using the phrases for asking for help correctly. The teacher can also ask students to name a few of the requests they heard in their classmates' dialogues.	Students will demonstrate their understanding by confidently creating and performing their own dialogues. They will be able to accurately use the phrases for asking for help, showing they have mastered the lesson's key communicative functions.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade  
grade

Unit Title: 2Technology

Lesson Title: Lesson 9 (Activity Book)

Number of Classes ( )

Previous Learning: ...

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to complete a dialogue about asking for help. 2 \_Students will be able to create their own requests for help based on a given prompt. 3\_ Students will be able to practice and apply the correct pronunciation and stress for key words in a sentence.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by reviewing the phrases for asking for help from the Pupil's Book. The teacher will then introduce the exercises in the Activity Book (page 20), explaining that these will help them practice the rules they just learned. The teacher will prepare a list of requests to use as a warm-up.	Students will be ready to apply the grammar rules they learned in the previous lesson. They will be prepared to complete dialogues and create their own requests for help based on a given prompt. They will also be ready to practice pronunciation with a partner.	
2-Explanation	The teacher will guide students through the exercises on page 20. The teacher will instruct students to read and complete the dialogues using the phrases from the "Say it!" box. The teacher will then guide students through Activity 2, where they read the questions and match them to the correct answers. Finally, the teacher will guide students through the pronunciation activity, where they listen and underline the unstressed words in the questions.	Students will actively participate by listening to the teacher's instructions and completing the exercises. They will work individually to complete the dialogues and then with a partner to create their own requests for help. They will then practice pronunciation with a partner, paying attention to the unstressed words in the sentences.	
3-Elaboration	The teacher will challenge students to write a short paragraph (3-4 sentences) about a time they needed help with a technology device. The paragraph must include at least two requests for help and one response. The students will be asked to read their paragraphs to their partners to check for accuracy.	Students will be encouraged to write a descriptive paragraph about a time they needed help. This task promotes creative writing and helps them see how the phrases for asking for help work together to create a conversation.	
4-Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask students to read their completed dialogues and their own requests. The teacher will also ask students to read the sentences from the pronunciation activity, paying attention to their stress.	Students will demonstrate their understanding by providing correct answers and their own requests. They will confidently read the sentences from the pronunciation activity, showing they have mastered the lesson's key grammatical and pronunciation concepts.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 2Technology

Lesson Title: Lesson 10 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and understand a game review. 2 \_Students will be able to identify and compare positive and negative points of a game. 3\_ Students will be able to discuss their favorite computer games and apps.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by asking students about their favorite computer games and apps. The teacher will then introduce the "Literacy: reviews" section on page 26 of the Pupil's Book, which features a review of a new game. The teacher will prepare a list of key vocabulary from the review, such as	program, challenge, and score points.	
2- Explanation	Students will be ready to discuss their favorite games and apps. They will look at the reviews and try to predict what they will be about. They will also listen attentively to the reviews, focusing on the positive and negative points.	The teacher will play the audio for the reviews on page 26, guiding students to follow along in their books. After the first listening, the teacher will read the reviews aloud, highlighting the new vocabulary. The teacher will then have students answer the comprehension questions in Activity 3 and discuss the questions in Activity 4.	
3- Elaboration	Students will listen to the reviews and follow along. They will then work with a partner to identify the positive and negative points of the game. They will work together to answer the comprehension questions. After that, they will discuss their own favorite computer games and apps with a partner.	The teacher will challenge students to work in pairs and write a short, fictional review of a game or app. They will use the reviews in the book as a model, including a short introduction, positive and negative points, and a recommendation.	
4- Closing	Students will collaborate in pairs to write a short review. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a review. They will need to pay close attention to the positive and negative points to make their review engaging and balanced.	The teacher will confirm learning by having students share their reviews with the class. The teacher will listen to ensure they have used a short introduction, positive and negative points, and a recommendation. The teacher will also ask comprehension questions about the reviews to ensure students have grasped the main ideas and can recall specific details.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

# Lesson Plan

Subject: 6 grade  
grade

Unit Title: 2Technology

Lesson Title: Lesson 10 (Activity Book)

Number of Classes ( )

Previous Learning: ...

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and understand a game review. 2 \_Students will be able to identify and compare positive and negative points of a game. 3\_ Students will be able to discuss their favorite computer games and apps.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by asking students about their favorite computer games and apps. The teacher will then introduce the "Literacy: reviews" section on page 26 of the Pupil's Book, which features a review of a new game. The teacher will prepare a list of key vocabulary from the review, such as	program, challenge, and score points.	
2- Explanation	Students will be ready to discuss their favorite games and apps. They will look at the reviews and try to predict what they will be about. They will also listen attentively to the reviews, focusing on the positive and negative points.	The teacher will play the audio for the reviews on page 26, guiding students to follow along in their books. After the first listening, the teacher will read the reviews aloud, highlighting the new vocabulary. The teacher will then have students answer the comprehension questions in Activity 3 and discuss the questions in Activity 4.	
3- Elaboration	Students will listen to the reviews and follow along. They will then work with a partner to identify the positive and negative points of the game. They will work together to answer the comprehension questions. After that, they will discuss their own favorite computer games and apps with a partner.	The teacher will challenge students to work in pairs and write a short, fictional review of a game or app. They will use the reviews in the book as a model, including a short introduction, positive and negative points, and a recommendation.	
4- Closing	Students will collaborate in pairs to write a short review. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a review. They will need to pay close attention to the positive and negative points to make their review engaging and balanced.	The teacher will confirm learning by having students share their reviews with the class. The teacher will listen to ensure they have used a short introduction, positive and negative points, and a recommendation. The teacher will also ask comprehension questions about the reviews to ensure students have grasped the main ideas and can recall specific details.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade  
grade

Unit Title: 2Technology

Lesson Title: Lesson 11 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to write a review of an app or game. 2 \_Students will be able to read and understand a review and answer questions about it. 3\_ Students will be able to use a checklist to self-assess their writing for correctness and content.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by reviewing the reviews from the Pupil's Book (page 26) and the tips for writing a good review from the Activity Book (page 22). The teacher will also have a checklist ready to guide students in self-assessing their work.	Students will be prepared to apply the writing skills they have learned. They will be ready to read a review, answer questions about it, and then plan and write their own review. They will also be ready to work with a partner to check their work.	
2-Explanation	The teacher will guide students through the exercises on page 27 of the Pupil's Book. The teacher will instruct students to read the review and answer the questions. The teacher will then draw attention to the "How to write... a review" box, explaining the importance of including a short introduction, positive and negative points, adjectives, and adverbs. The teacher will have students work in pairs to plan and write their own review, as described in Activity 3.	Students will actively participate by reading the review and answering the questions. They will then work with a partner to discuss the tips for writing a good review. After that, they will plan and write their own review about an app or game, using the provided tips.	
3- Elaboration	The teacher will challenge students to write a review of a different app or game they use. They will be asked to include a rating (e.g., 3 stars) and to justify their rating with specific positive and negative points. This task encourages them to think critically and apply their writing skills in a creative way.	Students will work in pairs to write a review. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a review. They will need to pay close attention to the positive and negative points to make their review engaging and balanced.	
4- Closing	The teacher will confirm learning by having students read their planned reviews to the class. The teacher will listen to ensure they have used a short introduction, positive and negative points, adjectives, and adverbs. The teacher will also ask students to verbally describe a good review in their own words.	Students will demonstrate their understanding by reading their reviews and explaining the choices they made. They will be able to describe what makes a good review and why, showing they have mastered the lesson's key concepts. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 2Technology

Lesson Title: Lesson 11 (Activity Book)

Number of Classes ( )

Previous Learning: ...

grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to write a review of an app or game. 2 \_Students will be able to read and understand a review and answer questions about it. 3\_ Students will be able to use a checklist to self-assess their writing for correctness and content.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by reviewing the reviews from the Pupil's Book (page 26) and the tips for writing a good review from the Activity Book (page 22). The teacher will also have a checklist ready to guide students in self-assessing their work.	Students will be prepared to apply the writing skills they have learned. They will be ready to read a review, answer questions about it, and then plan and write their own review. They will also be ready to work with a partner to check their work.	
2- Explanation	The teacher will guide students through the exercises on page 23 of the Activity Book. The teacher will instruct students to read the notes and complete the review. The teacher will then guide students through Activity 2, where they plan a review of an app or game they use. Finally, the teacher will instruct students to use the checklist on page 23 to check their work.	Students will actively participate by reading the notes and completing the review. They will then work with a partner to plan their own review. After that, they will use the checklist to check their work for correctness and content.	
3- Elaboration	The teacher will challenge students to write a review of a different app or game they use. They will be asked to include a rating (e.g., 3 stars) and to justify their rating with specific positive and negative points. This task encourages them to think critically and apply their writing skills in a creative way.	Students will work in pairs to write a review. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a review. They will need to pay close attention to the positive and negative points to make their review engaging and balanced.	
4- Closing	The teacher will confirm learning by reviewing the students' work using the checklist on page 23. The teacher will ask students to read their planned reviews to the class. The teacher will also ask students to verbally describe a good review in their own words.	Students will demonstrate their understanding by reading their reviews and explaining the choices they made. They will be able to describe what makes a good review and why, showing they have mastered the lesson's key concepts. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 2Technology

Lesson Title: Lesson 12 (Activity Book)

Number of Classes ( )

Previous Learning: ...

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and understand a review. 2 \_Students will be able to use a checklist to self-assess their writing for correctness and content. 3\_ Students will be able to write a review of an app or game.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by reviewing the reviews from the Pupil's Book (page 26) and the tips for writing a good review from the Activity Book (page 22). The teacher will also have a checklist ready to guide students in self-assessing their work.	Students will be prepared to apply the writing skills they have learned. They will be ready to read a review, answer questions about it, and then plan and write their own review. They will also be ready to work with a partner to check their work.	
2- Explanation	The teacher will guide students through the exercises on page 23 of the Activity Book. The teacher will instruct students to read the notes and complete the review. The teacher will then guide students through Activity 2, where they plan a review of an app or game they use. Finally, the teacher will instruct students to use the checklist on page 23 to check their work.	Students will actively participate by reading the notes and completing the review. They will then work with a partner to plan their own review. After that, they will use the checklist to check their work for correctness and content.	
3- Elaboration	The teacher will challenge students to write a review of a different app or game they use. They will be asked to include a rating (e.g., 3 stars) and to justify their rating with specific positive and negative points. This task encourages them to think critically and apply their writing skills in a creative way.	Students will work in pairs to write a review. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a review. They will need to pay close attention to the positive and negative points to make their review engaging and balanced.	
4- Closing	The teacher will confirm learning by reviewing the students' work using the checklist on page 23. The teacher will ask students to read their planned reviews to the class. The teacher will also ask students to verbally describe a good review in their own words.	Students will demonstrate their understanding by reading their reviews and explaining the choices they made. They will be able to describe what makes a good review and why, showing they have mastered the lesson's key concepts. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** 6 grade

**Unit Title:** 3Places

**Lesson Title:** Lesson 1 (Pupil's Book)

**Number of Classes ( )**

**Previous Learning:** ... grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to identify and name different places and buildings. 2 \_Students will be able to understand and answer the "WOW! Question" related to the importance of places and buildings. 3\_ Students will be able to talk about their own favorite places.

