

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

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Day/Date							

Teacher's Name and Signature:

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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

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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

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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

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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

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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

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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

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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

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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

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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

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School Development Consultant: