JORDAN TEAM TOGETHER First Semester Plan

**Class/Level: 3rdGrade W:Back to schoolDuration :24\ 8--- 29 \8**

**Pages SB : 4 to8 AB: 2 to 5 NO. of Classes 14**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reflection** | **Related Activities** | **Assessment** | | **Instructional Strategies** | **Material / Resources** | Outcomes | No. |
| Tool | Strategy |
| I feel satisfied with---------------------------------  Challenges that faced me-----------------------------------------  Suggestions for improvement----------------------------------- | Using the internet.  Using the computer.  Preparing PowerPoint shows.  Using the library.  Writing reports. | Checklist  Rating Scale | Observation  Self-assessment  Performance-Based Assessment  -Pencil & paper  Achievement  -Test | -Presentation  -Working in groups & in pairs  - Discussion  - Direct question  - Critical thinking, Project | Students' books  Activity books  White board  Flash cards  Laptop  Interactive  Worksheet  Phone  Bluetooth Speaker | Students are expected to:  -Recognisethe letters of thealphabet.  -Recognize ordinalnumbers up to twenty.  - Label simplepictures.  -Use thealphabetand numbers11–20.  -Use This is / Theseare / That is /Thoseare.  -Understandthe main informationwhen people introducethemselves.  - Identifyeveryday objects, people  or animals.  -Recognize familiar key words anddescriptions,  - Act out parts of apicture story.  - Say the letters of thealphabet.  - Introduce themselves.  -Use cardinal numbers up to twenty.  - Asksimplequestions aboutnumbers of objects.  -Write letters of thealphabet.  -Write cardinal numbers.to twenty | 1  2  3  4  5  6  7  8  9  10  11  12  13  14 |

General information about students: Prepared by: School principal Date:……………….. signature…………………….

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**First Semester Plan**

**Class/Level: 3rdGrade Unit 1 :It’s a Happy DayDuration : 1 \ 9 --- 26 \ 9**

**Pages SB :8 to 17 AB: 6 to 15 NO. of Classes 20**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reflection** | **Related Activities** | **Assessment** | | **Instructional Strategies** | **Material / Resources** | Outcomes | No. |
| **Tool** | Strategy |
| I feel satisfied with-----------------------------------------------------------  Challenges that faced me---------------------------------------------------------  Suggestions for improvement  ----------------------- | Using the internet.  Using the computer.  Preparing PowerPoint shows.  Using the library.  Writing reports | Check  list  Rating Scale | Observation  Self-assessment  Performance-Based Assessment  -Pencil & paper  Achievement  -Test | - Presentation  -Working in groups & in pairs  - Discussion  -Direct question  -Critical thinking, Project | Students' books  Activity books  White board  Flash cards  Laptop  Interactive  Worksheet  Phone  Bluetooth Speaker | Students are expected to:  -Follow simple dialogues in short stories.  -Identify specific information in a story or text.  -Understand the order of events.  -get the gist of short, simple texts.  -Identify individual sounds in words.  -Talk about daily routines and times of the day.  -Use vocabulary related to daily routines and times of the day.  -Recognise familiar words in songs.  -Recognize simple phrases.  -Recognize letters of the alphabet.  -Recite a short, simple Rhyme.  -Answer simple questions about routines.  -Describe objects in a basic way.  -Act out parts of a story.  -Say simple tongue twisters.  -Write some familiar words.  -Label simple pictures.  -Write a single sentence about routines.  -Make a breakfast menu. | 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19 |

General information about students: Prepared by: School principal Date:……………….. signature…………………….

