

هذا العمل حصري لدى موقع الايمان التعليمي

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

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

<https://web.facebook.com/centraleman/>

Lesson Plan

Subject: 3 grade

Unit Title: Welcome Back to school

Lesson Title :Story & Greetings (Lesson 1)

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to introduce themselves and spell their names. 2 _Students will be able to identify and name common school objects.

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher will use the story on pages 4 and 5 to introduce characters and new vocabulary.	Students will be ready to listen to a story about new friends.	5
2-Explanation	The teacher will read the story and guide students through the alphabet chant.	Students will listen to the story and dialogues, repeating and acting out the parts.	15
3-Elaboration	The teacher will encourage students to create their own short dialogues about their school supplies.	Students will practice asking for and spelling names using their own names.	15
4-Closing	The teacher will assess comprehension through student participation in the dialogue and chant.	Students will successfully answer questions about the story.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: Welcome Back to school

Lesson Title :Lesson 1: Story & Greetings

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to write the names of the characters . 2 _Students will be able to write and spell the letters of the alphabet .			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Students will be ready to recall the characters' names from the story.	The teacher will review the characters' names from the Pupil's Book.	5
2-Explanation	Students will write the names and letters. They will also practice spelling their own names with a partner.	The teacher guides students to look at the pictures and write the names of the characters. The teacher then helps them complete a fill-in-the-blanks exercise to practice the alphabet.	15
3-Elaboration	Students can practice writing their own names and spelling them to a partner.	The teacher can have students draw a picture of their favorite character and label it.	15
4-Closing	Students will successfully write the names and letters, demonstrating their recall.	The teacher will check students' written answers to ensure they have correctly identified the characters and can write the letters of the alphabet.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: Welcome Back to school

Lesson Title :Grammar (Lesson 2)

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify singular objects using "This" and "That". 2 _Students will be able to identify plural objects using "These" and "Those".

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher will have a variety of objects to demonstrate the grammar rules.	Students will be ready to listen to and sing the grammar song.	5
2-Explanation	The teacher will model the use of demonstrative pronouns with objects in the classroom.	Students will point to objects and say the correct sentences.	15
3-Elaboration	The teacher will provide extra practice with more complex sentences.	Students will play a game where they guess which object is being described.	15
4-Closing	The teacher will ask students to point and say sentences about objects to check for understanding.	Students will correctly identify and describe objects using the correct grammar.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: Welcome Back to school

Lesson Title :Lesson 2: Grammar

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to correctly use 2 _This/That and These/Those in written exercises .			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher reviews the grammar rules from the Pupil's Book using a variety of objects in the classroom.	Students will be able to count objects and write the correct number.	5
2-Explanation	The teacher guides students through a listening and matching activity. They also explain how to write sentences with the correct grammar based on pictures of objects.	Students will be ready with their pencils and ready to look at pictures of objects.	15
3-Elaboration	The teacher can ask students to create their own sentences to describe objects in the classroom.	Students will complete matching and writing exercises to practice using the grammar.	15
4-Closing	The teacher checks the students' work to confirm their understanding of the grammar rules.	Students can draw pictures of objects and challenge a partner to use the correct demonstrative pronoun to describe them.	10

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Class/Section							
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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: 3 grade

Unit Title: Welcome Back to school

Lesson Title :Numbers

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to name numbers from 11 to 20 . 2 _Students will be able to use numbers to count objects in the classroom.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher will have visuals for numbers 11-20 and flashcards of various objects.	Students will be ready to learn about new numbers.	5
2-Explanation	The teacher will introduce numbers 11-20 and engage students in counting activities.	Students will repeat the numbers after the teacher and participate in counting chants.	15
3-Elaboration	The teacher will encourage students to create their own counting chant.	Students will play a game where they count objects in the classroom.	15
4-Closing	The teacher will assess understanding by asking students to count specific objects in the classroom.	Students will be able to correctly identify and say numbers 11-20.	10

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Class/Section							
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: 3 grade

Unit Title: Welcome Back to school

Lesson Title :Lesson 3: Numbers

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to write and say numbers 11-20 . 2 _Students will be able to count objects and match them to the correct number.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Students will be ready to listen to and count new numbers.	The teacher reviews numbers 11-20 with the students using a counting game.	5
2-Explanation	Students will write numbers and count objects. They will also count aloud.	The teacher plays an audio track for students to write the numbers they hear, and guides them to count objects in pictures and match them to the correct number .	15
3-Elaboration	Students can draw a specific number of objects and ask a partner to count them.	The teacher can create their own counting games using objects or drawings.	15
4-Closing	Students' completed work will demonstrate their ability to write and count numbers 11-20.	The teacher assesses by checking the written numbers and listening to students count out loud.	10

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Class/Section							
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Teacher's Name and Signature:

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Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: It's a happy day!

