JORDAN TEAM TOGETHER First Semester Plan

**Class/Level: 4thGrade W:New neighbours Duration :24 \ 8-- 11 \ 9**

**Pages SB : 4 to7 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  - Project | Students' books  Activity books  White board  Flash cards  Laptop  Interactive  Worksheet  Phone  Bluetooth Speaker | **Students are expected to:**  -Talk about hobbies, where people are from and their nationality, and learning the numbers 1-100;  - Understand key information;  - Talk about furniture and rooms using simple language;  - act out parts of a picture story using simple actions and words;  - Follow simple dialogues in stories;  - identify key information in a story;  - Write and present riddles to the class; | 1  2  3  4  5  6  7 |

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

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

**First Semester Plan**

**Class/Level: 4thGrade Unit 1 : New schoolDuration :14\ 9 -- 7 \10**

**Pages SB :8 to 17 AB: 6 to 13 NO. of Classes 20**

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| **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  - Project | Students' books  Activity books  White board  Flash cards  Laptop  Interactive  Worksheet  Phone  Bluetooth Speaker | **Students are expected to:**  -Talk about school subjects, people and places in a school;  - Recognize basic time words;  - recognize familiar words and phrases in songs or chants;  - identify specific information in dialogues  - Ask and answering simple questions  - say single words and talking about school subjects;  - predict what will happen next;  - retell a familiar story;  - act out parts of a picture story;  - sing a song from memory;  - say tongue-twisters;  - Follow simple dialogues and sequence of events;  - understand likes and main themes of a story  - Write simple sentences  - Make a poster about your perfect school  - retell a story; | 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16 |

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

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

First Semester Plan

**Class/Level: 4th Grade Unit 2 :panic time!Duration : 8\ 10 -- 30\ 10Pages SB :18 to 27 AB: 14to21 NO. of Classes 20**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **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  - Project | Students' books  Activity books  White board  Flash cards  Laptop  Interactive  Worksheet  Phone  Bluetooth Speaker | **Students are expected to:**  - Talk about food;  - Recognise and understanding topic words and phrases;  - identify objects from spoken descriptions;  - understand details in conversations;  - understand simple expressions about likes and dislikes;  - Name everyday objects, animals and people;  - read words aloud;  - ask questions in guessing games;  - act out parts of a picture story;  - answer simple questions;  - express likes and giving reasons;  - order food and drink;  - say simple tongue twisters;  - give simple instructions;  - Recognis single words;  - extract factual details;  - follow simple recipes;  - scan a simple text to find information  -Write simple sentences; instructions; recipes;  - Make a poster about special foods from Jordan.  - Design an alternative symbol for the Discovery Team. | 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: 4thGrade Unit 3 : Along the riverDuration :2\ 11 -- 25\ 11Pages SB :28 to 37 AB: 22 to 29 NO. of Classes 20**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **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  - Project | Students' books  Activity books  White board  Flash cards  Laptop  Interactive  Worksheet  Phone  Bluetooth Speaker | **Students are expected to:**  -Talk about landscapes;  - Describe words; following the sequence of events;  - understand comparisons;  - recognise nouns and adjectives;  - understandsimple directions;  - follow the sequence of events in a story;  - Name everyday objects;  - read aloud single words;  - ask questions to find the answer;  - name items of clothing;  - predict what will happen next;  - act out parts of a picture story;  - make comparisons between people or things;  - talk about a place;  - give reasons to explain preferences;  - ask for directions;  - say tongue twisters;  - follow simple dialogues;  - scan a simple text to find information;  - Write simple sentences;  - use capital letters;  - Make a leaflet about a national park in Jordan.  -Think of ideas for making things with rubbish | 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20  21  22  23 |

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

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First Semester Plan

**Class/Level: 4thGrade Unit 4 :All about jobsDuration : 26 \ 11 --- 18 \ 12**

**Pages SB :38 to 48 AB: 30 to 38 NO. of Classes 20**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **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  - Project | Students' books  Activity books  White board  Flash cards  Laptop  Interactive  Worksheet  Phone  Bluetooth Speaker | **Students are expected to:**  - Talk about jobs and rules;  - Recognise words;  - identify people;  - recognise words and phrases in songs or chants;  - identify a caller’s name and phone number;  - understand information about jobs;  - identify key information in dialogues  - Read aloud single words;  - answer questions in guessing games;  - act out a picture story;  - say what people are doing;  - sing a song from memory;  - act out a short dialogue or role play;  - say simple tongue twisters;  - talk about plans for the near future;  - follow simple dialogues in illustrated stories;  - identify key information;  - understand details in dialogues;  - extract specific information;  - Write a job survey;  - Make a job book.  - Act out the story | 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19  20  21  22 |

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

……………………………………………. 1…………………………...Supervisor

**Content Analysis**

**Subject: English**

Class/ Level: 4th First semester Unit Title (W) : New neighbours Pages SB : 4 to 7