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher will start the lesson by directing students to the "Welcome" page for Unit 3 in the Pupil's Book (page 32). The teacher will then ask the "WOW! Question": "Why are some places and buildings important to us?". The teacher encourages a brief class discussion to activate prior knowledge and connect students' personal experiences with the new unit's topic. The teacher also prepares to present the vocabulary list of places and buildings found in the unit overview and on page 33.	Students will be prepared to engage in a short brainstorming session in response to the "WOW! Question". They will be encouraged to think about their own favorite places and be ready to share their ideas with the class and with a partner, connecting their personal experiences to the new topic.	
2-Explanation	The teacher will use the pictures in the Pupil's Book (page 33) to introduce the vocabulary. The teacher will guide students to match the words to the pictures and then repeat the words to practice pronunciation. The teacher can use the audio provided with the digital resources to ensure correct pronunciation. The teacher will then guide students through the "WOW! Quiz" to help them differentiate between various places based on their characteristics.	Students will listen and match the vocabulary words to the pictures. They will then participate in repetition exercises to improve their pronunciation. Next, students will complete the "WOW! Quiz" in the Pupil's Book to practice applying the vocabulary. They will also answer the "WOW! Question" in a brief discussion with the class or in pairs.	
3-Elaboration	The teacher will challenge advanced students to create their own "WOW! Quiz" for the class related to places. They can write short riddles or descriptions of different places without naming them. The riddles can be about the functions of the place, where it's located, or what activities are done there. This activity encourages creative application of the vocabulary.	Advanced students will collaborate in pairs to create a new "WOW! Quiz" and a short paragraph to go with it. This task encourages creativity, deepens their understanding of the vocabulary, and develops their writing and public speaking skills.	
4-Closing	The teacher will confirm learning by having students answer the questions in the Pupil's Book (page 33) about the characteristics of different places. The teacher will also ask students to name three new places they learned. This is a quick assessment of their understanding.	Students will demonstrate their understanding by answering the questions in the Pupil's Book with a partner and then sharing their answers with the class. They will also practice their speaking skills by discussing their favorite places and their functions, which serves as a personal check on their ability to apply the lesson's key concepts. They can then share and compare their ideas with a partner to further reinforce the learning.	

\*Self-Reflection on Learning and Teaching:

<b>Class/Section</b>	<b>6</b>						
Number of absent students /Total number							
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Principal's Signature:

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# Lesson Plan

**Subject:** 6 grade

**Unit Title:** 3Places

**Lesson Title:** Lesson 1 (Activity Book)

**Number of Classes ( )**

**Previous Learning:** ... grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to identify and name different places and buildings. 2 \_Students will be able to read and understand a short text about places. 3\_ Students will be able to answer questions about their own favorite places.

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher will start the lesson by directing students to the "Welcome" page for Unit 3 in the Pupil's Book (page 32). The teacher will then ask the "WOW! Question": "Why are some places and buildings important to us?". The teacher encourages a brief class discussion to activate prior knowledge and connect students' personal experiences with the new unit's topic. The teacher also prepares to present the vocabulary list of places and buildings found in the unit overview and on page 33.	Students will be prepared to engage in a short brainstorming session in response to the "WOW! Question". They will be encouraged to think about their own favorite places and be ready to share their ideas with the class and with a partner, connecting their personal experiences to the new topic.	
2-Explanation	The teacher will use the pictures in the Pupil's Book (page 33) to introduce the vocabulary. The teacher will guide students to match the words to the pictures and then repeat the words to practice pronunciation. The teacher can use the audio provided with the digital resources to ensure correct pronunciation. The teacher will then guide students through the "WOW! Quiz" to help them differentiate between various places based on their characteristics.	Students will listen and match the vocabulary words to the pictures. They will then participate in repetition exercises to improve their pronunciation. Next, students will complete the "WOW! Quiz" in the Pupil's Book to practice applying the vocabulary. They will also answer the "WOW! Question" in a brief discussion with the class or in pairs.	
3-Elaboration	The teacher will challenge advanced students to create their own "WOW! Quiz" for the class related to places. They can write short riddles or descriptions of different places without naming them. The riddles can be about the functions of the place, where it's located, or what activities are done there. This activity encourages creative application of the vocabulary.	Advanced students will collaborate in pairs to create a new "WOW! Quiz" and a short paragraph to go with it. This task encourages creativity, deepens their understanding of the vocabulary, and develops their writing and public speaking skills.	
4-Closing	The teacher will confirm learning by having students answer the questions in the Pupil's Book (page 33) about the characteristics of different places. The teacher will also ask students to name three new places they learned. This is a quick assessment of their understanding.	Students will demonstrate their understanding by answering the questions in the Pupil's Book with a partner and then sharing their answers with the class. They will also practice their speaking skills by discussing their favorite places and their functions, which serves as a personal check on their ability to apply the lesson's key concepts. They can then share and compare their ideas with a partner to further reinforce the learning.	

\*Self-Reflection on Learning and Teaching:

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School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 3Places

Lesson Title: Lesson 2 (Pupil's Book)

Number of Classes ( )

Previous Learning: ... grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and understand a short dialogue about places. 2 \_Students will be able to answer specific questions based on the dialogue. 3\_ Students will be able to practice expressive language and dialogue by acting out short conversations.**

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher will begin by asking students about a time they got lost in a town or city. The teacher will introduce the characters Faisal and Arlo from the "WOW! Team Talk" section on page 34, asking students to predict what they might be talking about. The teacher will prepare a list of key phrases and expressions from the dialogue, such as "Oh, dear!", "I don't believe it!", and "No way!".	Students will be ready to discuss their own experiences with getting lost. They will look at the pictures of Faisal and Arlo and try to guess what their conversation is about. They will also listen attentively to the dialogue, focusing on the key phrases and expressions used.	
2-Explanation	The teacher will play the audio for the "WOW! Team Talk" dialogue on page 34, guiding students to follow along in their books. After the first listening, the teacher will read the dialogue aloud with expressive tones. The teacher will then work with students to answer the comprehension questions provided on the page, ensuring they can locate the specific information in the text. The teacher will then have students work in pairs to practice acting out the dialogues using the expressions from the "Say it!" box.	Students will listen to the dialogue and follow along in their books. They will then read the dialogue with a partner, taking turns playing the roles of Faisal and Arlo. They will work together to answer the questions about the dialogue, using complete sentences to demonstrate their understanding. They will then practice acting out the dialogues using the expressions from the dialogue, such as "Oh, dear!", "I don't believe it!", and "No way!".	
3-Elaboration	The teacher will challenge students to work in pairs and create a new dialogue using the expressions from the dialogue. Students can create a dialogue about any problem they like, not just getting lost. This requires them to apply the phrases in a new context, showing a deeper understanding of their meaning and usage.	Students will work together to write and practice a new dialogue. This task encourages creativity and promotes a practical application of the lesson's language. They will then act out their dialogues for the class, building their confidence in speaking English.	
4-Closing	The teacher will confirm learning by having pairs of students act out the dialogue. The teacher will pay attention to their pronunciation and use of the key expressions. The teacher will also ask comprehension questions about the dialogue to ensure students have grasped the main ideas and can recall specific details.	Students will demonstrate their understanding by confidently acting out the dialogue, paying attention to intonation and expression. They will be able to answer questions about the dialogue, showing they can recall specific information from the text. This practical application reinforces their listening and speaking skills.	

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Day/Date								

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School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 3Places

Lesson Title: Lesson 2 (Activity Book)

Number of Classes ( )

Previous Learning: ... grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to answer specific questions based on the dialogue from the Pupil's Book. 2 \_Students will be able to use the dialogue's expressions in new contexts. 3\_ Students will be able to make a list of their own favorite places and share them with the class.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by asking students to recall the dialogue between Faisal and Arlo from the Pupil's Book. The teacher will review the key expressions and phrases from the dialogue, such as "Oh, dear!", "I don't believe it!", and "No way!". The teacher will prepare to guide students through the exercises on page 27.	Students will be ready to recall the previous lesson's dialogue. They will be prepared to use the dialogue expressions to create new short conversations with their partner. They will also be ready to make a list of their own favorite places to share with the class.	
2- Explanation	The teacher will instruct students to reread the dialogue from the Pupil's Book and answer the questions on page 27 of the Activity Book. The teacher will then guide students through Activity 3, where they complete dialogues using the expressions found in the original conversation. The teacher will finally have students work in pairs to act out the new dialogues they created in the previous lesson.	Students will read the dialogue from the Pupil's Book again to find the answers to the questions in the Activity Book. They will complete the dialogues in Activity 3 by filling in the blanks with the correct expressions. They will then practice acting out the new dialogues they created in the previous lesson, using the correct expressions and intonation.	
3- Elaboration	The teacher will challenge students to find and list all the places and buildings mentioned in the dialogue and in the previous lesson. They will then be asked to write their own sentences using these words. This task reinforces vocabulary acquisition and encourages students to think about how words function in different grammatical contexts.	Students will practice their writing skills by creating a list of places and buildings from the dialogue and then writing original sentences. This activity helps them consolidate their knowledge of the vocabulary and apply it in a structured way.	
4- Closing	The teacher will check students' answers to the questions and dialogue completion exercises. The teacher will also ask students to present the list of places and buildings they created in pairs. This allows for an immediate assessment of their vocabulary recall and their ability to express themselves clearly.	Students will demonstrate their understanding by providing correct answers and explanations for the exercises. They will confidently share their list of places and buildings with the class, showing they can recall and use the vocabulary correctly. This activity helps students feel proud of their work and reinforces their learning.	

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School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 3Places

Lesson Title: Lesson 3 (Pupil's Book)

Number of Classes ( )

Previous Learning: ... grade

<b>The Main Outcomes: 1 _By the end of this lesson, students will be able to use relative pronouns correctly.      2 _Students will be able to read and understand a dialogue and identify relative pronouns.      3_ Students will be able to ask and answer questions using relative pronouns.</b>			
The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by reviewing the dialogue from Lesson 2, focusing on the phrases with relative pronouns. The teacher will then introduce the grammar topic by providing examples of how to use relative pronouns, such as "The hospital is the place where I went..." and "The person who helped me was...". The teacher will prepare a table on the board to illustrate the differences between the relative pronouns, as shown on page 35.	Students will be prepared to answer questions about their own past and present. They will listen to the teacher's explanation and examples of the relative pronouns, trying to understand the difference in their usage. They will also be ready to practice by completing the exercises and engaging in dialogues with their partners.	
2-Explanation	The teacher will explain the rules for using relative pronouns (who, where, that/which, when). The teacher will use the grammar tables on page 35 as a visual aid. The teacher will then guide students through the exercises, having them read the rules and circle the correct options. The teacher will also have students find examples of relative pronouns in the dialogue from Lesson 2, as described in Activity 3.	Students will actively participate by reading the rules and identifying the correct relative pronoun to use. They will then work in pairs to find examples of relative pronouns in the dialogue from Lesson 2, which helps them see the grammar in context. They will also work together to answer the questions in the textbook.	
3-Elaboration	The teacher will challenge students to write true and false sentences about people, places, and things using relative pronouns. For example: "A hospital is a place where you can go when you are sick.". The teacher will have students challenge their partners to guess which sentences are false.	Students will work in pairs to create their true and false sentences. This activity requires them to apply the grammatical rules accurately and creatively. It also encourages critical thinking and active listening as they try to guess which of their partner's sentences are false.	
4- Closing	The teacher will confirm learning by having students ask and answer the questions they created in Activity 4. The teacher will listen to ensure they are using the correct relative pronoun for each question and answer. The teacher will also ask students to verbally describe a place, person, or thing using a relative pronoun, as described in Activity 7.	Students will demonstrate their understanding by correctly forming and answering questions using relative pronouns. This practical application allows the teacher to assess their grasp of the grammar in a dynamic, spoken context. They will also be able to accurately identify the relative pronoun used in different sentences, showing mastery of the lesson's key grammatical concepts.	

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Day/Date							

Teacher's Name and Signature:

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Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** 6 grade

**Unit Title:** 3Places

**Lesson Title:** Lesson 4 (Activity Book)

**Number of Classes ( )**

**Previous Learning:** ... grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to practice and apply relative pronouns in writing. 2 \_Students will be able to identify and correct mistakes related to relative pronouns. 3\_ Students will be able to use relative pronouns to write about their own lives.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start by briefly reviewing the relative pronouns from the Pupil's Book. The teacher will then introduce the exercises in the Activity Book (pages 28-29), explaining that these will help them practice the rules they just learned. The teacher will prepare by having a few extra practice questions ready to use as a warm-up.	Students will be ready to apply the grammar rules they learned in the previous lesson. They will be prepared to correct mistakes in sentences and write their own sentences using relative pronouns. They will also be ready to compare their answers with a partner to reinforce their learning.	
2- Explanation	The teacher will guide students through the exercises on page 28. The teacher will have students listen and tick the correct options. The teacher will then instruct students to circle the correct relative pronouns in the sentences. Finally, the teacher will guide students through Activity 4, where they write their own sentences using relative pronouns.	Students will actively participate by listening and completing the exercises. They will work individually and then with a partner to correct the sentences in Activity 2, explaining the mistakes they found. They will then write their own sentences in Activity 4, which allows them to practice using the grammar rules in a creative way.	
3- Elaboration	The teacher will challenge students to write a short paragraph (3-4 sentences) about a person or a place that is important to them. The paragraph must include at least two relative pronouns. This task requires them to apply the grammar rules in a creative way while also practicing their writing skills.	Students will be encouraged to write a descriptive paragraph about a person or a place. This task promotes creative writing and helps them see how the relative pronouns work together to describe a person or a place.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises, especially the corrections in Activity 2. The teacher will ask a few students to read their sentences from Activity 4 to the class to check their understanding. This allows for an immediate assessment of their ability to use the grammar rules correctly.	Students will demonstrate their understanding by providing correct answers and corrections to the exercises. They will confidently share their sentences with the class, showing they have mastered the use of relative pronouns. They will also be able to explain the rules they applied, demonstrating a deeper understanding of the concepts.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
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

**Subject:** 6 grade

**Unit Title:** 3Places

**Lesson Title:** Lesson 5 (Pupil's Book)

**Number of Classes ( )**

**Previous Learning:** ... grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to read and comprehend a mystery story. 2 \_Students will be able to identify the main events and sequence them correctly. 3\_ Students will be able to discuss their opinions about the story and create a new ending.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will begin by asking students about their favorite story genres, such as mystery, fantasy, or adventure. The teacher will then introduce the "WOW! Book Club" text, a mystery story titled "The secret room," on page 36 of the Pupil's Book. The teacher will prepare a list of key vocabulary from the story, such as	corridor, bookcase, and secret room.	
2- Explanation	Students will be prepared to discuss different story types. They will look at the pictures in the story and try to predict what might happen. They will also listen attentively to the story, focusing on the sequence of events and the characters' feelings.	The teacher will play the audio for the story on page 36, guiding students to follow along in their books. After the first listening, the teacher will read the story aloud, highlighting the new vocabulary. The teacher will then have students answer the comprehension questions in Activity 2 and discuss the questions in Activity 4.	
3- Elaboration	Students will listen to the story and follow along. They will then work in pairs to answer the comprehension questions. After that, they will participate in a group discussion about their opinions on the story and how the characters' feelings changed throughout the story.	The teacher will challenge students to work in groups and create a new ending for the story. They will assign roles to each student and have them write a short dialogue for the new ending. This task requires them to understand the characters' emotions and motivations.	
4- Closing	Students will work in groups to rehearse and perform the new ending. This activity promotes teamwork, creative expression, and public speaking skills. They will need to pay close attention to the dialogue and character interactions to make their performance engaging and accurate.	The teacher will confirm learning by having the groups act out the new ending. The teacher will observe their performances to ensure they have understood the sequence of events and the characters' emotions. The teacher can also ask the class to vote on which group had the best performance.	

\*Self-Reflection on Learning and Teaching:

<b>Class/Section</b>	<b>6</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:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 3Places

Lesson Title: Lesson 5 (Activity Book)

Number of Classes ( )

Previous Learning: ... grade

**The Main Outcomes: 1** \_By the end of this lesson, students will be able to read and comprehend a mystery story and answer questions about it. **2**  
**\_Students will be able to identify who says specific sentences in the story.** **3**\_ Students will be able to sequence the main events of the story in the correct order.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will begin by asking students to recall the story "The secret room" from the Pupil's Book. The teacher will then direct students to the Activity Book (page 29) to work on the exercises. The teacher will prepare to guide students through an activity where they identify who says certain sentences and another where they order the events of the story.	Students will be prepared to recall the story from the previous lesson. They will be ready to identify characters based on their lines and sequence the events of the story. They will also be ready to discuss their answers with a partner.	
Explanation 2-	The teacher will guide students through Activity 1, where they identify who says which sentences in the story. The teacher will then move to Activity 2, a sequencing task where students number the events of the story from 1 to 6. The teacher will finally guide students through Activity 3, a true or false exercise where they must justify their answers.	Students will actively participate by completing the exercises in the Activity Book. They will read the story again to find the answers to the questions and justify their true or false answers. They will also work with a partner to discuss the answers, which reinforces their comprehension and critical thinking skills.	
3- Elaboration	The teacher will challenge students to write a new ending for the story. The ending can be happy, sad, or funny, but it must make sense with the plot. This encourages students to think creatively and apply their understanding of the characters and their motivations.	Students will apply their creative writing skills to invent a new ending for the story. This task promotes creative and critical thinking, as they must build on the existing narrative. They can then share their endings with the class to practice public speaking and build confidence.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask students to read their justifications for the true or false answers. This allows for an immediate assessment of their comprehension and their ability to express themselves clearly and logically.	Students will demonstrate their understanding by providing correct answers and explanations for their choices. This shows that they have not only comprehended the content but have also developed their critical thinking and communication skills.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

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Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** 6 grade

**Unit Title:** 3Places

**Lesson Title:** Lesson 6 (Pupil's Book)

**Number of Classes ( )**

**Previous Learning:** ... grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to recognize and use the Past Continuous tense. 2 \_Students will be able to read and comprehend a short story about places. 3\_ Students will be able to talk about their own past memories using the Past Continuous tense.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by asking students about their earliest memories. The teacher will then introduce the concept of the "Past Continuous" tense by providing examples of how we describe an action that was happening in the past. The teacher will prepare a list of verbs from the lesson, such as play, go, and do, to use in a guessing game.	Students will be ready to discuss their earliest memories. They will listen to the teacher's explanation of the Past Continuous tense and be prepared to use it to describe an action that was happening in the past. They will also be ready to engage in a dialogue with a partner, talking about their memories.	
2 -Explanation	The teacher will explain that the Past Continuous tense is used to describe a longer action that was happening in the past when a shorter action happened. The teacher will use the grammar table on page 37 as a visual aid. The teacher will then have students read the story from Lesson 5 again, this time looking for examples of the Past Continuous tense. The teacher will then guide students through the exercises, having them read the rules and circle the correct options.	Students will actively participate by reading the story and identifying the Past Continuous tense. They will then work with a partner to answer the questions in Activity 3, which helps them apply the grammar rule in context. They will also practice talking about their own past memories using the Past Continuous tense.	
3- Elaboratio n	The teacher will challenge students to write a short paragraph (3-4 sentences) about a time they were on a trip. The paragraph must include at least two sentences in the Past Continuous tense. This task requires them to apply the grammar rules in a creative way while also practicing their writing skills.	Students will be encouraged to write a descriptive paragraph about a past trip, applying the Past Continuous tense in a meaningful context. This task promotes creative writing and helps them see how the Past Continuous tense works.	
4- Closing	The teacher will confirm learning by having students role-play the conversation from Activity 6. The teacher will listen to ensure they are using the Past Continuous tense correctly to describe their past memories. The teacher will also ask students to verbally define the Past Continuous tense in their own words.	Students will demonstrate their understanding by correctly using the Past Continuous tense in their conversations and by accurately defining the term. They will confidently express their past memories, showing they have mastered the lesson's key grammatical concepts.	

\*Self-Reflection on Learning and Teaching:

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## Lesson Plan

**Subject:** 6 grade

**Unit Title:** 3Places

**Lesson Title:** Lesson 7 (Activity Book)

**Number of Classes ( )**

**Previous Learning:** ... grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to match vocabulary words to their correct pictures. 2 \_Students will be able to apply the Past Continuous tense to describe different actions. 3\_ Students will be able to create their own sentences using the Past Continuous tense to describe their own past.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by reviewing the Past Continuous tense from the previous lesson. The teacher will then introduce the exercises in the Activity Book (pages 30-31), explaining that these will help them practice the rules they just learned. The teacher will have a list of verbs ready to use for a quick review game.	Students will be ready to apply the grammar rules they learned in the previous lesson. They will be prepared to match pictures to vocabulary words and write their own sentences using the Past Continuous tense. They will also be ready to compare their answers with a partner to reinforce their learning.	
2- Explanation	The teacher will guide students through the exercises on page 30. The teacher will instruct students to look at the pictures and match them to the correct vocabulary words. The teacher will then guide students through Activity 3, where they complete sentences with the Past Continuous form of the verbs in the box.	Students will actively participate by listening to the teacher's instructions and completing the exercises. They will work individually to match the pictures to the vocabulary words and then with a partner to discuss their answers. They will then practice writing their own sentences using the Past Continuous tense, which allows them to practice using the grammar rules in a creative way.	
3- Elaboration	The teacher will challenge students to write a short paragraph (3-4 sentences) about a time they were on a trip. The paragraph must include at least two sentences in the Past Continuous tense. This task requires them to apply the grammar rules in a creative way while also practicing their writing skills.	Students will be encouraged to write a descriptive paragraph about a past trip, applying the Past Continuous tense in a meaningful context. This task promotes creative writing and helps them see how the Past Continuous tense works.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask a few students to read their sentences from Activity 4 to the class to check their understanding. This allows for an immediate assessment of their ability to use the grammar rules correctly.	Students will demonstrate their understanding by providing correct answers and their own sentences. They will confidently share their sentences with the class, showing they have mastered the lesson's key grammatical concepts.	