Lesson Title :Lesson 1: Daily Routines

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify and name common daily routine verbs. 2 _Students will be able to use the simple present tense to describe their habits.

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before my lesson, I get everything ready. I prepare flashcards, a song, or a video	Students will be able to talk about what they do and don't do.	5
2-Explanation	The teacher will prepare flashcards with pictures of the daily routines .	Students will be asked to think about their daily routines before the lesson.	15
3-Elaboration	The teacher will introduce and model the daily routines vocabulary and the simple present tense.	Students will repeat the vocabulary after the teacher and participate in the chant.	15
4-Closing	The teacher will use the provided chant to reinforce the lesson.	Students can write a single basic sentence about their daily routines.	10

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

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Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: 1It's a happy day!

Lesson Title :Lesson 1: Daily Routines

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify daily routines . 2 _Students will be able to write sentences to answer questions about the Pupil's Book .			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Students will be ready to complete exercises based on the story and pictures from the Pupil's Book.	The teacher reviews daily routines from the Pupil's Book.	5
2-Explanation	Students will read and answer questions, then label pictures with the correct daily routine.	The teacher guides students to read and answer questions about the unit's opener . Students then complete a labeling activity with daily routine vocabulary .	15
3-Elaboration	Students can draw a picture of a daily routine and ask a partner to guess what it is.	The teacher can ask students to act out different daily routines.	15
4-Closing	Students' completed work will demonstrate their understanding of the vocabulary.	The teacher checks the students' written answers and their completed labeling activity.	10

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Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: 1It's a happy day!

Lesson Title :Lesson 2: Grammar

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to use 2 _I or We and play/don't play in sentences .

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher reviews the simple present tense and negative forms.	Students will be able to order words to form correct sentences.	5
2-Explanation	The teacher guides students through a "Follow and circle" activity to practice grammar. They then explain how to order words to form a correct sentence.	Students will be ready to write sentences about daily activities.	15
3-Elaboration	The teacher can ask students to write their own sentences about their habits.	Students will circle the correct pronoun and order words to write sentences about daily routines.	15
4-Closing	The teacher checks the students' written work and their participation in the exercises.	Students can write a short paragraph about their daily routines.	10

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Class/Section							
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: 3 grade

Unit Title: 1It's a happy day!

Lesson Title :Lesson 4: Story

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to reorder the story events. 2 _Students will be able to express their feelings about the story using emoji faces.			
The Stages	Learner Action*	* Teacher Action	Time
1-Engagement	Students will be ready to reorder pictures from the story and color emoji faces.	The teacher reminds students of the story Bo is colourful! from the Pupil's Book.	5
2-Explanation	Students will reorder the story pictures, color them, and complete the emoji exercise.	The teacher guides students to reorder the pictures from the story, color them, and express their feelings about the story using emoji faces .	15
3-Elaboration	Students can draw a different ending to the story.	The teacher can ask students to retell the story in their own words.	15
4-Closing	Students' completed work will demonstrate their ability to recall and sequence story events.	The teacher checks the order of the story pictures and the correct answers for the emoji exercise.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: It's a happy day!

Lesson Title :Lesson 3: Story

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to understand the order of events in a simple story. 2 _Students will be able to listen and follow a dialogue about daily activities.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	The teacher will have the story audio ready and use visuals from the book.	Students will be asked to recall what they do on weekends and think about the characters' activities.	15
3-Elaboration	The teacher will guide students through the story "Bo is colourful!".	Students will listen to the story, then act out parts of it.	15
4-Closing	The teacher can use the CLIL and	Students will be able to express likes and dislikes in a simple way.	10

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Class/Section							
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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: 3 grade

Unit Title: It's a happy day!

Lesson Title :Lesson 5: Vocabulary & Grammar

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify the times of the day (morning, afternoon, evening, night). 2 _Students will be able to ask and answer questions about when they do certain activities.

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	The teacher will use the song	Students will be ready to listen to the new vocabulary words.	15
3-Elaboration	Students will listen to the song and practice the vocabulary and questions with a partner.	When do you have breakfast? to introduce the vocabulary and grammar.	15
4-Closing	Students will act out the dialogues using their own real-life schedules.	The teacher will introduce the question When do you...? and model the answers using the times of the day.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: 1It's a happy day!

