

(Semester Plan No (2)

.Class / level: 3 rd grade

:Number of classes: 2

date: fromto

Previous learning: - Vertical Integration:dirty, clean, old, new, plain, fancy, hard, soft, wet, dry; I haven't got a new book. He/She hasn't

-2

Lesson Plan

Page No (16+17

Unit title: 6 Out in the forest

Lesson 1 Vocabulary and Grammar

Horizontal Integrat : Them 4: Environment/science Them

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to talk about things using adjectives	Pupil's Book Pages .16-17 flashcards from this lesson stopwatch. sheets of A4 paper, enough for each pupil fly .swatters new or old .book Resources 40 and 48	Direct instruction/ Exercises Groupwork/ Pair work Direct instruction/ Flashcards	Setting aims and criteria lesson objectives presentation Monitoring 'pupils :learning Lollipop stick technique Peer :learning pairwork	Check-list Rating - scale	<p>Starting the lesson On the board, write The Farm and tell pupils they have about minute to write as many words as they can that are related to farms. Use the .Lollipop stick technique to ask pupils to say different sentences related to farms</p> <p>Presentation Explain that in this lesson pupils will learn how to describe things.</p> <p>Practice</p> <p>Pupil's Book 1 How many boats can you see? Ask pupils to count the boats in the picture.. Place pupils in pairs. Pick up the stopwatch and explain that they have one minute to answer the questions in the box</p> <p>Listen and stick. Then listen and say. Place the flashcards on the board. Point 6.1 2 to each picture and say the word. Pupils repeat after you. Point to an item and use the Lollipop stick technique to have pupils tell you what it is</p> <p>Find the adjectives in the picture on page 16. In pairs, pupils look at the picture 3 .and describe the different objects using the new vocabulary</p> <p>Listen and chant. On the board, write I haven't got an old scooter. 6.3 & 6.2 4</p> <p>Explain that we place the adjective before the noun. And negative form to show .that we don't own something</p> <p>Point and say. 6.4 Draw pupils' attention to the Grammar box and the recorded 5 model.. Have pupils read and act out the model dialogue. Place pupils in pairs to complete the activity .micing the lesson. Play Word swat with the Unit 6 .flashcards</p>	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

.Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

..... Prepared by :

School principle

Date

Signature

..... Supervisor

Date

Signature

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

(Semester Plan No (2)

.Class / level:3rd grade

Number of classes: 1

Previous learnings

Vertical Integration:dirty, clean, old, new, plain, fancy, hard, soft, wet, dry; I haven't got a new book. He/She hasn't got a soft ball

:Horizontal Integration.

Lesson Plan

Page No (AB 14+15

Unit title :6 Out in the forest

Lesson :- Lesson 2 Activity Book

date: fromto

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	.to talk about things using adjectives	Activity Book Pages 14-15	Direct instruction/ Exercises	Independent :learning Summative questions -technique	Check-list Rating - scale	<p><i>Starting the lesson</i> <i>.Ask pupils to remember the new words from Lesson 1</i> <i>Ask them to point to something in the room that demonstrates each adjective as .they say it</i> <i>Previous Vertical Integ Specific No. Outcome</i> <i>to read s cartoon storie .1</i> <i>Practice</i> <i>Look at Pupil's Book page 16. Read and write. Pupils read and answer the 1 .questions</i> <i>.Ask them to refer back to the Pupil's Book if necessary</i> <i>.Look, match and write 2</i> <i>Pupils look at the pictures, match to the opposite adjective and write the word • using the word pool</i> <i>.Follow and circle 3</i> <i>.Pupils follow the lines and circle the correct words •</i> <i>.Look and write 4</i> <i>Pupils complete the sentences using the words in the word pool •</i> <i>Finishing the lesso</i> <i>Use the Summative questions technique to ask pupils what they liked about • today's lesson</i> </p>	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflections:
 * I feel satisfied with
 * Challenges that faced me
 * Suggestions for improvement

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(Semester Plan No (2)

.Class / level: 3rd grade

Number of classes: 2

Lesson Plan

Page No (1

Unit title: 6 Out in the forest

Lesson lesson 3 story

Previous learning: _____ Vertical Integration: adjectives and camping objects: My backpack is old. I've got a wet sweater

:Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to read simple cartoon stories	Pupil's Book Pages 18-19. sheets of A4 paper, enough for each pupil Unit 6 story cards strips of paper a bag or a box True/False response cards • Resources 63 and 71	Groupwork/ Groupwork Pair work Direct instruction/ Exercises Activity based learning/ Oral presentation Narration	Setting aims and criteria lesson objectives ;presentation Key question technique Monitoring pupils ;learning Lollipop stick ;technique True/False cards technique Peer ;learning ;pairwork groupwork	Check-list Rating - scale	<p>Starting the lesson.</p> <p>Give pupils three strips of paper each. Ask them to write a word from the new vocabulary • on each one. Pupils say the word to their partner who has to find its opposite then swap</p> <p>Presentation. Using the Key question technique, ask pupils what they enjoy about the stories in the course. Tell pupils that today's story is about a problem with a map</p> <p>Practice Pupil's Book 1 Before you read Who's got the yoyo? Ask pupils to say as many toys as they can remember. Pupils look for the yoyo in the story</p> <p>Listen and read. Have pupils read or listen to the story. Ask them what happens in it.. 6.5 2</p> <p>Play the audio again and pause at frame 5. In pairs, pupils discuss the question in the box..</p> <p>Using the True/False cards technique, to check understanding</p> <p>After you read Look at the story. Read and write 3</p> <p>Act out the story. Divide pupils into small groups. Tell them to choose their roles and 4</p> <p>practise them</p> <p>Viewing and presenting. Place pupils in small groups and have them complete the activity 5 on a sheet of A4 paper. Use the Lollipop stick technique to ask groups to present their work to the class. Make a classroom display</p> <p>Finishing the lesson. In pairs, pupils discuss their favourite scene from the story</p>	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

.....

*Challenges that faced me

.....

*Suggestions for improvement

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(Semester Plan No (2)
 .Class / level: 3rd grade
 Number of classes: 1
 : .Previous learning

Lesson Plan
 date: from to
 Page No (1
 Unit title: 6 Out in to he forest
 Lessons lesson 4 Activity book

Vertical Integration : adjectives and camping objects; My backpack is old. I've got a wet sweater Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to remember facts about simple cartoon stories	Activity Book Page 16	Groupwork/ Pair work Direct instruction/ Exercises Activity based learning/ Oral presentation Narration	-:Peer learning ;pairwork Think-pair-share technique Independent learning: Summative questions technique	Check list- Rating - scale	<p>Starting the lesson Write some of the words from the story with their vowels missing. • .Pupils complete the words with the missing vowels Practice <u>After you read</u> Remember the story. Correct the words in bold. With books closed, ask .pupils to tell you about the story. Check answers as a class <u>.Values</u> Look and tick (✓) or cross (X) Ask pupils how the people in the pictures are being resourceful.. • Extension In pairs, pupils help the girl in the first picture to be resourceful. ?What would they do <u>.Look and colour</u> .Use the Think-pair-share technique to discuss if pupils liked the story • Finishing the lesson Use the Summative questions technique to have pupils discuss what • they think about today's lesson, what they've managed to learn and where they have difficulties</p>	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

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 *Challenges that faced me

 *Suggestions for improvement

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..... Supervisor Date Signature

(Semester Plan No (2)

.Class / level: 3rd grade

Number of classes: 1

Grammar

Previous learning: _____ Vertical Integration: tent, sleeping bag, shampoo, toothpaste, sunscreen, torch; Have you got a tent? Yes, I have/No haven't. Has he/she got a tent? Yes, he/she has./No, he/she hasn't.

Lesson Plan

Page No (20

Unit title: 6 Out in the forest

Lesson : lesson 5 Vocabulary and

Horizontal Integration

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to talk about camping items	Pupil's Book Page 20 unit flashcards. sheets of A4 paper, enough for each pupil fly swatters. Resources 41, 49, 55 and 59	Direct instruction / Flashcards Direct instruction / Exercises	Setting aims and criteria: lesson objectives presentation Monitoring pupils' learning Traffic light cards ;technique	Check-list Rating scale	<p><i>Starting the lesson</i> <i>.Ask pupils to say as many adjectives as they can. Write them • Presentation</i> <i>Explain that in this lesson pupils will learn about different things • they can take with them on trips</i> <i>Practice</i> <i>Pupil's Book 1 6.6 Listen and say. Then listen and tick (✓). What's missing? Play the first part of the audio. Pupils repeat the items as they hear them. The second time they tick the objects</i> <i>Listen and sing. Ask pupils to read the song and 6.8 & 6.7 2 underline all the new vocabulary. • Play the song for pupils to sing. Explain that when they hear camping items, they clap their hands</i> <i>Look at Activity 1. Circle one thing you've got. Then ask. 6.9 3 Draw pupils' attention to the Grammar box and the recorded model. explain it on board. Use the Traffic light cards technique to check</i> <i>Finishing the lesson</i> <i>Play Word swat with the Unit 6 flashcards •</i></p>	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

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*Challenges that faced me

*Suggestions for improvement

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(Semester Plan No (2)

Lesson Plan

Page No (AB 17

.Class / level: 3rd grade

Unit title: 6 Out in the forest

Number of classes: 1

date: from to

Lesson :- Lesson 6 Activity

Book

Previous learning: _____ Vertical Integration: tent, sleeping bag, shampoo, toothpaste, sunscreen, torch; Have you got a tent? Yes, I :have/No haven't. Has he/she got a tent? Yes, he/she has./No, he/she hasn't.

Horizontal Integration

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to remember about camping items	Activity Book Page17	Direct instruction/-Exercises	Independent learning Summative questions ;technique portfolios	Check-list Rating - scale	Starting the lesson Ask individuals questions with Have you got ...? Encourage them to respond with Yes, I have. or No, I haven't Practice <u>Look, order and write 1</u> Listen and match. Tell pupils to go to the Extra practice 6.10 2 on page 21 and do the activities. See notes in Lesson 10. Then tell pupils to complete the Picture dictionary on page 45 Extra activity Fast finishers. Pupils write the questions for Activity 2 using Has he/she got ...? and different items, with answers. Place their work in their portfolios Finishing the lesson Use the Summative questions technique to ask pupils how this lesson has helped them improve their English and what ..they would like to learn next	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

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..... Prepared by : School principle Date Signature
 Supervisor Date Signature

(Semester Plan No (2)
 .Class / level: 3rd grade
 : Number of classes: _____ date: from to
 :Previous learning: Vertical Integration:revision of all taught words and grammar.

Lesson Plan

Page No (AB18

Unit title: 6 out in the forest

Lesson Lesson 7 skills

Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to play a game describing items	Pupil's Book Page 21 Activity Book Page 18. unit flashcards. sheets of A4 paper, enough for each pupil Activity 1 audioscript with names or actions	Groupwork/ Pair work Direct instruction/ Exercises Activity based learning/ game	Setting aims and criteria lesson -objectives presentation Monitoring pupils learnings Lollipop stick technique Traffic light cards technique Peer learning pairwork;; Expert envoy ;technique Two stars and a wish technique Independent :learning Summative questions technique	Check-list Rating - scale	<p>Starting the lesson. On the board, write the first three or last three letters of unit vocabulary words. Give pupils one minute to find as many words as they can and write them in their notebooks</p> <p>Presentation. Explain that in this lesson pupils will do a listening activity and then play a game with their cut-out cards</p> <p>Listen and tick (✓). Explain the activity. Use the Traffic light cards technique to check 6.11 1 pupils understand it. Play the audio twice, pausing for pupils to write their answers. Then use the Lollipop stick technique</p> <p>Cut out. Then listen and play. Place pupils in pairs and play the audio.. Ask pupils to 26.12 look at their cards and using the Lollipop stick technique, have random pupils describe a picture. Use the Expert envoy technique if needed</p> <p>Activity Book 1 Read and write</p> <p>Write, draw and share. Ask pupils to imagine they are on a camping weekend and write 2 sentences about what they are doing there with friends or family. Pupils show their work to their partners and use the Two stars and a wish technique to comment on each other's work. They read their sentences in pairs</p> <p>Finishing the lesson Give each pupil a sheet of A4 paper. Use the Summative questions technique to have the pupils think about what they learnt so far in the unit and what their favourite activities were. Ask them to make brief notes. Then have the pupils stand up and read their notes to the class. Pupils illustrate their work</p>	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

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*Challenges that faced me

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*Suggestions for improvement

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(Semester Plan No (2)

Lesson Plan

Page No (PB22/ AB 19

.Class / level: 3rd grade

Unit title: 6 Out in the forest

Number of classes: 2

date: fromto

Lesson : Lesson 8 Culture

:Previous learning: __

Vertical Integration: hole, lid, meat, vegetables, grills, fire, barrel

Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to read a simple text about ;camping food in Jordan	Pupil's Book .Page 22 Activity Book Page .19 sheets of A4 paper, enough for each pupil. pictures of popular camping	Groupwork/-Groupwork Direct instruction/ Exercises Activity based learning/ Project	- Setting aims :and criteria Key question ;technique lesson objectives presentation Monitoring 'pupils :learning Lollipop stick ;technique	Check-list	Starting the lesson Use the Key question technique have learnt so far in their Culture lessons. to have a short discussion on what pupils Presentation Explain that in this lesson pupils will learn .about a popular camping food in Jordan Practice Pupil's Book 1 Before you read What's your favourite camping food?. Show pupils pictures of different food. Ask pupils what they enjoy eating when .they go camping or would enjoy should they go Listen and read. Ask pupils to describe the 6.13 2 pictures in the text and tell you what their favourite food item is. After listening to the audio, ask pupils if .they have tried Zarb or would like to try it After you read Activity book, page 19. Pupils turn to 3 .page 19 in their Activity Books	
2	to make a recipe book of popular camping food				Rating - scale		

		food in Jordan		Stop/Go technique Peer :learning groupwork Independent :learning -Thought provoking questions technique		.Activity Book 1 Look and write After you read Read and number. Use the Stop/Go 2 technique to make sure pupils have understood the activity. Project Viewing and presenting. Ask pupils to say what words they think they will use for the project and write them on the board. Place pupils in groups and give them a sheet of A4 paper. Using the Lollipop stick technique, ask a pupil to read through the instructions.. Pupils present their work to the class. Finishing the lesson Use the Thought-provoking questions technique to ask pupils which lessons they like the best. Ask pupils what else they would like to learn in future Culture .lessons	
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(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

.....
*Challenges that faced me

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*Suggestions for improvement

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..... Prepared by : School principle Date Signature
..... Supervisor Date Signature

(Semester Plan No (2)

.Class / level: 3rd grade

Number of classes: 1

:Previous learning_

Lesson Plan

date: fromto

Vertical Integration: Whose torch is this? It's his

Page No (AB 20

Unit title: 6 Out in the forest

Lessons Lesson 9 English in action

Horizontal Integration

No	Specific Outcomes	/ Material Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to talk about who possessions belong to	Pupil's Book .Page 23 Activity Book Page 20 sheets of A4 Oral presentation Assessment presentation Monitoring ,paper enough for each pupil bags or .boxes	-Direct instruction Exercises Oral presentation	Setting aims and criteria lesson -objectives presentation Monitoring 'pupils :learning Traffic light cards ;technique Independent :learning Summative questions technique	Check-list Rating - scale	<p>Starting the lesson</p> <p>ask pupils to write on their notebooks ten words they have learnt in this unit. • Say all the new words from this unit in random order. Each time pupils hear a word on their list, they cross it off. The first person to cross off all their words calls out Bingo</p> <p>Presentation</p> <p>Explain that in this lesson pupils will learn how to talk about possessions. On the • board, write Whose backpack is that? Point to a backpack and elicit an answer</p> <p>Practice</p> <p>Pupil's Book 1 6.14 Listen and read. Ask pupils to look at the picture and tell you what they see. Play the audio once for pupils to read and listen to. Play the audio again for pupils to repeat chorally</p> <p>Act out the dialogue. Use different objects and adjectives. Using the Traffic light 2 cards technique, have pupils tell you if they are ready to proceed with the activity.</p> <p>.Explain that pupils can use straw puppets if they like</p> <p>.Activity Book 1 6.15 Listen and write</p> <p>Finishing the lesson</p> <p>Use the Summative questions technique to ask ss to tell you • what they enjoyed about today's lesson</p>	

		straw .puppets pictures of boys and pictures of girls Resource 67					
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(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

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*Challenges that faced me

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(Semester Plan No (2)

.Class / level: 3rd grade

Number of classes: 1

phonics

:Previous learning: __

Lesson Plan

Page No (PB23/AB 20

Unit title: 6 Out in the forest

Lesson lesson 10

date: fromto

Vertical Integration:

Horizontal Integration

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	to listen to and say the blends cl, sl and fl	Pupil's Book .Page 23 Activity Book Page 20 coat hanger for each pupil index cards dice. string	Groupwork / Groupwork Pair work Direct instruction -/ Exercises	Monitoring pupils' learning Peer -learning pairwork; groupwork	Check-list - Rating scale	Starting the lesson Divide the class into small groups. Play die and words. • .Details in TB page 68 Practice Pupil's Book 1 6.16 Listen and say. On the board, write cl, sl and fl. Have pupils repeat after you. Play the audio for pupils to listen and say. Write the phonic words on the board. Tell pupils you will spell a phonic word for them to say which one it is. Have pupils say the phonic sounds and .words in pairs .Listen and write cl, fl or sl 6.17 2 Listen and say the tongue twister. Ask pupils to read 3.6.18 the tongue twister and find and say words with the phonics	

		and stapler. phonics noteboo ks for each pupil			in today's lesson. In pairs, pupils say the tongue twister as fast as they can to their partner .Activity Book 1 6.19 Listen and write cl, fl or sl .Extra practice 1 Look and write. 2 Write. 3 Follow and circle Finishing the lesson Say one of the words containing cl. Pupils clap. Say one of the words containing sl. Pupils stand up. Say one of the words containing fl. Pupils put their hands up. Continue saying words with the sounds from the lesson for pupils to do the actions	
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(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

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*Challenges that faced me

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*Suggestions for improvement

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المملكة الأردنية الهاشمية
وزارة التربية والتعليم

السلام عليكم ورحمة الله وبركاته

نرحب بكم في

موقع و منتديات صقر الجنوب التعليمية
منهاج المملكة الأردنية الهاشمية

ويسعدنا ويسرقنا ان نستمر معكم في تقديم
كل ما هو جديد للمنهاج المحدث المطورة ولجميع
المستويات والمواد
ملفات نجمعها من كل مكان ونضعها لكم في مكان واحد
ليسهل تحميلها
علما ان جميع ما ننشر مجاني 100%

أخي الزائر - أخي الزائرة ان دعمكم لنا هو انعامكم لنا
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نحن نسعى دائما الى تقديم كل ما هو افضل لكم و هذا وعد منا ان شاء الله
شبعونا دائما حتى نواصل في العطاء و [نسأل](#) الله ان يوفقنا و يسدد خطانا

في حال واجهتك اي مشكلة في تحميل اي ملف
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 [صفحة اتصل بنا](#)