\*Self-Reflection on Learning and Teaching:

<b>Class/Section</b>	<b>6</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:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** 6 grade

**Unit Title:** 3Places

**Lesson Title:** Lesson 8 (Pupil's Book)

**Number of Classes ( )**

**Previous Learning:** ... grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to read and understand a factual text about ancient cities. 2 \_Students will be able to answer specific questions based on the text. 3\_ Students will be able to present their research findings to the class.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by asking students about their own ancient cities and buildings. The teacher will introduce the topic of "Ancient cities," found on page 38 of the Pupil's Book. The teacher will prepare a list of new vocabulary from the text, such as Nabataeans, amphitheatre, and archaeologists.	Students will be prepared to discuss their own ancient cities and buildings. They will look at the pictures in the text and try to predict what the reading will be about. They will also listen attentively to the text, focusing on the different cities and their history.	
2- Explanation	The teacher will play the audio for the "WOW! Culture" text on page 38, guiding students to follow along in their books. After the first listening, the teacher will read the text aloud, highlighting the new vocabulary. The teacher will then guide students through the discussion in Activity 4. The teacher will also introduce the project: creating a tourist brochure about an ancient city.	Students will listen to the text and follow along. They will then read the text with a partner, taking turns reading about each city. They will work together to discuss the questions in Activity 4, comparing the cities in the text with their own. They will also begin planning their tourist brochure, deciding on a topic and who will research what.	
3- Elaboration	The teacher will challenge students to research a different ancient city and its history. They will be asked to create a short, simple paragraph describing one of these cities, including its history, famous places, and what visitors can see there today. This task encourages them to use their research and writing skills.	Students will work in pairs or groups to research a new ancient city. This activity promotes teamwork, research skills, and creative writing. They will need to find reliable sources of information and synthesize it into a coherent paragraph.	
4- Closing	The teacher will confirm learning by having students share their comparisons of the cities in the text with their own. The teacher will ask a few students to present their findings to the class, which allows for an immediate assessment of their comprehension and speaking skills. The teacher will also check in on their project planning to ensure they are on the right track.	Students will demonstrate their understanding by confidently sharing their comparisons and by actively participating in the project planning. They will be able to recall the main ideas of the text and apply them to their own lives. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

\*Self-Reflection on Learning and Teaching:

<b>Class/Section</b>	<b>6</b>						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** 6 grade

**Unit Title:** 3Places

**Lesson Title:** Lesson 8 (Activity Book)

**Number of Classes ( )**

**Previous Learning:** ... grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to read and understand a factual text about ancient cities. 2 \_Students will be able to answer specific questions based on the text. 3\_ Students will be able to present their research findings to the class.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by asking students to recall the text about ancient cities from the Pupil's Book. The teacher will then direct students to the Activity Book (page 31) to work on the exercises. The teacher will prepare to guide students through an exercise where they complete sentences and another where they answer comprehension questions.	Students will be prepared to recall the text from the previous lesson. They will be ready to complete sentences and answer comprehension questions based on the text. They will also be ready to discuss their answers with a partner.	
2- Explanation	The teacher will guide students through Activity 1, where they complete sentences based on the text in the Pupil's Book. The teacher will then move to Activity 2, where students answer comprehension questions in complete sentences. Finally, the teacher will guide students through the "Project" section, where they plan a tourist brochure about an ancient city.	Students will actively participate by completing the exercises in the Activity Book. They will read the text again to find the answers to the questions and complete the sentences. They will also work with a partner to plan their tourist brochure, deciding on a topic and who will research what.	
3- Elaboration	The teacher will challenge students to research a different ancient city and its history. They will be asked to create a short, simple paragraph describing one of these cities, including its history, famous places, and what visitors can see there today. This task encourages them to use their research and writing skills.	Students will work in pairs or groups to research a new ancient city. This activity promotes teamwork, research skills, and creative writing. They will need to find reliable sources of information and synthesize it into a coherent paragraph.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask students to present their research findings to the class, which allows for an immediate assessment of their comprehension and speaking skills. The teacher will also check in on their project planning to ensure they are on the right track.	Students will demonstrate their understanding by providing correct answers to the exercises. They will confidently share their research findings and their project plans, showing they have mastered the lesson's key concepts. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

\*Self-Reflection on Learning and Teaching:

<b>Class/Section</b>	<b>6</b>						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** 6 grade

**Unit Title:** 3Places

**Lesson Title:** Lesson 9 (Pupil's Book)

**Number of Classes ( )**

**Previous Learning:** ... grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to read and understand a dialogue about giving directions in a building. 2 \_Students will be able to use phrases for giving directions. 3\_ Students will be able to create and act out their own dialogues using these phrases.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start by asking students about a time they needed directions in a building. The teacher will then introduce the dialogue in the "English in action" section on page 39, which is about giving directions in a building. The teacher will prepare a list of key phrases from the "Say it!" box, such as "It's upstairs," "Go along the corridor," and "Take the escalator".	Students will be ready to discuss their experiences with asking for and giving directions. They will listen to the dialogue between a girl and a museum guide, paying close attention to how they give directions. They will also be ready to practice these phrases in pairs.	
2- Explanation	The teacher will play the audio for the dialogue on page 39, guiding students to follow along in their books. After the first listening, the teacher will read the dialogue aloud with expressive tones. The teacher will then direct students to the "Say it!" box and explain the function of each phrase. The teacher will have students work in pairs to create and act out their own dialogues using these phrases, as instructed in Activity 3.	Students will listen to the dialogue and follow along. They will then work with a partner to find and underline the sentences that use language from the "Say it!" box. After that, they will create their own dialogues and act them out for the class.	
3- Elaboration	The teacher will challenge advanced students to create a "chain dialogue" where each student asks for directions and the next student responds and then asks for directions to a different place. This requires them to use the phrases in a more spontaneous and extended context.	Students will work together to create a chain dialogue. This activity promotes quick thinking, active listening, and spontaneous speech. They will need to pay close attention to each other's directions to respond appropriately.	
4- Closing	The teacher will confirm learning by observing the students' dialogues. The teacher will listen to ensure they are using the phrases for giving directions correctly. The teacher can also ask students to name a few of the directions they heard in their classmates' dialogues.	Students will demonstrate their understanding by confidently creating and performing their own dialogues. They will be able to accurately use the phrases for giving directions, showing they have mastered the lesson's key communicative functions.	

\*Self-Reflection on Learning and Teaching:

<b>Class/Section</b>	<b>6</b>							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** 6 grade

**Unit Title:** 3Places

**Lesson Title:** Lesson 9 (Activity Book)

**Number of Classes ( )**

**Previous Learning:** ... grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to complete a dialogue about giving directions in a building. 2 \_Students will be able to create their own directions based on a given prompt. 3\_ Students will be able to practice and apply the correct pronunciation and stress for key words in a sentence.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start by reviewing the phrases for giving directions from the Pupil's Book. The teacher will then introduce the exercises in the Activity Book (page 34), explaining that these will help them practice the rules they just learned. The teacher will prepare a list of directions to use as a warm-up.	Students will be ready to apply the grammar rules they learned in the previous lesson. They will be prepared to complete dialogues and create their own directions based on a given prompt. They will also be ready to practice pronunciation with a partner.	
2- Explanation	The teacher will guide students through the exercises on page 34. The teacher will instruct students to read and complete the dialogues using the phrases from the "Say it!" box. The teacher will then guide students through Activity 2, where they circle the correct words in the sentences. Finally, the teacher will guide students through the pronunciation activity, where they listen and underline the schwa sound in the sentences.	Students will actively participate by listening to the teacher's instructions and completing the exercises. They will work individually to complete the dialogues and then with a partner to create their own directions. They will then practice pronunciation with a partner, paying attention to the schwa sound in the sentences.	
3- Elaboration	The teacher will challenge students to write a short paragraph (3-4 sentences) about a time they had to give directions to a friend. The paragraph must include at least two directions and one response. The students will be asked to read their paragraphs to their partners to check for accuracy.	Students will be encouraged to write a descriptive paragraph about a time they gave directions. This task promotes creative writing and helps them see how the phrases for giving directions work together to create a conversation.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask students to read their completed dialogues and their own directions. The teacher will also ask students to read the sentences from the pronunciation activity, paying attention to the schwa sound.	Students will demonstrate their understanding by providing correct answers and their own directions. They will confidently read the sentences from the pronunciation activity, showing they have mastered the lesson's key grammatical and pronunciation concepts.	

\*Self-Reflection on Learning and Teaching:

<b>Class/Section</b>	<b>6</b>						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** 6 grade

**Unit Title:** 3Places

**Lesson Title:** Lesson 10 (Pupil's Book)

**Number of Classes ( )**

**Previous Learning:** ... grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to read and understand a short story about places. 2 \_Students will be able to identify the main events and sequence them correctly. 3\_ Students will be able to discuss their opinions about the story and create a new ending.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will begin by asking students about their favorite story genres, such as mystery, fantasy, or adventure. The teacher will then introduce the "Literacy: short stories" section on page 40 of the Pupil's Book, which features a short story titled "The fantastic bird". The teacher will prepare a list of key vocabulary from the story, such as yell, whisper, sketch, and zoom.	Students will be prepared to discuss different story types. They will look at the pictures in the story and try to predict what might happen. They will also listen attentively to the story, focusing on the sequence of events and the characters' feelings.	
2- Explanation	The teacher will play the audio for the story on page 40, guiding students to follow along in their books. After the first listening, the teacher will read the story aloud, highlighting the new vocabulary. The teacher will then have students answer the comprehension questions in Activity 3 and discuss the questions in Activity 4.	Students will listen to the story and follow along. They will then work in pairs to answer the comprehension questions. After that, they will participate in a group discussion about their opinions on the story and how the characters' feelings changed throughout the story.	
3- Elaboration	The teacher will challenge students to work in groups and create a new ending for the story. They will assign roles to each student and have them write a short dialogue for the new ending. This task requires them to understand the characters' emotions and motivations.	Students will work in groups to rehearse and perform the new ending. This activity promotes teamwork, creative expression, and public speaking skills. They will need to pay close attention to the dialogue and character interactions to make their performance engaging and accurate.	
4- Closing	The teacher will confirm learning by having the groups act out the new ending. The teacher will observe their performances to ensure they have understood the sequence of events and the characters' emotions. The teacher can also ask the class to vote on which group had the best performance.	Students will demonstrate their understanding by performing their story accurately. They will be able to recall the key events and dialogues, and their performance will show a clear understanding of the plot and characters. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