Lesson Title :Lesson 6: Times of Day

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify the times of the day . 2 _Students will be able to use			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher reviews the times of the day (morning, afternoon, evening, night).	When do you...? to ask about daily routines .	5
2-Explanation	The teacher guides students to match pictures with the correct time of day and answer questions about when they do certain activities.	Students will be ready to match activities with the correct time of day.	15
3-Elaboration	The teacher can ask students to talk about when their family members do certain activities.	Students will complete a matching activity and write short answers to questions about daily routines.	15
4-Closing	The teacher checks the students' answers to the questions and the matching activities.	Students can draw pictures for different times of the day and write sentences about what they do.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: It's a happy day!

Lesson Title :Lesson 7: Skills

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to read and complete simple phrases. 2 _Students will be able to play a vocabulary game.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	The teacher will have the necessary cut-outs and audio ready for the activities.	Students will be ready to apply what they have learned in previous lessons.	15
3-Elaboration	Snap! card game with their peers.	Students will read and complete the sentences provided in the book and play a	15
4-Closing	N/A	The teacher will guide students through the skills activities, which focus on reading, listening, and playing.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: It's a happy day!

Lesson Title :Lesson 8: Culture & Project

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to understand different breakfast traditions around the world. 2 _Students will be able to create a group project (a breakfast menu).			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	The teacher will prepare for a group project and have photos of different breakfasts ready.	Students will be asked about what they eat for breakfast.	15
3-Elaboration	The teacher will introduce different cultures through their breakfast foods.	Students will listen and read about traditional breakfasts from different countries.	15
4-Closing	The teacher will provide guidance for the project, helping students think of a café name and choose foods.	Students will work in groups to design a breakfast menu for a café.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: 1It's a happy day!

Lesson Title :Lesson 8: Culture

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify different cultural breakfast foods . 2 _Students will be able to complete sentences about different breakfast traditions .			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Students will be ready to complete exercises on cultural foods.	The teacher reviews the culture lesson on traditional breakfasts from the Pupil's Book.	5
2-Explanation	Students will match food pictures with words and complete sentences about breakfast traditions.	The teacher asks students to match pictures of food with their names and complete a fill-in-the-blanks exercise about cultural breakfasts.	15
3-Elaboration	Students can draw their favorite breakfast and label the foods.	The teacher can ask students to research other cultural breakfasts and share them with the class.	15
4-Closing	Students' completed work will demonstrate their understanding of the cultural topic.	The teacher checks the students' answers to the vocabulary and comprehension activities.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: It's a happy day!

Lesson Title :Lesson 9: English in Action

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to ask what time it is. 2 _Students will be able to say the time in English.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	The teacher will use real-life scenarios to explain asking for and saying the time.	Students will think about the time they do daily activities.	15
3-Elaboration	The teacher will introduce the phrases	Students will act out the dialogue about being late.	15
4-Closing	Students will act out dialogues using different times and scenarios.	What time is it? and It's... o'clock.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: 1It's a happy day!

Lesson Title :Lesson 9: English in Action

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to complete a dialogue about telling the time . 2 _Students will be able to use phrases like What time is it? and We're late for....

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Students will be ready to listen to an audio track to complete a dialogue.	The teacher reviews the dialogue from the Pupil's Book about telling the time.	5
2-Explanation	Students will listen to and complete a dialogue about telling the time.	The teacher asks students to listen to an audio track and fill in the missing words in a dialogue.	15
3-Elaboration	Students can create their own dialogues using different times and situations.	Students can practice the dialogue by acting it out in pairs.	15
4-Closing	Students' completed dialogue will show their ability to use the new phrases correctly.	The teacher checks the completed dialogue to ensure students have used the correct vocabulary.	10

*Self-Reflection on Learning and Teaching:

Class/Section							
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The class order in the timetable							
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Teacher's Name and Signature:

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School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: It's a happy day!

Lesson Title :Lesson 10: Phonics

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify and say the 2 _pl and bl consonant blends.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Students will be able to say a tongue twister with these sounds.	Students will be able to write words containing these blends.	5
2-Explanation	Students will be ready to listen for specific sounds in words.		15
3-Elaboration	Students will repeat words with the new sounds and write them.	The teacher will have visuals of words with the pl and bl sounds.	15
4-Closing	Students will create their own words with the new sounds.	The teacher will introduce the pl and bl sounds.	10

*Self-Reflection on Learning and Teaching:

Class/Section							
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Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: 1It's a happy day!