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First Semester Plan

**Class/Level: 3rd Grade Unit 2 :Lets Dress Up!Duration :29 \ 9 --- 24 \ 10Pages SB :20 to 35 AB: 16to25 NO. of Classes 20**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reflection** | **Related Activities** | **Assessment** | | **Instructional Strategies** | **Material / Resources** | Outcomes | No. |
| **Tool** | Strategy |
| I feel satisfied with---------------------------------------------------------------  Challenges that faced me----------------------------------------------------------  Suggestions for improvement  ------------------------------------ | Using the internet.  Using the computer.  Preparing PowerPoint shows.  Using the library.  Writing reports | Checklist  Rating Scale | Observation  Self-assessment  Performance-Based Assessment  -Pencil & paper  Achievement  -Test | - Presentation  -Working in groups & in pairs  - Discussion  -Direct question  -Critical thinking, Project | Students' books  Activity books  White board  Flash cards  Laptop  Interactive  Worksheet  Phone  Bluetooth Speaker | Students are expected to:  -Identify people through short descriptions.  -Understand basic sentences describing everyday items.  -Understand the order of events.  -Identify key information in short texts.  -Describe clothes and personal possessions.  -Use vocabulary related to clothes&  Personal possessions:  -Use You’re / They’re / Your / Their.  -Identify everyday objects, people or animals.  -Say simple tongue twisters.  - Identify letters of the alphabet by sounds.  -Describe what someone is wearing.  -Recite a short, simple rhyme.  -Answer simple questions about daily routines.  -Describe someone’s clothes.  -Write simple sentences.  -Label simple pictures.  -Make a poster about a special day. | 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17 |

General information about students: Prepared by: School principal Date:……………….. signature…………………….

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First Semester Plan

**Class/Level: 3rdGrade Unit 3 :The Activity CentreDuration :27 \ 10 --- 21 \ 11Pages SB :28 to 37 AB: 26 to 36 NO. of Classes 20**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reflection** | **Related Activities** | **Assessment** | | **Instructional Strategies** | **Material / Resources** | Outcomes | No. |
| **Tool** | Strategy |
| I feel satisfied with---------------------------------------------------------------  Challenges that faced me----------------------------------------------------------  Suggestions for improvement  --------------------------------------------------------------------- | Using the internet.  Using the computer.  Preparing PowerPoint shows.  Using the library.  Writing reports | Checklist  Rating Scale | Observation  Self-assessment  Performance-Based Assessment  -Pencil & paper  Achievement  -Test | - Presentation  -Working in groups & in pairs  - Discussion  -Direct question  -Critical thinking, Project | Students' books  Activity books  White board  Flash cards  Laptop  Interactive  Worksheet  Phone  Bluetooth Speaker | Students are expected to:  -Identify people through descriptions.  -Understand sentences about everyday items.  -Understand the order of events.  -Get the gist of short, simple texts.  -Identify key information in texts.  -Identify individual sounds in words.  -Describe activities and days of the week.  -Use vocabulary related to Activities and days of the week.  -Recognise familiar words and phrases in songs.  -Identify everyday objects, people or animals.  -Recognis basic time words.  -Understand expressions about likesand dislikes.  -Recognis letters of the alphabet by sounds.  -Understand spoken commands.  -Recite a short, simple rhyme.  -Describe daily routines.  -Act out parts of a story.  -Make simple arrangements & saytongue twisters.  -Writing sentences and Label pictures.  -Make a poster about a special day. | 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20 |

General information about students: Prepared by: School principal Date:……………….. signature…………………….

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First Semester Plan

**Class/Level: 3rdGrade Unit 4 : I Want To Be a Teacher!Duration :24 \ 11 --- 18 \ 12**

**Pages SB :38 to 48 AB: 36 to 46 NO. of Classes 20**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Reflection** | **Related Activities** | **Assessment** | | **Instructional Strategies** | **Material / Resources** | Outcomes | No. |
| **Tool** | Strategy |
| I feel satisfied with------------------------------------------  Challenges that faced me---------------------------------------------  Suggestions for improvement  ------------------------------------------------ | Using the internet.  Using the computer.  Preparing PowerPoint shows.  Using the library.  Writing reports | Checklist  Rating Scale | Observation  Self-assessment  Performance-Based  Assessment  -Pencil & paper  Achievement  -Test | -Presentation  -Working in groups & in pairs  -Discussion  -Direct question  -Critical thinking, Project | Students' books  Activity books  White board  Flash cards  Laptop  Interactive  Worksheet  Phone  Bluetooth Speaker | Students are expected to:  - Describe jobs and means of transport.  -Understand phrases related to everyday activities  -Identify people from a short description.  -Understand basic information about likes and dislikes.  -Understand the order of events.  -Get the gist of short, simple texts.  -Identify individual sounds in words.  -Use vocabulary related to Jobs and Transport.  -Recognise familiar words in songs.  -Understandinformation about jobs, prices, times and dates.  -Recognize letters of the alphabet by sounds.  -Recite a short, simple rhyme.  -Express likes and dislikes.  -Describe daily routines.  -Act out parts of a story.  -Answerquestions about objects, times &events.  -Say simple tongue twisters.  -Write some familiar words and sentences  -Make a graph about how you go to school. | 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19 |