**Subject:** 6 grade  
grade

**Unit Title:** 3Places

**Lesson Title:** Lesson 10 (Activity Book)

**Number of Classes ( )**

**Previous Learning: ...**

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to read and comprehend a short story and answer questions about it. 2  
\_Students will be able to identify who says specific sentences in the story. 3\_ Students will be able to sequence the main events of the story in the correct order.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will begin by asking students to recall the story "The fantastic bird" from the Pupil's Book. The teacher will then direct students to the Activity Book (page 33) to work on the exercises. The teacher will prepare to guide students through an activity where they identify who says certain sentences and another where they order the events of the story.	Students will be prepared to recall the story from the previous lesson. They will be ready to identify characters based on their lines and sequence the events of the story. They will also be ready to discuss their answers with a partner.	
2- Explanation	The teacher will guide students through Activity 1, where they identify who says which sentences in the story. The teacher will then move to Activity 2, a sequencing task where students number the events of the story from 1 to 6. The teacher will finally guide students through Activity 3, a true or false exercise where they must justify their answers.	Students will actively participate by completing the exercises in the Activity Book. They will read the story again to find the answers to the questions and justify their true or false answers. They will also work with a partner to discuss the answers, which reinforces their comprehension and critical thinking skills.	
3- Elaboration	The teacher will challenge students to write a new ending for the story. The ending can be happy, sad, or funny, but it must make sense with the plot. This encourages students to think creatively and apply their understanding of the characters and their motivations.	Students will apply their creative writing skills to invent a new ending for the story. This task promotes creative and critical thinking, as they must build on the existing narrative. They can then share their endings with the class to practice public speaking and build confidence.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask students to read their justifications for the true or false answers. This allows for an immediate assessment of their comprehension and their ability to express themselves clearly and logically.	Students will demonstrate their understanding by providing correct answers and explanations for their choices. This shows that they have not only comprehended the content but have also developed their critical thinking and communication skills.	

\*Self-Reflection on Learning and Teaching:

<b>Class/Section</b>	<b>6</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:

Principal's Signature:

School Development Consultant:

# Lesson Plan

**Subject:** 6 grade

**Unit Title:** 3Places

**Lesson Title:** Lesson 11 (Pupil's Book)

**Number of Classes ( )**

**Previous Learning:** ... grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to write a short story. 2 \_Students will be able to plan a short story using a story plan. 3\_ Students will be able to use a checklist to self-assess their writing for correctness and content.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by reviewing the story from the Pupil's Book (page 40) and the tips for writing a good story from the Activity Book (page 36). The teacher will also have a checklist ready to guide students in self-assessing their work.	Students will be prepared to apply the writing skills they have learned. They will be ready to read a story, answer questions about it, and then plan and write their own story. They will also be ready to work with a partner to check their work.	
2-Explanation	The teacher will guide students through the exercises on page 41 of the Pupil's Book. The teacher will instruct students to read the story and answer the questions. The teacher will then draw attention to the "How to write... a short story" box, explaining the importance of including a setting, characters, and a beginning, middle, and end. The teacher will have students work in pairs to plan and write their own short story, as described in Activity 3.	Students will actively participate by reading the story and answering the questions. They will then work with a partner to discuss the tips for writing a good story. After that, they will plan and write their own short story, using the provided tips.	
3-Elaboration	The teacher will challenge students to write a story about a time they visited a new place. They will be asked to include a beginning, middle, and end, and to describe the place and the characters. This task encourages them to think critically and apply their writing skills in a creative way.	Students will work in pairs to write a short story. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a story. They will need to pay close attention to the setting, characters, and plot to make their story engaging and realistic.	
4-Closing	The teacher will confirm learning by having students read their planned stories to the class. The teacher will listen to ensure they have used a setting, characters, and a beginning, middle, and end. The teacher will also ask students to verbally describe a good story in their own words.	Students will demonstrate their understanding by reading their stories and explaining the choices they made. They will be able to describe what makes a good story and why, showing they have mastered the lesson's key concepts. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

\*Self-Reflection on Learning and Teaching:

<b>Class/Section</b>	<b>6</b>							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

# Lesson Plan

**Subject:** 6 grade  
grade

**Unit Title:** 3Places

**Lesson Title:** Lesson 11 (Activity Book)

**Number of Classes ( )**

**Previous Learning: ...**

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to write a short story. 2 \_Students will be able to plan a short story using a story plan. 3\_ Students will be able to use a checklist to self-assess their writing for correctness and content.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by reviewing the story from the Pupil's Book (page 40) and the tips for writing a good story from the Activity Book (page 36). The teacher will also have a checklist ready to guide students in self-assessing their work.	Students will be prepared to apply the writing skills they have learned. They will be ready to read a story, answer questions about it, and then plan and write their own story. They will also be ready to work with a partner to check their work.	
2 -Explanation	The teacher will guide students through the exercises on page 35 of the Activity Book. The teacher will instruct students to read the story and answer the questions. The teacher will then draw attention to the "How to write... a short story" box, explaining the importance of including a setting, characters, and a beginning, middle, and end. The teacher will have students work in pairs to plan and write their own short story, as described in Activity 3.	Students will actively participate by reading the story and answering the questions. They will then work with a partner to discuss the tips for writing a good story. After that, they will plan and write their own short story, using the provided tips.	
3- Elaboration	The teacher will challenge students to write a story about a time they visited a new place. They will be asked to include a beginning, middle, and end, and to describe the place and the characters. This task encourages them to think critically and apply their writing skills in a creative way.	Students will work in pairs to write a short story. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a story. They will need to pay close attention to the setting, characters, and plot to make their story engaging and realistic.	
4- Closing	The teacher will confirm learning by having students read their planned stories to the class. The teacher will listen to ensure they have used a setting, characters, and a beginning, middle, and end. The teacher will also ask students to verbally describe a good story in their own words.	Students will demonstrate their understanding by reading their stories and explaining the choices they made. They will be able to describe what makes a good story and why, showing they have mastered the lesson's key concepts. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade  
grade

Unit Title: 4Happy homes

Lesson Title: Lesson 1 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to identify and name different household chores. 2 \_Students will be able to understand and answer the "WOW! Question" related to making homes happy places. 3\_ Students will be able to talk about their own chores at home.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by directing students to the "Welcome" page for Unit 4 in the Pupil's Book (page 42). The teacher will then ask the "WOW! Question": "How can we make our homes happy places?". The teacher encourages a brief class discussion to activate prior knowledge and connect students' personal experiences with the new unit's topic. The teacher also prepares to present the vocabulary list of household chores.	Students will be prepared to engage in a short brainstorming session in response to the "WOW! Question". They will be encouraged to think about their own chores at home and be ready to share their ideas with the class and with a partner, connecting their personal experiences to the new topic.	
2- Explanation	The teacher will use the pictures in the Pupil's Book (page 43) to introduce the vocabulary. The teacher will guide students to match the words to the pictures and then repeat the words to practice pronunciation. The teacher can use the audio provided with the digital resources to ensure correct pronunciation. The teacher will then guide students through the blog post on page 43, reading it aloud and asking comprehension questions.	Students will listen and match the vocabulary words to the pictures. They will then participate in repetition exercises to improve their pronunciation. Next, students will read the blog post and answer the questions about the chores and their importance. They will also answer the "WOW! Question" in a brief discussion with the class or in pairs.	
3- Elaboration	The teacher will challenge advanced students to create their own "WOW! Question" for the class related to making homes happy. They can write a short paragraph explaining why their question is important and then present it to the class. This activity encourages creative application of the vocabulary and promotes critical thinking.	Advanced students will collaborate in pairs to create a new "WOW! Question" and a short paragraph to go with it. This task encourages creativity, deepens their understanding of the vocabulary, and develops their writing and public speaking skills.	
4- Closing	The teacher will confirm learning by having students answer the questions in the Pupil's Book (page 43) about the characteristics of different chores. The teacher will also ask students to name three new chores they learned. This is a quick assessment of their understanding.	Students will demonstrate their understanding by answering the questions in the Pupil's Book with a partner and then sharing their answers with the class. They will also practice their speaking skills by discussing their favorite chores and their importance, which serves as a personal check on their ability to apply the lesson's key concepts. They can then share and compare their ideas with a partner to further reinforce the learning.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:



## Lesson Plan

Subject: 6 grade

Unit Title: 4Happy homes

Lesson Title: Lesson 1 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to identify and name different household chores. 2 \_Students will be able to read and understand a short blog post about chores. 3\_ Students will be able to answer questions about their own chores at home.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by directing students to the "Welcome" page for Unit 4 in the Pupil's Book (page 42). The teacher will then ask the "WOW! Question": "How can we make our homes happy places?". The teacher encourages a brief class discussion to activate prior knowledge and connect students' personal experiences with the new unit's topic. The teacher also prepares to present the vocabulary list of household chores.	Students will be prepared to engage in a short brainstorming session in response to the "WOW! Question". They will be encouraged to think about their own chores at home and be ready to share their ideas with the class and with a partner, connecting their personal experiences to the new topic.	
2-Explanation	The teacher will use the pictures in the Pupil's Book (page 43) to introduce the vocabulary. The teacher will guide students to match the words to the pictures and then repeat the words to practice pronunciation. The teacher can use the audio provided with the digital resources to ensure correct pronunciation. The teacher will then guide students through the blog post on page 43, reading it aloud and asking comprehension questions.	Students will listen and match the vocabulary words to the pictures. They will then participate in repetition exercises to improve their pronunciation. Next, students will read the blog post and answer the questions about the chores and their importance. They will also answer the "WOW! Question" in a brief discussion with the class or in pairs.	
3- Elaboration	The teacher will challenge advanced students to create their own "WOW! Question" for the class related to making homes happy. They can write a short paragraph explaining why their question is important and then present it to the class. This activity encourages creative application of the vocabulary and promotes critical thinking.	Advanced students will collaborate in pairs to create a new "WOW! Question" and a short paragraph to go with it. This task encourages creativity, deepens their understanding of the vocabulary, and develops their writing and public speaking skills.	
4- Closing	The teacher will confirm learning by having students answer the questions in the Pupil's Book (page 43) about the characteristics of different chores. The teacher will also ask students to name three new chores they learned. This is a quick assessment of their understanding.	Students will demonstrate their understanding by answering the questions in the Pupil's Book with a partner and then sharing their answers with the class. They will also practice their speaking skills by discussing their favorite chores and their importance, which serves as a personal check on their ability to apply the lesson's key concepts. They can then share and compare their ideas with a partner to further reinforce the learning.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 4Happy homes

Lesson Title: Lesson 2 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to read and understand a short dialogue about household chores. 2 \_Students will be able to answer specific questions based on the dialogue. 3\_ Students will be able to practice expressive language and dialogue by acting out short conversations.

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher will begin by asking students about a time they had to clean up their room in a hurry. The teacher will introduce the characters Lara and Alia from the "WOW! Team Talk" section on page 44, asking students to predict what they might be talking about. The teacher will prepare a list of key phrases and expressions from the dialogue, such as "What a mess!", "Hang on!", and "Surprise!".	Students will be ready to discuss their own experiences with chores. They will look at the pictures of Lara and Alia and try to guess what their conversation is about. They will also listen attentively to the dialogue, focusing on the key phrases and expressions used.	
2-Explanation	The teacher will play the audio for the "WOW! Team Talk" dialogue on page 44, guiding students to follow along in their books. After the first listening, the teacher will read the dialogue aloud with expressive tones. The teacher will then work with students to answer the comprehension questions provided on the page, ensuring they can locate the specific information in the text. The teacher will then have students work in pairs to practice acting out the dialogues using the expressions from the "Say it!" box.	Students will listen to the dialogue and follow along in their books. They will then read the dialogue with a partner, taking turns playing the roles of Lara and Alia. They will work together to answer the questions about the dialogue, using complete sentences to demonstrate their understanding. They will then practice acting out the dialogues using the expressions from the dialogue, such as "What a mess!", "Hang on!", and "Surprise!".	
3-Elaboration	The teacher will challenge students to work in pairs and create a new dialogue using the expressions from the dialogue. Students can create a dialogue about any problem they like, not just chores. This requires them to apply the phrases in a new context, showing a deeper understanding of their meaning and usage.	Students will work together to write and practice a new dialogue. This task encourages creativity and promotes a practical application of the lesson's language. They will then act out their dialogues for the class, building their confidence in speaking English.	
4-Closing	The teacher will confirm learning by having pairs of students act out the dialogue. The teacher will pay attention to their pronunciation and use of the key expressions. The teacher will also ask comprehension questions about the dialogue to ensure students have grasped the main ideas and can recall specific details.	Students will demonstrate their understanding by confidently acting out the dialogue, paying attention to intonation and expression. They will be able to answer questions about the dialogue, showing they can recall specific information from the text. This practical application reinforces their listening and speaking skills.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 4Happy homes

Lesson Title: Lesson 2 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes: 1** \_By the end of this lesson, students will be able to answer specific questions based on the dialogue from the Pupil's Book. **2**  
**\_Students will be able to use the dialogue's expressions in new contexts. 3**\_ Students will be able to make a list of their own chores and share them with the class.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by asking students to recall the dialogue between Lara and Alia from the Pupil's Book. The teacher will review the key expressions and phrases from the dialogue, such as "What a mess!", "Hang on!", and "Surprise!". The teacher will prepare to guide students through the exercises on page 37.	Students will be ready to recall the previous lesson's dialogue. They will be prepared to use the dialogue expressions to create new short conversations with their partner. They will also be ready to make a list of their own chores to share with the class.	
2- Explanation	The teacher will instruct students to reread the dialogue from the Pupil's Book and answer the questions on page 37 of the Activity Book. The teacher will then guide students through Activity 3, where they complete dialogues using the expressions found in the original conversation. The teacher will finally have students work in pairs to act out the new dialogues they created in the previous lesson.	Students will read the dialogue from the Pupil's Book again to find the answers to the questions in the Activity Book. They will complete the dialogues in Activity 3 by filling in the blanks with the correct expressions. They will then practice acting out the new dialogues they created in the previous lesson, using the correct expressions and intonation.	
3- Elaboration	The teacher will challenge students to find and list all the chores mentioned in the dialogue and in the previous lesson. They will then be asked to write their own sentences using these words. This task reinforces vocabulary acquisition and encourages students to think about how words function in different grammatical contexts.	Students will practice their writing skills by creating a list of chores from the dialogue and then writing original sentences. This activity helps them consolidate their knowledge of the vocabulary and apply it in a structured way.	
4- Closing	The teacher will check students' answers to the questions and dialogue completion exercises. The teacher will also ask students to present the list of chores they created in pairs. This allows for an immediate assessment of their vocabulary recall and their ability to express themselves clearly.	Students will demonstrate their understanding by providing correct answers and explanations for the exercises. They will confidently share their list of chores with the class, showing they can recall and use the vocabulary correctly. This activity helps students feel proud of their work and reinforces their learning.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 4Happy homes

Lesson Title: Lesson 3 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to use the Present Perfect tense with already, just, and yet. 2 \_Students will be able to read and understand a dialogue and identify the use of the Present Perfect tense. 3\_ Students will be able to ask and answer questions using the Present Perfect tense with already, just, and yet.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by reviewing the dialogue from Lesson 2, focusing on the phrases with the Present Perfect tense. The teacher will then introduce the grammar topic by providing examples of how to use already, just, and yet. The teacher will prepare a table on the board to illustrate the differences between the words, as shown on page 45.	Students will be prepared to answer questions about their own past and present. They will listen to the teacher's explanation and examples of the Present Perfect tense, trying to understand the difference in their usage. They will also be ready to practice by completing the exercises and engaging in dialogues with their partners.	
2- Explanation	The teacher will explain the rules for using the Present Perfect tense with already, just, and yet. The teacher will use the grammar tables on page 45 as a visual aid. The teacher will then guide students through the exercises, having them read the rules and circle the correct options. The teacher will also have students find examples of the Present Perfect tense in the dialogue from Lesson 2, as described in Activity 3.	Students will actively participate by reading the rules and identifying the correct tense to use. They will then work in pairs to find examples of the Present Perfect tense in the dialogue from Lesson 2, which helps them see the grammar in context. They will also work together to answer the questions in the textbook.	
3- Elaboration	The teacher will challenge students to write true and false sentences about themselves and their classmates using the Present Perfect tense with already, just, and yet. The teacher will have students challenge their partners to guess which sentences are false.	Students will work in pairs to create their true and false sentences. This activity requires them to apply the grammatical rules accurately and creatively. It also encourages critical thinking and active listening as they try to guess which of their partner's sentences are false.	
4- Closing	The teacher will confirm learning by having students ask and answer the questions they created in Activity 4. The teacher will listen to ensure they are using the correct tense and the correct words for each question and answer. The teacher will also ask students to verbally describe a chore that they have just completed, requiring them to use the Present Perfect tense.	Students will demonstrate their understanding by correctly forming and answering questions using the Present Perfect tense. This practical application allows the teacher to assess their grasp of the grammar in a dynamic, spoken context. They will also be able to accurately identify the tense used in different sentences, showing mastery of the lesson's key grammatical concepts.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 4Happy homes

Lesson Title: Lesson 4 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes:** 1 \_By the end of this lesson, students will be able to practice and apply the Present Perfect tense with already, just, and yet. 2  
 \_Students will be able to identify and correct mistakes related to the Present Perfect tense. 3\_ Students will be able to use the Present Perfect  
 tense to write about their own lives.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by briefly reviewing the Present Perfect tense from the Pupil's Book. The teacher will then introduce the exercises in the Activity Book (pages 38-39), explaining that these will help them practice the rules they just learned. The teacher will prepare by having a few extra practice questions ready to use as a warm-up.	Students will be ready to apply the grammar rules they learned in the previous lesson. They will be prepared to correct mistakes in sentences and write their own sentences using the Present Perfect tense. They will also be ready to compare their answers with a partner to reinforce their learning.	
2- Explanation	The teacher will guide students through the exercises on page 38. The teacher will have students listen and circle the mistakes. The teacher will then instruct students to correct the sentences. Finally, the teacher will guide students through Activity 4, where they write their own questions and answers using the Present Perfect tense.	Students will actively participate by listening and completing the exercises. They will work individually and then with a partner to correct the sentences in Activity 2, explaining the mistakes they found. They will then write their own questions and answers in Activity 4, which allows them to practice using the grammar rules in a creative way.	
3- Elaboration	The teacher will challenge students to write a short paragraph (3-4 sentences) describing what they have done today. The paragraph must include at least two sentences in the Present Perfect tense with already, just, and yet. The students will be asked to read their paragraphs to their partners to check for accuracy.	Students will be encouraged to write a descriptive paragraph about their day, applying the Present Perfect tense in a meaningful context. This task promotes creative writing and helps them see how the Present Perfect tense works.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises, especially the corrections in Activity 2. The teacher will ask a few students to read their questions and answers from Activity 4 to the class to check their understanding. This allows for an immediate assessment of their ability to use the grammar rules correctly.	Students will demonstrate their understanding by providing correct answers and corrections to the exercises. They will confidently share their questions and answers with the class, showing they have mastered the use of the Present Perfect tense. They will also be able to explain the rules they applied, demonstrating a deeper understanding of the concepts.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

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Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 4Happy homes

Lesson Title: Lesson 5 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and comprehend a playscript. 2 \_Students will be able to identify the main events and sequence them correctly. 3\_ Students will be able to discuss their opinions about the story and create a new ending.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will begin by asking students about their favorite story genres, such as playscripts or plays. The teacher will then introduce the "WOW! Book Club" text, a playscript titled "Why do spiders have long legs?", on page 46 of the Pupil's Book. The teacher will prepare a list of key vocabulary from the playscript, such as	smell, taste, chop, and boil.	
2- Explanation	Students will be prepared to discuss different story types. They will look at the pictures in the playscript and try to predict what might happen. They will also listen attentively to the playscript, focusing on the sequence of events and the characters' feelings.	The teacher will play the audio for the playscript on page 46, guiding students to follow along in their books. After the first listening, the teacher will read the playscript aloud, highlighting the new vocabulary. The teacher will then have students answer the comprehension questions in Activity 2 and discuss the questions in Activity 4.	
3- Elaboration	Students will listen to the playscript and follow along. They will then work in pairs to answer the comprehension questions. After that, they will participate in a group discussion about their opinions on the playscript and how the characters' feelings changed throughout the story.	The teacher will challenge students to work in groups and create a new scene for the playscript. They will assign roles to each student and have them write a short dialogue for the new scene. This task requires them to understand the characters' emotions and motivations.	
4- Closing	Students will work in groups to rehearse and perform the new scene. This activity promotes teamwork, creative expression, and public speaking skills. They will need to pay close attention to the dialogue and character interactions to make their performance engaging and accurate.	The teacher will confirm learning by having the groups act out the new scene. The teacher will observe their performances to ensure they have understood the sequence of events and the characters' emotions. The teacher can also ask the class to vote on which group had the best performance.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 4Happy homes

Lesson Title: Lesson 5 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and comprehend a playscript and answer questions about it. 2 \_Students will be able to identify who says specific sentences in the playscript. 3\_ Students will be able to sequence the main events of the playscript in the correct order.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will begin by asking students to recall the playscript "Why do spiders have long legs?" from the Pupil's Book. The teacher will then direct students to the Activity Book (page 39) to work on the exercises. The teacher will prepare to guide students through an activity where they identify who says certain sentences and another where they order the events of the playscript.	Students will be prepared to recall the playscript from the previous lesson. They will be ready to identify characters based on their lines and sequence the events of the playscript. They will also be ready to discuss their answers with a partner.	
2- Explanation	The teacher will guide students through Activity 1, where they identify who says which sentences in the playscript. The teacher will then move to Activity 2, a sequencing task where students number the events of the playscript from 1 to 6. The teacher will finally guide students through Activity 3, a true or false exercise where they must justify their answers.	Students will actively participate by completing the exercises in the Activity Book. They will read the playscript again to find the answers to the questions and justify their true or false answers. They will also work with a partner to discuss the answers, which reinforces their comprehension and critical thinking skills.	
3- Elaboration	The teacher will challenge students to write a new ending for the playscript. The ending can be happy, sad, or funny, but it must make sense with the plot. This encourages students to think creatively and apply their understanding of the characters and their motivations.	Students will apply their creative writing skills to invent a new ending for the playscript. This task promotes creative and critical thinking, as they must build on the existing narrative. They can then share their endings with the class to practice public speaking and build confidence.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask students to read their justifications for the true or false answers. This allows for an immediate assessment of their comprehension and their ability to express themselves clearly and logically.	Students will demonstrate their understanding by providing correct answers and explanations for their choices. This shows that they have not only comprehended the content but have also developed their critical thinking and communication skills.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 4Happy homes

Lesson Title: Lesson 6 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to recognize and use sense verbs. 2 \_Students will be able to read and comprehend a playscript about cooking. 3\_ Students will be able to talk about food using sense verbs.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engage nt	The teacher will start the lesson by asking students about their favorite foods and how they smell, taste, and feel. The teacher will then introduce the concept of "sense verbs" by providing examples of how we describe food using our senses (e.g., "It smells good," "It tastes delicious."). The teacher will prepare a list of sense verbs from the lesson, such as look, smell, taste, sound, and feel.	Students will be ready to discuss their favorite foods. They will listen to the teacher's explanation of sense verbs and be prepared to use them to describe food. They will also be ready to engage in a dialogue with a partner, talking about food.	
2-Explanation	The teacher will explain that sense verbs describe feelings, thoughts, and opinions, and are not typically used in the continuous tense. The teacher will use the grammar table on page 49 as a visual aid. The teacher will then have students read the playscript from Lesson 5 again, this time looking for examples of sense verbs. The teacher will then guide students through the exercises, having them read the rules and circle the correct options.	Students will actively participate by reading the playscript and identifying the sense verbs. They will then work with a partner to answer the questions in Activity 3, which helps them apply the grammar rule in context. They will also practice talking about food using the sense verbs.	
3- Elaboratio n	The teacher will challenge students to write a short paragraph about their favorite meal, using all five sense verbs (look, smell, taste, sound, feel) to describe it. This task requires them to apply the grammar rules in a creative way while also practicing their writing skills.	Students will be encouraged to write a descriptive paragraph about their favorite meal, applying sense verbs in a meaningful context. This task promotes creative writing and helps them see how the sense verbs work together to describe food.	
4- Closing	The teacher will confirm learning by having students role-play the conversation from Activity 6. The teacher will listen to ensure they are using the sense verbs correctly to describe food. The teacher will also ask students to verbally define a sense verb in their own words.	Students will demonstrate their understanding by correctly using sense verbs in their conversations and by accurately defining the term. They will confidently express their opinions about food, showing they have mastered the lesson's key grammatical and vocabulary concepts.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 4Happy homes

Lesson Title: Lesson 6 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to match pictures to vocabulary words and complete a dialogue. 2 \_Students will be able to apply sense verbs to describe different things. 3\_ Students will be able to create their own sentences using sense verbs to describe their own experiences.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by reviewing sense verbs from the previous lesson. The teacher will then introduce the exercises in the Activity Book (pages 40-41), explaining that these will help them practice the rules they just learned. The teacher will have a list of sense verbs ready to use for a quick review game.	Students will be ready to apply the grammar rules they learned in the previous lesson. They will be prepared to match pictures to vocabulary words and write their own sentences using sense verbs. They will also be ready to compare their answers with a partner to reinforce their learning.	
2- Explanation	The teacher will guide students through the exercises on page 40. The teacher will instruct students to look at the pictures and match them to the correct vocabulary words. The teacher will then guide students through Activity 3, where they complete sentences with the correct form of the verbs.	Students will actively participate by listening to the teacher's instructions and completing the exercises. They will work individually to match the pictures to the vocabulary words and then with a partner to discuss their answers. They will then practice writing their own sentences using sense verbs, which allows them to practice using the grammar rules in a creative way.	
3- Elaboration	The teacher will challenge students to write a short paragraph (3-4 sentences) about their favorite meal, using all five sense verbs (look, smell, taste, sound, feel) to describe it. This task requires them to apply the grammar rules in a creative way while also practicing their writing skills.	Students will be encouraged to write a descriptive paragraph about their favorite meal, applying sense verbs in a meaningful context. This task promotes creative writing and helps them see how the sense verbs work together to describe food.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask a few students to read their sentences from Activity 4 to the class to check their understanding. This allows for an immediate assessment of their ability to use the grammar rules correctly.	Students will demonstrate their understanding by providing correct answers and their own sentences. They will confidently share their sentences with the class, showing they have mastered the lesson's key grammatical concepts.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade  
grade

Unit Title: 4Happy homes

Lesson Title: Lesson 8 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and understand a factual text about traditional food. 2 \_Students will be able to answer specific questions based on the text. 3\_ Students will be able to present their research findings to the class.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by asking students about their own traditional food. The teacher will introduce the topic of "Traditional food," found on page 48 of the Pupil's Book. The teacher will prepare a list of new vocabulary from the text, such as rashoof, shuwa, and dumplings.	Students will be prepared to discuss their own traditional food. They will look at the pictures in the text and try to predict what the reading will be about. They will also listen attentively to the text, focusing on the different dishes and their ingredients.	
2- Explanation	The teacher will play the audio for the "WOW! Culture" text on page 48, guiding students to follow along in their books. After the first listening, the teacher will read the text aloud, highlighting the new vocabulary. The teacher will then guide students through the discussion in Activity 4. The teacher will also introduce the project: creating a menu for an international food festival.	Students will listen to the text and follow along. They will then read the text with a partner, taking turns reading about each dish. They will work together to discuss the questions in Activity 4, comparing the dishes in the text with their own. They will also begin planning their menu, deciding on a topic and who will research what.	
3- Elaboration	The teacher will challenge students to research a different traditional dish and its history. They will be asked to create a short, simple paragraph describing one of these dishes, including what it's called, what it's made with, and how it's made. This task encourages them to use their research and writing skills.	Students will work in pairs or groups to research a new traditional dish. This activity promotes teamwork, research skills, and creative writing. They will need to find reliable sources of information and synthesize it into a coherent paragraph.	
4- Closing	The teacher will confirm learning by having students share their comparisons of the dishes in the text with their own. The teacher will ask a few students to present their findings to the class, which allows for an immediate assessment of their comprehension and speaking skills. The teacher will also check in on their project planning to ensure they are on the right track.	Students will demonstrate their understanding by confidently sharing their comparisons and by actively participating in the project planning. They will be able to recall the main ideas of the text and apply them to their own lives. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 4Happy homes

Lesson Title: Lesson 8 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and understand a factual text about traditional food. 2 \_Students will be able to answer specific questions based on the text. 3\_ Students will be able to present their research findings to the class.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by asking students to recall the text about traditional food from the Pupil's Book. The teacher will then direct students to the Activity Book (page 41) to work on the exercises. The teacher will prepare to guide students through an exercise where they complete sentences and another where they answer comprehension questions.	Students will be prepared to recall the text from the previous lesson. They will be ready to complete sentences and answer comprehension questions based on the text. They will also be ready to discuss their answers with a partner.	
2- Explanation	The teacher will guide students through Activity 1, where they complete sentences based on the text in the Pupil's Book. The teacher will then move to Activity 2, where students answer comprehension questions in complete sentences. Finally, the teacher will guide students through the "Project" section, where they plan a menu for an international food festival.	Students will actively participate by completing the exercises in the Activity Book. They will read the text again to find the answers to the questions and complete the sentences. They will also work with a partner to plan their menu, deciding on a topic and who will research what.	
3- Elaboration	The teacher will challenge students to research a different traditional dish and its history. They will be asked to create a short, simple paragraph describing one of these dishes, including what it's called, what it's made with, and how it's made. This task encourages them to use their research and writing skills.	Students will work in pairs or groups to research a new traditional dish. This activity promotes teamwork, research skills, and creative writing. They will need to find reliable sources of information and synthesize it into a coherent paragraph.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask students to present their research findings to the class, which allows for an immediate assessment of their comprehension and speaking skills. The teacher will also check in on their project planning to ensure they are on the right track.	Students will demonstrate their understanding by providing correct answers to the exercises. They will confidently share their research findings and their project plans, showing they have mastered the lesson's key concepts. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 4Happy homes

Lesson Title: Lesson 9 (Pupil's Book)

Number of Classes ( )

Previous Learning: ...

grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and understand a dialogue about offering to help. 2 \_Students will be able to use phrases for offering to help. 3\_ Students will be able to create and act out their own dialogues using these phrases.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start by asking students about a time they offered to help someone at home. The teacher will then introduce the dialogue in the "English in action" section on page 51, which is about offering to help. The teacher will prepare a list of key phrases from the "Say it!" box, such as "Can I help you?", "Shall I...?", and "I'll...".	Students will be ready to discuss their experiences with offering to help. They will listen to the dialogue between a mother and her children, paying close attention to how they offer to help. They will also be ready to practice these phrases in pairs.	
2-Explanation	The teacher will play the audio for the dialogue on page 51, guiding students to follow along in their books. After the first listening, the teacher will read the dialogue aloud with expressive tones. The teacher will then direct students to the "Say it!" box and explain the function of each phrase. The teacher will have students work in pairs to create and act out their own dialogues using these phrases, as instructed in Activity 3.	Students will listen to the dialogue and follow along. They will then work with a partner to find and underline the phrases that use language from the "Say it!" box. After that, they will create their own dialogues and act them out for the class.	
3-Elaboration	The teacher will challenge advanced students to create a "chain dialogue" where each student offers to help and the next student responds and then offers to help with something else. This requires them to use the phrases in a more spontaneous and extended context.	Students will work together to create a chain dialogue. This activity promotes quick thinking, active listening, and spontaneous speech. They will need to pay close attention to each other's offers to respond appropriately.	
4-Closing	The teacher will confirm learning by observing the students' dialogues. The teacher will listen to ensure they are using the phrases for offering to help correctly. The teacher can also ask students to name a few of the offers they heard in their classmates' dialogues.	Students will demonstrate their understanding by confidently creating and performing their own dialogues. They will be able to accurately use the phrases for offering to help, showing they have mastered the lesson's key communicative functions.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 4Happy homes

Lesson Title: Lesson 9 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to complete a dialogue about offering to help. 2 \_Students will be able to create their own offers for help based on a given prompt. 3\_ Students will be able to practice and apply the correct pronunciation and stress for key words in a sentence.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by reviewing the phrases for offering to help from the Pupil's Book. The teacher will then introduce the exercises in the Activity Book (page 42), explaining that these will help them practice the rules they just learned. The teacher will prepare a list of offers to use as a warm-up.	Students will be ready to apply the grammar rules they learned in the previous lesson. They will be prepared to complete dialogues and create their own offers for help based on a given prompt. They will also be ready to practice pronunciation with a partner.	
2-Explanation	The teacher will guide students through the exercises on page 42. The teacher will instruct students to read and complete the dialogues using the phrases from the "Say it!" box. The teacher will then guide students through Activity 2, where they read the sentences and write their own offers for help. Finally, the teacher will guide students through the pronunciation activity, where they listen and underline the schwa sound in the sentences.	Students will actively participate by listening to the teacher's instructions and completing the exercises. They will work individually to complete the dialogues and then with a partner to create their own offers for help. They will then practice pronunciation with a partner, paying attention to the schwa sound in the sentences.	
3-Elaboration	The teacher will challenge students to write a short paragraph (3-4 sentences) about a time they offered to help a friend. The paragraph must include at least two offers for help and one response. The students will be asked to read their paragraphs to their partners to check for accuracy.	Students will be encouraged to write a descriptive paragraph about a time they offered to help. This task promotes creative writing and helps them see how the phrases for offering to help work together to create a conversation.	
4-Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask students to read their completed dialogues and their own offers. The teacher will also ask students to read the sentences from the pronunciation activity, paying attention to the schwa sound.	Students will demonstrate their understanding by providing correct answers and their own offers. They will confidently read the sentences from the pronunciation activity, showing they have mastered the lesson's key grammatical and pronunciation concepts.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 4Happy homes

Lesson Title: Lesson 10 (Pupil's Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and understand a recipe. 2 \_Students will be able to identify and compare different ingredients and instructions. 3\_ Students will be able to discuss their favorite family party foods.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by asking students about their favorite foods and if they have ever cooked anything for a family party. The teacher will then introduce the "Literacy: recipes" section on page 50 of the Pupil's Book, which features two recipes for a family party. The teacher will prepare a list of key vocabulary from the recipes, such as chop, mix, boil, and bake.	Students will be prepared to discuss their favorite foods and cooking experiences. They will look at the pictures in the recipes and try to predict what they will be about. They will also listen attentively to the recipes, focusing on the ingredients and instructions.	
2- Explanation	The teacher will play the audio for the recipes on page 50, guiding students to follow along in their books. After the first listening, the teacher will read the recipes aloud, highlighting the new vocabulary. The teacher will then have students answer the comprehension questions in Activity 3 and discuss the questions in Activity 4.	Students will listen to the recipes and follow along. They will then work in pairs to identify the ingredients and instructions for each recipe. They will work together to answer the comprehension questions. After that, they will discuss their own favorite family party foods with a partner.	
3- Elaboration	The teacher will challenge students to work in pairs and write a short, fictional recipe for their favorite dish. They will use the recipes in the book as a model, including a title, ingredients, and instructions.	Students will collaborate in pairs to write a short recipe. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a recipe. They will need to pay close attention to the ingredients and instructions to make their recipe engaging and accurate.	
4- Closing	The teacher will confirm learning by having students share their recipes with the class. The teacher will listen to ensure they have used a title, ingredients, and instructions. The teacher will also ask comprehension questions about the recipes to ensure students have grasped the main ideas and can recall specific details.	Students will demonstrate their understanding by confidently sharing their recipes. They will be able to accurately use the structure of a recipe, showing they have mastered the lesson's key writing and critical thinking concepts.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Subject: 6 grade

Unit Title: 4Happy homes

Lesson Title: Lesson 10 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to read and understand a recipe. 2 \_Students will be able to identify and compare different ingredients and instructions. 3\_ Students will be able to discuss their favorite family party foods.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by asking students about their favorite foods and if they have ever cooked anything for a family party. The teacher will then introduce the "Literacy: recipes" section on page 50 of the Pupil's Book, which features two recipes for a family party. The teacher will prepare a list of key vocabulary from the recipes, such as chop, mix, boil, and bake.	Students will be prepared to discuss their favorite foods and cooking experiences. They will look at the pictures in the recipes and try to predict what they will be about. They will also listen attentively to the recipes, focusing on the ingredients and instructions.	
2- Explanation	The teacher will play the audio for the recipes on page 50, guiding students to follow along in their books. After the first listening, the teacher will read the recipes aloud, highlighting the new vocabulary. The teacher will then have students answer the comprehension questions in Activity 3 and discuss the questions in Activity 4.	Students will listen to the recipes and follow along. They will then work in pairs to identify the ingredients and instructions for each recipe. They will work together to answer the comprehension questions. After that, they will discuss their own favorite family party foods with a partner.	
3- Elaboration	The teacher will challenge students to work in pairs and write a short, fictional recipe for their favorite dish. They will use the recipes in the book as a model, including a title, ingredients, and instructions.	Students will collaborate in pairs to write a short recipe. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a recipe. They will need to pay close attention to the ingredients and instructions to make their recipe engaging and accurate.	
4- Closing	The teacher will confirm learning by having students share their recipes with the class. The teacher will listen to ensure they have used a title, ingredients, and instructions. The teacher will also ask comprehension questions about the recipes to ensure students have grasped the main ideas and can recall specific details.	Students will demonstrate their understanding by confidently sharing their recipes. They will be able to accurately use the structure of a recipe, showing they have mastered the lesson's key writing and critical thinking concepts.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

# Lesson Plan

Subject: 6 grade

Unit Title: 4Happy homes

Lesson Title: Lesson 11 (Pupil's Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to write a recipe. 2 \_Students will be able to read and understand a recipe and answer questions about it. 3\_ Students will be able to use a checklist to self-assess their writing for correctness and content.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by reviewing the recipes from the Pupil's Book (page 50) and the tips for writing a good recipe from the Activity Book (page 44). The teacher will also have a checklist ready to guide students in self-assessing their work.	Students will be prepared to apply the writing skills they have learned. They will be ready to read a recipe, answer questions about it, and then plan and write their own recipe. They will also be ready to work with a partner to check their work.	
2-Explanation	The teacher will guide students through the exercises on page 53 of the Pupil's Book. The teacher will instruct students to read the recipe and answer the questions. The teacher will then draw attention to the "How to write... a recipe" box, explaining the importance of including a title, ingredients, and instructions. The teacher will have students work in pairs to plan and write their own recipe, as described in Activity 3.	Students will actively participate by reading the recipe and answering the questions. They will then work with a partner to discuss the tips for writing a good recipe. After that, they will plan and write their own recipe, using the provided tips.	
3-Elaboration	The teacher will challenge students to write a recipe for a different dish they like. They will be asked to include a title, ingredients, and instructions. This task encourages them to think critically and apply their writing skills in a creative way.	Students will work in pairs to write a recipe. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a recipe. They will need to pay close attention to the ingredients and instructions to make their recipe engaging and accurate.	
4-Closing	The teacher will confirm learning by having students read their planned recipes to the class. The teacher will listen to ensure they have used a title, ingredients, and instructions. The teacher will also ask students to verbally describe a good recipe in their own words.	Students will demonstrate their understanding by reading their recipes and explaining the choices they made. They will be able to describe what makes a good recipe and why, showing they have mastered the lesson's key concepts. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

# Lesson Plan

Subject: 6 grade

Unit Title: 4Happy homes

Lesson Title: Lesson 11 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

<p><b>The Main Outcomes: 1 _By the end of this lesson, students will be able to write a recipe. 2 _Students will be able to read and understand a recipe and answer questions about it. 3_ Students will be able to use a checklist to self-assess their writing for correctness and content.</b></p>			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by reviewing the recipes from the Pupil's Book (page 50) and the tips for writing a good recipe from the Activity Book (page 44). The teacher will also have a checklist ready to guide students in self-assessing their work.	Students will be prepared to apply the writing skills they have learned. They will be ready to read a recipe, answer questions about it, and then plan and write their own recipe. They will also be ready to work with a partner to check their work.	
2-Explanation	The teacher will guide students through the exercises on page 45 of the Activity Book. The teacher will instruct students to read the recipe and answer the questions. The teacher will then draw attention to the "How to write... a recipe" box, explaining the importance of including a title, ingredients, and instructions. The teacher will have students work in pairs to plan and write their own recipe, as described in Activity 3.	Students will actively participate by reading the recipe and answering the questions. They will then work with a partner to discuss the tips for writing a good recipe. After that, they will plan and write their own recipe, using the provided tips.	
3-Elaboration	The teacher will challenge students to write a recipe for a different dish they like. They will be asked to include a title, ingredients, and instructions. This task encourages them to think critically and apply their writing skills in a creative way.	Students will work in pairs to write a recipe. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a recipe. They will need to pay close attention to the ingredients and instructions to make their recipe engaging and accurate.	
4-Closing	The teacher will confirm learning by reviewing the students' work using the checklist on page 45. The teacher will ask students to read their planned recipes to the class. The teacher will also ask students to verbally describe a good recipe in their own words.	Students will demonstrate their understanding by reading their recipes and explaining the choices they made. They will be able to describe what makes a good recipe and why, showing they have mastered the lesson's key concepts. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

# Lesson Plan

Subject: 6 grade

Unit Title: 4Happy homes

Lesson Title: Lesson 12 (Activity Book)

Number of Classes ( )

Previous Learning:

... grade

**The Main Outcomes: 1 \_By the end of this lesson, students will be able to write a recipe. 2 \_Students will be able to plan a recipe using a recipe plan. 3\_ Students will be able to use a checklist to self-assess their writing for correctness and content.**

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by reviewing the recipes from the Pupil's Book (page 50) and the tips for writing a good recipe from the Activity Book (page 44). The teacher will also have a checklist ready to guide students in self-assessing their work.	Students will be prepared to apply the writing skills they have learned. They will be ready to read a recipe, answer questions about it, and then plan and write their own recipe. They will also be ready to work with a partner to check their work.	
2-Explanation	The teacher will guide students through the exercises on page 45 of the Activity Book. The teacher will instruct students to read the recipe and answer the questions. The teacher will then draw attention to the "How to write... a recipe" box, explaining the importance of including a title, ingredients, and instructions. The teacher will have students work in pairs to plan and write their own recipe, as described in Activity 3.	Students will actively participate by reading the recipe and answering the questions. They will then work with a partner to discuss the tips for writing a good recipe. After that, they will plan and write their own recipe, using the provided tips.	
3-Elaboration	The teacher will challenge students to write a recipe for a different dish they like. They will be asked to include a title, ingredients, and instructions. This task encourages them to think critically and apply their writing skills in a creative way.	Students will work in pairs to write a recipe. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a recipe. They will need to pay close attention to the ingredients and instructions to make their recipe engaging and accurate.	
4-Closing	The teacher will confirm learning by reviewing the students' work using the checklist on page 45. The teacher will ask students to read their planned recipes to the class. The teacher will also ask students to verbally describe a good recipe in their own words.	Students will demonstrate their understanding by reading their recipes and explaining the choices they made. They will be able to describe what makes a good recipe and why, showing they have mastered the lesson's key concepts. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

\*Self-Reflection on Learning and Teaching:

Class/Section	6						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