Lesson Title :Lesson 10: Phonics

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify the phonics sounds 2 _pl and bl .			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher reviews the phonics sounds pl and bl from the Pupil's Book.	Students will be able to determine if two sounds are the same .	5
2-Explanation	The teacher asks students to look at pictures and circle the words with the correct phonics blend. They then listen to an audio and tick or cross if the sounds are the same.	Students will be ready to complete phonics exercises.	15
3-Elaboration	Students can think of other words with the pl and bl sounds.	Students will complete a circling and tick/cross activity based on phonics sounds.	15
4-Closing	The teacher checks the students' answers to the phonics activities.	Students can create a list of words with the pl and bl sounds.	10

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Class/Section							
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Teacher's Name and Signature:

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School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: Let's dress up!

Lesson Title :Lesson 1: Clothes

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify and name common clothes. 2 _Students will be able to describe what people are wearing.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	The teacher will prepare flashcards for the new vocabulary and have a song or chant ready .	Students are asked to think about what they wear and what their friends are wearing.	15
3-Elaboration	The teacher will introduce the vocabulary for clothes and model how to describe what someone is wearing.	Students will listen to and repeat the vocabulary after the teacher. They will also participate in the chant and practice describing clothes.	15
4-Closing	The teacher will provide extra practice by asking students to describe their friends' clothes.	Students can describe the clothes of people in pictures or in the classroom .	10

*Self-Reflection on Learning and Teaching:

Class/Section							
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Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: 2Let's dress up!

Lesson Title :Lesson 1: Clothes

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to answer questions about the pictures in the Pupil's Book . 2 _Students will be able to listen and identify clothes from a verbal description.

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Students will be ready to complete exercises on clothes vocabulary.	The teacher reviews the vocabulary for clothes and personal possessions from the Pupil's Book.	5
2-Explanation	Students will read and answer questions, then circle the correct clothing item.	The teacher guides students to read and answer questions about the unit's opener. Students then listen to an audio and circle the correct clothing item.	15
3-Elaboration	Students can draw and label clothes for their friends.	The teacher can ask students to draw their own favorite outfits and label them.	15
4-Closing	Students' completed work will demonstrate their ability to recall and identify clothes vocabulary.	The teacher checks the students' answers to the reading questions and the listening activity.	10

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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: 3 grade

Unit Title: 2Let's dress up!

Lesson Title :Lesson 2: Grammar

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to match pictures with the correct sentences. 2 _Students will be able to complete sentences using the new grammar We're/You're/They're wearing....

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	We're/You're/They're wearing... .	The teacher reviews the grammar rules for	5
2-Explanation	The teacher guides students to match pictures with sentences and to complete sentences by writing the correct words.	Students will be ready to complete matching and writing exercises.	15
3-Elaboration	The teacher can ask students to write their own sentences about what their friends are wearing.	Students will match pictures to sentences and complete the sentences with the correct words.	15
4-Closing	The teacher checks the students' written work to ensure correct grammar usage.	Students can describe what they and their friends are wearing.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: Let's dress up!

Lesson Title :Lesson 3: Story

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to understand a simple story about clothes. 2 _Students will be able to identify clothes from a short description.

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	The teacher will have the story audio ready and use the pictures from the book.	Students will be asked to think about a Dress-up Day and what they would wear.	15
3-Elaboration	The teacher will guide students through the story Dress-up Day.	Students will listen to the story, then act out parts of it.	15
4-Closing	Dress-up Day.	Students can design and draw clothes for a	10

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

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: 2Let's dress up!

Lesson Title :Lesson 4: Story

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to answer comprehension questions about the story 2 _Dress-up Day .			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Yes or No based on pictures about recycling.	Students will be able to write	5
2-Explanation	Students will be ready to answer questions about the story and write sentences about recycling.	The teacher reminds students of the story Dress-up Day from the Pupil's Book.	15
3-Elaboration	Yes or No based on pictures related to recycling .	The teacher guides students to read and match questions and answers about the story. Students then write	15
4-Closing	The teacher can create a short poster about the importance of recycling clothes.	Students will complete a matching activity and a true/false activity about recycling.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: Let's dress up!

Lesson Title :Lesson 5: Vocabulary & Grammar

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to name personal possessions. 2 _Students will be able to use possessive adjectives Our, Your, and Their to describe objects.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	The teacher will have flashcards or pictures of personal possessions.	Students will be asked to think about their personal possessions.	15
3-Elaboration	The teacher will introduce the vocabulary and model the use of possessive adjectives.	Students will listen to the song and practice using the new grammar.	15
4-Closing	The teacher can provide extra examples using classroom objects.	Students will describe their own possessions and their friends' possessions.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: 2Let's dress up!

Lesson Title :Lesson 6: Possessions

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to complete a crossword puzzle using vocabulary for personal possessions . 2 _Students will be able to match personal pronouns to the correct possessive adjectives.

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Students will be ready to complete exercises on personal possessions.	The teacher reviews vocabulary for personal possessions and the use of pronouns and possessive adjectives.	5
2-Explanation	Students will complete a crossword puzzle and a matching activity.	The teacher guides students to complete a crossword puzzle and match pronouns to their corresponding possessive adjectives.	15
3-Elaboration	Students can write sentences about their own possessions and their friends' possessions.	The teacher can ask students to write a short dialogue about sharing their possessions.	15
4-Closing	Students' completed exercises will show their ability to use the vocabulary and grammar correctly.	The teacher checks the students' work to ensure correct spelling and grammar usage.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: Let's dress up!

Lesson Title :Lesson 7: Skills

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to follow spoken commands. 2 _Students will be able to color a picture based on verbal descriptions.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	The teacher will have the audio ready for the listening and coloring activity.	Students will be ready with their coloring supplies.	15
3-Elaboration	The teacher will guide students through the Listen and colour activity.	Students will listen carefully and color the picture according to the instructions.	15
4-Closing	The teacher will provide the cut-out cards for the game.	Students will play a game using cut-out cards to practice the vocabulary.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: Let's dress up!

Lesson Title :Lesson 8: Culture & Project

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to understand how parades and special days are celebrated in different cultures. 2 _Students will be able to create a poster about a special day.

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	The teacher will prepare for a group project and have photos of parades ready.	Students will be asked what clothes they wear on special days.	15
3-Elaboration	The teacher will introduce the concept of parades and explain how they are celebrated.	Students will listen and read about parades and traditional clothes from different countries .	15
4-Closing	The teacher will guide the groups in choosing a special day, finding photos, and writing descriptions.	Students will work in groups to design a poster for a special day.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: Let's dress up!

Lesson Title :Lesson 9: English in Action

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to ask the price of an item. 2 _Students will be able to answer with the price.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	The teacher will use the dialogue in the book to model the phrases .	Students will be ready to act out a dialogue about buying something.	15
3-Elaboration	The teacher will introduce the phrase How much is this...?	Students will act out the dialogue, using different objects and prices.	15
4-Closing	The teacher will provide extra practice by creating different scenarios.	Students will practice the dialogue using various objects they know from the lesson.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: Let's dress up!

Lesson Title :Lesson 10: Phonics

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify and say the dr, tr, and br consonant blends. 2 _Students will be able to write words containing these blends.

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	The teacher will have visuals of words with the dr, tr, and br sounds.	Students will be ready to listen for specific sounds in words.	15
3-Elaboration	The teacher will introduce the dr, tr, and br sounds.	Students will repeat words with the new sounds and participate in the activities.	15
4-Closing	The teacher will introduce a tongue twister for students to practice.	Students will create their own words with the new sounds.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: The activity centre

Lesson Title :Lesson 1: Activities

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify and name different activities. 2 _Students will be able to use He/She plays... and He/She doesn't....			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	Students will listen to and repeat the vocabulary after the teacher and talk about their friends' activities.	The teacher will prepare flashcards for the new vocabulary and use the audio for the chant .	15
3-Elaboration	Students can write a short list of activities they do on different days of the week.	The teacher will introduce the vocabulary and model the grammar using the He/She pronouns.	15
4-Closing	Students will correctly use the new vocabulary to talk about their friends' activities.	The teacher can use the provided chant to reinforce the new grammar.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: 3The activity centre

Lesson Title :Lesson 1 & 2

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify various activities . 2 _Students will be able to read and answer questions about the pictures from the Pupil's Book .