General information about students: Prepared by: School principal Date:……………….. signature…………………….

……………………………………………. 1…………………………...Supervisor Date:………………...signature……………………

**Content Analysis**

**Subject: English**

Class/ Level: 3rd First semester Unit Title (W) : Back to School Pages SB : 4 to 8

| **Pronunciation** | **Attitudes & values** | **Functions** | **Structures** | **Vocabulary. terms expressions** | **Topic & themes** |
| --- | --- | --- | --- | --- | --- |
| use phonic knowledge and word recognition to  aid comprehension | -Team work  -Cooperation | Asking for and  spelling names | This is a  pen. /These  are pens.  That is a  pen. /Those  are pens. | Alphabet  Numbers 11–20 | (W)  Back to School Let’s get |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 3rd First semester Unit Title (1): It’s a happy day Pages SB : 8 to 18

| **Pronunciation** | **Attitudes & values** | **Functions** | **Structures** | **Vocabulary. terms expressions** | **Topic & themes** |
| --- | --- | --- | --- | --- | --- |
| -Use Stress content words  - Contract weak forms  - Express rising-falling intonation  - Stress the main  verb in a sentence  - Stress the final word in a sentence)  -Use syllabification  - Use correct pauses  - */pl/, /bl/* | - Raise awareness of cultural similarities and differences  - Organize their daily routine activities | Saying the time | -play/don’t play.  -We have/  don’t have  lunch.  -When do you  go home?  -We go  home in the  afternoon. | Daily routines.  Times of the day**.** | (1)  It’s a happy day |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 3rd First semester Unit Title (2): Let’s dress up Pages SB : 18 to 28

| **Pronunciation** | **Attitudes & values** | **Functions** | **Structures** | **Vocabulary. terms expressions** | **Topic & themes** |
| --- | --- | --- | --- | --- | --- |
| - Use pauses in communicating   * Initial sounds (*/dr/, /tr/, /br/)* | - Accept peer review and objectively discuss criticism | Asking the price | -You’re/ They’re  Wearing jeans and  trainers.  -Our glasses are blue.  -Your keys are grey  -Their phones are green. | Clothes.  Personal possessions. | (2)  Let’s dress up |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 3rd First semester Unit Title (3): The activity center Pages SB: 28 to 38

| **Pronunciation** | **Attitudes & values** | **Functions** | **Structures** | **Vocabulary. terms expressions** | **Topic & themes** |
| --- | --- | --- | --- | --- | --- |
| - *sk/, /sw/, /st/*  -Use stress  and intonation patterns to clearly communicate ideas  -Contract weak forms  -Express rising-falling intonation  -Stress  the main verb in a sentence  -stress the final word in a sentence  -Use syllabification | -Team work | Talking about  Favorite activities | -He/She plays video games.  -He/She doesn’t  watch TV.  -Does he do karate on Saturday?  -Yes, he does /No, he  doesn’t. | Activities.  Days of the week. | (3)  The activity center |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 3rd First semester Unit Title (4): I want to be a teacher. Pages 48: 38 to 48

| **Pronunciation** | **Attitudes & values** | **Functions** | **Structures** | **Vocabulary. terms expressions** | **Topic & themes** |
| --- | --- | --- | --- | --- | --- |
| -Stress and intonation patterns  -Rising-falling intonation.  -Initial sound */wh/* | -Respect peer feedback | Buying tickets | -I want to be a pilot.  - He / She goes  to work by bus. | Jobs.  Transport. | (4)  I want to be a teacher. |

Form # QF71- 1- 49rev. a