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Pronunciation | Altitudes & values | Functions | Structures | Vocabulary. terms expressions | Topic & themes |
| *………* | -**Global awareness:** Learn about other countries and cultures with curiosity  -**Politeness in communication** Use respectful language when discussing identity and nationality  -**Collaboration** | **-Describing origin or identity :**  Talking about countries and nationalities. “I am from Jordan. I am Jordanian.”  **-Describing routines or habits:**  Using simple present tense | Revision of to be and like:  I like/He likes swimming.  Where are you from?  I’m from (Jordan). I’m (Jordanian). | - Countries: Egypt, Jordan, Qatar, Spain, the United Kingdom, the United Arab Emirates  - Nationalities: British, Egyptian, Emirati, Jordanian, Qatari, Spanish  - Hobbies: canoeing, going shopping, playing basketball /football /table tennis/tennis, reading, swimming - Numbers: 1-100. | (W)  New neighbours Let’s get |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 4th First semester Unit Title (1): New school Pages SB : 8 to 17

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Pronunciation | Altitudes & values | Functions | Structures | Vocabulary. terms expressions | Topic & themes |
| /s/ /z/ /iz/ likes, makes, reads, goes, brushes, watches | **-Respect for others** Through dialogues, group work, and roleplay  **-Respect for school roles and spaces**  **-Confidence in communication**  - **Appreciation of diversity** | Making arrangements Do you want to play football tomorrow morning? | Present simple with dates and times:  We have Maths on Tuesdays at 11 o’clock.  Present simple with adverbs of frequency:  She plays tennis twice a week. | - School subjects: Arabic, Art, English, Digital Skills, Maths, PE, Science, Social Studies  -People and places in school: headteacher, school nurse, science lab  - Adverbs of frequency: always, never, often, sometimes  - Adverbial phrases: at the weekend, every day, once a week, twice a week, three times a week | (1)  New school |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 4th First semester Unit Title (2): Picnic time! Pages SB : 18 to 27

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Pronunciation | Altitudes & values | Functions | Structures | Vocabulary. terms expressions | Topic & themes |
| /i:/  key, seat, tea, feet, dirty, see, happy, family | - **Cooperation and teamwork**  - **Fairness and inclusion**  **- Confidence in speaking and presenting**  **- National pride and identity** Recognizing the Jordanian flag and nationality supports a sense of belonging and pride in one’s heritage. | Shopping for food  Can I help you? Can I have (six apples), please?  Here you are! Anything else?  No, that’s it, thanks!  That’s (five dinars), please. | There is/  There are with countable and uncountable nouns:  There’s a lot of salad and a little lemonade.  There aren’t any cupcakes. Are there any apples?  Yes, there are. /No, there aren’t. | - Food: cereal, cupcakes, fruit, noodles, olives, salad, sandwiches, vegetables Drink: coffee, lemonade, milkshake, tea  - Containers: a bag of, a bottle of, a bowl of, a box of, a can of, a cup of, a glass of, a plate of | (2)  Picnic time! |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 4th First semester Unit Title (3): Along the river Pages SB : 28 to 37

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| --- | --- | --- | --- | --- | --- |
| Pronunciation | Altitudes & values | Functions | Structures | Vocabulary. terms expressions | Topic & themes |
| */aɪ/*  *prize, bike, ride, bedtime, light, goodnight* | - **Cultural awareness**  **-** **Respect for others and diversity**  **- Awareness of surroundings**  **- Love and care for nature**  **-** **Respectful dialogue** | Asking the way Excuse me,  can you tell me the way to (the park), please?  Turn right (at the supermarket).  Turn left (at the hospital).  Go straight ahead. Go across the road. It’s on the (left). | Comparatives and superlatives: short adjectives  A mountain is higher than a hill.  This is the deepest lake in the UK.  Comparatives and superlatives: long adjectives  Swimming is more exciting than walking.  Amman is the most exciting city in the world*.* | - Landscapes: city, forest, hill, island, lake, mountain, river, town, waterfall  - Adjectives: beautiful, boring, colourful, dangerous, deep, delicious, difficult, exciting, high, interesting, wide | (3)  Along the river |

Form # QF71- 1- 49rev. a

**Content Analysis**

**Subject: English**

Class/ Level: 4th First semester Unit Title (4): All about jobs Pages 48 : 38 to 48

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Pronunciation | Altitudes & values | Functions | Structures | Vocabulary. terms expressions | Topic & themes |
| /eɪ/  snail, painting, rain, playing, hay, snake, cake | - **Respect for roles in society**  **- Responsibility and rule-following**  **-** **Respect for authority and order**  **- Confidence in expressing rules and duties** | Calling the emergency services  What service do you need?  I need an ambulance/ the police/the fire brigade, please. What’s your address/phone number?  My address is…  My phone number is …  What’s the emergency?  He’s got a broken leg. | Present continuous  He’s cooking./  They aren’t playing a game.  Are you wearing a green jacket?  must/mustn’t  You must be quiet in class. | - Jobs: bus driver, carpenter, chef, doctor, farmer, firefighter, mechanic, police officer, scientist, teacher, vet, waiter/waitress  - Rules: arrive on time, be late, be quiet in class, break the rules, drop litter, follow the rules, put litter in the bin, shout in class | (4)  All about jobs |

Form # QF71- 1- 49rev. a