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Students will be ready to complete exercises on activities.	The teacher reviews vocabulary for activities.	5
2-Explanation	Students will read and answer questions, then circle the correct activity from a list.	The teacher guides students to read and answer questions about the pictures in the Pupil's Book. Students then circle the correct activity from a list based on the pictures.	15
3-Elaboration	Students can write a short paragraph about what their friends do.	The teacher can ask students to write a list of their favorite activities.	15
4-Closing	Students' completed exercises will show their ability to identify and use the vocabulary correctly.	The teacher checks the students' written work and answers to the multiple-choice questions.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: The activity centre

Lesson Title :Lesson 3: Story

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to understand a simple story about daily activities. 2 _Students will be able to identify key information from a short conversation.

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	Students will listen to the story, then act out parts of it and answer questions.	The teacher will use the story "Where's Laila?" and its audio resources .	15
3-Elaboration	Students can draw a picture of their favorite activity and share it with the class.	The teacher will guide students through the story and ask questions to check for comprehension.	15
4-Closing	Students will successfully answer comprehension questions about the story.	The teacher can lead a discussion about the value of enjoying time with family and friends.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: 3The activity centre

Lesson Title :Lesson 4: Story

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to recall and reorder the story events. 2 _Students will be able to complete a true/false activity based on the story "Where's Laila?" .

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Students will be ready to complete exercises based on the story.	The teacher reminds students of the story "Where's Laila?" from the Pupil's Book.	5
2-Explanation	Students will complete a true/false activity and a coloring activity.	The teacher guides students to complete a true/false activity based on the story. They also guide students to color a picture related to the story.	15
3-Elaboration	Students can draw a picture of a favorite part of the story.	The teacher can ask students to create their own stories based on the characters' activities.	15
4-Closing	Students' completed work will show their understanding of the story.	The teacher checks the answers to the true/false activity.	10

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

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: 3The activity centre

Lesson Title :Lesson 6: Days of the Week

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify and write the days of the week . 2 _Students will be able to use			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher reviews the days of the week.	Does he/she...? to ask about activities on specific days .	5
2-Explanation	The teacher guides students to read a text and answer questions about what a character does on specific days. They also guide students to complete sentences using the days of the week.	Students will be ready to complete exercises on the days of the week.	15
3-Elaboration	The teacher can ask students to write about their own activities on different days of the week.	Students will complete reading and writing exercises.	15
4-Closing	The teacher checks the students' answers to the reading questions and the written exercises.	Students can write their own questions using Does he/she...? and ask a partner.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: The activity centre

Lesson Title :Lesson 5: Days of the Week

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify and say the days of the week. 2 _Students will be able to ask and answer questions about daily routines and activities.

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Students will be asked to name the days of the week they know.	Students will be able to use Does he/she...?.	5
2-Explanation	Does she go to school on Sunday? to introduce the days of the week .	The teacher will use the song	15
3-Elaboration	The teacher will introduce the days of the week and model the grammar	Students will listen to the song and practice the vocabulary and questions with a partner.	15
4-Closing	Students can create their own song or chant about the days of the week.	Does he/she...? .	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: The activity centre

Lesson Title :Lesson 7: Skills

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to follow spoken commands. 2 _Students will be able to play a vocabulary game.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	Students will listen and match or play a game using cut-out cards to practice the vocabulary.	The teacher will have the necessary cut-outs and audio ready for the activities.	15
3-Elaboration	Students can create their own cards with different activities to expand the game.	The teacher will guide students through the skills activities, which focus on listening, matching, and playing.	15
4-Closing	Students will be able to complete the matching and game activities successfully.	N/A	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: The activity centre

Lesson Title :Lesson 8: Culture & Project

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to understand the sport of rugby. 2 _Students will be able to create a book about their favorite sports.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	Students will listen to and read about rugby.	The teacher will prepare for the group project and have photos of rugby players ready.	15
3-Elaboration	Students will work in groups to design a book about their favorite sports.	The teacher will introduce the sport of rugby and guide students through the text.	15
4-Closing	Students will be able to describe the sport of rugby in simple terms.	The teacher will provide guidance for the project, helping students find pictures and write sentences .	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: 3The activity centre

Lesson Title :Lesson 8: Culture

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to understand the sport of rugby . 2 _Students will be able to read and correct sentences about the sport.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Students will be ready to complete exercises on the sport of rugby.	The teacher reviews the culture lesson on rugby from the Pupil's Book.	5
2-Explanation	Students will correct sentences and complete a matching activity.	The teacher guides students to read and correct sentences about the sport of rugby and tick the correct pictures.	15
3-Elaboration	Students can draw a picture of a rugby player.	The teacher can ask students to research other popular sports and share them with the class.	15
4-Closing	Students' completed work will show their understanding of the cultural topic.	The teacher checks the students' corrected sentences and their answers to the tick activity.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: The activity centre

Lesson Title :Lesson 9: English in Action

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to express their likes and dislikes for activities. 2 _Students will be able to make simple arrangements to play.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	Students will act out the dialogue and practice talking about their favorite activities.	The teacher will use the dialogue in the book to model the phrases .	15
3-Elaboration	Students will act out dialogues using different activities and days.	The teacher will introduce the phrases I like... and I don't like...	15
4-Closing	Students will correctly ask and answer questions about their favorite activities.	The teacher will provide extra practice by creating different scenarios.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: The activity centre

Lesson Title :Lesson 10: Phonics

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify and say the sk, sw, and st consonant blends. 2 _Students will be able to write words containing these blends.

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Students will be ready to listen for specific sounds in words.	Students will be able to say a tongue twister with these sounds.	5
2-Explanation	Students will repeat words with the new sounds and participate in the activities.	The teacher will have visuals of words with the new sounds.	15
3-Elaboration	sk, sw, and st sounds .	The teacher will introduce the	15
4-Closing	The teacher will introduce a tongue twister for students to practice.	Students will create their own words with the new sounds.	10

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

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: 3The activity centre

Lesson Title :Lesson 10: Phonics

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify and write the phonics sounds 2 _sk, sw, st .			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher reviews the phonics sounds sk, sw, st from the Pupil's Book.	Students will be able to distinguish between words that begin with different sounds.	5
2-Explanation	The teacher asks students to listen and match words to the correct blends. They then listen and write the correct sound for each word .	Students will be ready to complete phonics exercises.	15
3-Elaboration	Students can think of other words with the sk, sw, and st sounds.	Students will complete a matching and a writing activity.	15
4-Closing	The teacher checks the students' answers to the phonics activities.	Students can create a list of words with the new sounds.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: I want to be a teacher!

Lesson Title :Lesson 1: Jobs

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify and name common jobs. 2 _Students will be able to express what they want to be in the future.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	The teacher will prepare flashcards for the new vocabulary and use the audio for the chant.	Students are asked about the jobs they know and what they want to be.	15
3-Elaboration	The teacher will introduce the vocabulary for jobs and model the phrase I want to be a....	Students will repeat the vocabulary after the teacher and participate in the chant about jobs.	15
4-Closing	The teacher will use the provided chant to reinforce the new vocabulary.	Students can draw a picture of a job they want to have and write a sentence about it.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: 4I want to be a teacher!

Lesson Title :Lesson 1 & 2

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to name common jobs and means of transport . 2 _Students will be able to use			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher reviews vocabulary for jobs and means of transport.	I want to be a... and He/She goes to work by... .	5
2-Explanation	The teacher guides students to read and circle the correct job or transport and complete sentences using the new grammar .	Students will be ready to complete exercises on jobs and transports.	15
3-Elaboration	The teacher can ask students to write a paragraph about what their family members do and how they travel to work.	Students will read, circle, and complete sentences.	15
4-Closing	The teacher checks the completed exercises and written sentences.	Students can draw a picture of what they want to be.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: I want to be a teacher!

Lesson Title :Lesson 3: Story

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to understand a simple story about jobs. 2 _Students will be able to listen and follow a dialogue.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	The teacher will use the story "Don't worry, Lisa" and its audio resources.	Students will be asked to identify a doctor in the picture before reading the story.	15
3-Elaboration	The teacher will guide students through the story and ask comprehension questions.	Students will listen to the story, then act out parts of it.	15
4-Closing	The teacher can lead a discussion about the value of following their dreams.	Students can design and share a uniform for a job they want to do.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: 4I want to be a teacher!

Lesson Title :Lesson 4: Story

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to recall details from the story . 2 _Students will be able to complete sentences about the story The job fair.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Students will be ready to complete exercises on the story.	The teacher reviews the story "The job fair" from the Pupil's Book.	5
2-Explanation	Students will read and circle the correct words in sentences about the story.	The teacher guides students to read and circle the correct words in sentences about the story.	15
3-Elaboration	Students can draw a picture of what they want to be.	The teacher can ask students to design a poster about their dream job.	15
4-Closing	Students' completed work will show their understanding of the story.	The teacher checks the answers to the comprehension questions.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: I want to be a teacher!

Lesson Title :Lesson 5: Transport

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify and name different means of transport. 2 _Students will be able to use He/She goes to work by... to describe how people travel.

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	The teacher will have flashcards or pictures of various transports and use the song	Students will be asked to name different ways people travel.	15
3-Elaboration	Students will listen to the song and practice the vocabulary and grammar with a partner.	Off to work they go.	15
4-Closing	He/She goes to work by... .	The teacher will introduce the transport vocabulary and model the grammar	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: I want to be a teacher!

Lesson Title :Lesson 7: Skills

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to follow spoken commands. 2 _Students will be able to play a vocabulary game.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	The teacher will have the audio for the listening and drawing activity ready.	Students will be ready with their coloring supplies and cut-outs.	15
3-Elaboration	The teacher will guide students through the skills activities, which focus on listening, drawing, and playing.	Students will listen carefully and draw lines based on the instructions.	15
4-Closing	ask quick questions.	Students can create their own sentences for the game using different jobs and transports.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: I want to be a teacher!

Lesson Title :Lesson 8: Culture & Project

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to understand the importance of school buses in India. 2 _Students will be able to create a graph about how they go to school.

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	The teacher will prepare for the group project and have photos of school buses ready .	Students will be asked if they see school buses where they live.	15
3-Elaboration	The teacher will introduce the concept of school buses in India.	Students will listen to and read about how students in India go to school.	15
4-Closing	The teacher will guide the groups in collecting data and creating the graph.	Students will work in groups to design a graph about how they go to school .	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: 4I want to be a teacher!

Lesson Title :Lesson 8: Culture

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to understand the concept of a school bus . 2 _Students will be able to complete a true/false activity about the school bus culture .

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Students will be ready to complete exercises on the culture topic.	The teacher reviews the culture topic about school buses in India.	5
2-Explanation	Students will complete a true/false activity.	The teacher asks students to complete a true/false activity about the school bus culture.	15
3-Elaboration	Students can draw a picture of a school bus.	The teacher can ask students to design a poster about their dream job.	15
4-Closing	Students' completed work will show their understanding of the topic.	The teacher checks the answers to the comprehension questions.	10

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

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: I want to be a teacher!

Lesson Title :Lesson 9: English in Action

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to buy tickets. 2 _Students will be able to ask what time the next bus/train is.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	The teacher will use the dialogue in the book to model the phrases .	Students will be ready to act out a dialogue about buying tickets.	15
3-Elaboration	The teacher will introduce the phrases Four bus tickets, please and What time is the next...?	Students will act out the dialogue, using different transports and times.	15
4-Closing	The teacher will provide extra practice by creating different ticket buying scenarios.	Students will practice the dialogue using various transports they know from the lesson.	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: I want to be a teacher!

Lesson Title :Lesson 10: Phonics

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify and say the wh consonant blend. 2 _Students will be able to write words containing this blend.			
The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	Before each lesson, I meticulously prepare not just the materials, but the entire learning environment. I thoughtfully select engaging activities to bridge my students' prior knowledge with the new concepts, ensuring a smooth transition. This proactive planning allows me to anticipate challenges and adapt my approach, empowering me to guide the class with confidence and purpose.	A successful lesson begins with a ready mind. I ask my students to briefly reflect on what they already know about the topic, encouraging them to connect new ideas to their existing understanding. This simple mental exercise prepares them to be active participants rather than passive listeners, setting a solid foundation for effective learning	5
2-Explanation	The teacher will have visuals of words with the wh sound.	Students will be ready to listen for a specific sound in words.	15
3-Elaboration	The teacher will introduce the	Students will repeat words with the new sound and participate in the activities.	15
4-Closing	Students will create their own words with the new sound.	wh sound .	10

*Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 3 grade

Unit Title: 4I want to be a teacher!

Lesson Title :Lesson 10: Phonics

Number of Classes (3)

Previous Learning:

The Main Outcomes: 1 _ Students will be able to identify and write the phonics sound 2 _wh.

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher reviews the phonics sound wh from the Pupil's Book.	Students will be able to complete sentences using the phonics sound.	5
2-Explanation	The teacher asks students to listen and write the correct phonics blend.	Students will be ready to complete phonics exercises.	15
3-Elaboration	The teacher can ask students to think of other words with the wh sound.	Students will complete a listening and writing activity.	15
4-Closing	The teacher checks the students' answers to the phonics activities.	Students can create a list of words with the new sound.	10

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

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant: