

Lesson Plan

Subject: 4 grade

Unit Title: Welcome

Lesson Title: New neighbours (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Talking about hobbies, origin, and nationality. 2_ Learning numbers 1-100. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Introduce Hamed, Katy, and Millie. Ask students about their own hobbies, age, and nationality.	Listen and read the story. Match pictures with the text. Answer questions about the characters.	
2- Explanation	Explain the difference between countries and nationalities. Practice numbers from 1-100.	Practice saying numbers and answering questions about the characters' origins.	
3- Elaboration	Guide students in acting out the story.	Act out the story.	
4- Closing	Check students' understanding of the story and their ability to talk about themselves.	Answer questions and participate in role-playing.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Welcome

Lesson Title: Lesson 1 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Learning countries and nationalities. 2_ Describing yourself. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to write the correct countries and nationalities.	Write the missing countries and nationalities.	
2- Explanation	Explain the connection between countries and nationalities.	Write a sentence about their flag and nationality.	
3- Elaboration	Ask students to describe their flag and nationality to a partner.	Describe their flag and nationality to a partner.	
4- Closing	Check the correctness of the written sentences.	Compare their answers with a partner.	

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

Class/Section	4						
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: 4 grade

Unit Title: Welcome

Lesson Title:Lesson 2 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1_ Understanding hobbies. 2_ Describing likes and dislikes. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Review the hobbies of the characters from page 4. Ask students about their own hobbies.	Look at the pictures and listen. Answer questions about what Hamed likes to do.	
2- Explanatio n	Explain how to express likes and dislikes (e.g., 'I like...', 'I don't like...').	Tell a partner what they like and don't like to do.	
3- Elaboratio n	Guide students to create a list of fun activities and ask and answer questions about them.	Write a list of fun activities and ask and answer questions with a partner.	
4- Clo sin g	Check students' ability to talk about their hobbies using 'like' and 'don't like'.	Participate in the discussion and activities.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Welcome

Lesson Title: Lesson 2 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Reviewing hobbies vocabulary. 2_ Practicing talking about likes and dislikes. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to complete the crossword puzzle. Play audio for students to match dialogues to characters.	Complete a crossword puzzle. Listen and match dialogues to characters.	
2- Explanation	Explain how to use 'like' and 'don't like'.	Complete sentences about Kareem, Dana, Fadi, and Samia. Write sentences about themselves.	
3- Elaboration	Ask students to write about their own hobbies using 'like' and 'don't like'.	Write about their own hobbies.	
4- Closing	Check the correctness of the sentences.	Share their sentences with a partner.	

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Day/Date							

Teacher's Name and Signature:

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Lesson Plan

Subject: 4 grade

Unit Title: Welcome

Lesson Title: Lesson 3 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Learning numbers 1-100. 2_ Solving number riddles. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Ask students if they can find any numbers in the picture on page 4.	Look for numbers in the picture on page 4.	
Explanation 2-	Introduce numbers from 1-100. Use a chant to practice counting.	Listen, point, and repeat numbers. Listen and write the number for each item.	
3- Elaboration	Guide students to write their own number riddles and ask their partner to solve them.	Write number riddles and ask a partner to solve them.	
4- Closing	Check students' ability to recognize and write numbers.	Participate in the riddle game.	

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

Teacher's Name and Signature:

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Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 4 grade

Unit Title: Welcome

Lesson Title: Lesson 3 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Matching numbers and words. 2_ Writing missing numbers in words. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to match numbers and words.	Match numbers with words.	
Explanation 2-	Explain number sequencing.	Write the missing numbers in words.	
3- Elaboration	Ask students to create their own number sequence.	Create a number sequence.	
4- Closing	Check the correctness of the number sequences.	Participate in the number riddles game.	

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Teacher's Name and Signature:

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Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 4 grade

Unit Title: Unit 1

Lesson Title:New school (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Talking about school subjects, people, and places. 2_ Talking about the first day at a new school. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Ask students about the lessons and school words they know.	Look at the picture and listen. Answer questions about the lessons and school words.	
Explanation 2-	Introduce vocabulary for school subjects, people, and places. Guide students in a role-playing game.	Act out the dialogue with a partner.	
3- Elaboratio n	Guide students to sort words into categories and add more words they can think of.	Sort words into categories and add more words.	
4- Clo sin g	Check students' ability to identify school subjects, people, and places.	Answer questions and participate in the role-playing game.	

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Class/Section	4						
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Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 4 grade

Unit Title: Unit 1

Lesson Title: Lesson 1 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Reviewing school vocabulary. 2_ Completing a crossword puzzle. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to complete a crossword puzzle.	Complete the crossword puzzle.	
Explanation 2-	Explain the meaning of the words in the crossword.	Write the words based on the definitions.	
3- Elaboration	Ask students to write their own crossword definitions.	Write their own crossword definitions.	
4- Closing	Check the correctness of the crossword.	Share their crossword with a partner.	

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Lesson Plan

Subject: 4 grade

Unit Title: Unit 1

Lesson Title:Lesson 2 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1_ Following the sequence of events in a story. 2_ Understanding a story about the first day at a new school. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Ask students how many school words they can find in the story.	Find school words in the story.	
2- Explanation	Explain the story about Hamed's first day at a new school.	Retell the story with a partner.	
3- Elaboration	Guide students to act out the story.	Act out the story.	
4- Closing	Check students' understanding of the story through their answers to the questions.	Retell the story and act it out.	

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Class/Section	4						
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: 4 grade

Unit Title: Unit 1

Lesson Title: Lesson 2 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Understanding the sequence of events in a story. 2_ Completing a dialogue. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to look at the story and complete the sentences.	Complete the sentences with the correct words.	
Explanation 2-	Explain the sequence of events in the story.	Match the sentences to the pictures.	
3- Elaboration	Ask students to retell the story.	Retell the story.	
4- Closing	Check the correctness of the sentences.	Participate in the storytelling.	

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Class/Section	4							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

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School Development Consultant:

Lesson Plan

Subject: 4 grade

Unit Title: Unit 1

Lesson Title: Lesson 3 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Using the Present simple with dates and times.		2_ Practicing asking and answering questions about a timetable.		3_-
The Stages	Teacher Action*	Learner Action*	Time	
1- Engage ment	Review the story from Lesson 2. Ask students about Hamed's timetable.	Look at Hamed's timetable and answer the questions.		
Explanation 2-	Explain how to use the Present simple with dates and times.	Ask and answer questions about a timetable with a partner.		
3- Elaboration	Guide students to create their own timetable and ask questions about it.	Create a timetable and ask questions.		
4- Closing	Check students' ability to read a timetable and ask/answer questions.	Answer questions and practice dialogues.		

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 1

Lesson Title: Lesson 4 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1_ Using a timetable. 2_ Answering questions about a timetable. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to listen and match the pictures.	Match pictures with the correct sentences.	
Explanation 2-	Explain how to use a timetable.	Answer questions about a timetable.	
3- Elaboration	Ask students to create their own timetable.	Create a timetable.	
4- Closing	Check the correctness of the answers.	Share their timetable with a partner.	

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Class/Section	4						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

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Lesson Plan

Subject: 4 grade

Unit Title: Unit 1

Lesson Title:Lesson 5 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Using adverbs of frequency (e.g., always, never, often). 2_ Talking about habits and routines. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Introduce adverbs of frequency and adverbial phrases.	Listen, point, and repeat the adverbs of frequency and adverbial phrases.	
2- Explanation	Explain how to use adverbs of frequency and adverbial phrases.	Sing a song about a busy person. Ask and answer questions about their habits.	
3- Elaboration	Guide students to make a list of fun activities and ask/answer questions about them.	Write a list of fun activities and ask/answer questions.	
4- Closing	Check students' ability to use adverbs of frequency correctly.	Participate in the song and discussion.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 1

Lesson Title:Lesson 6 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Reviewing adverbs of frequency. 2_ Completing a diary. 3_ Writing sentences about their habits.			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Guide students to find the words in the word snake.	Find and write the adverbs.	
Explanation 2-	Explain how to use adverbs of frequency to talk about their habits.	Complete the diary with the correct words.	
3- Elaboratio n	Ask students to write sentences about themselves using the adverbs.	Write sentences about themselves.	
4- Clo sin g	Check the correctness of the sentences.	Compare their sentences with a partner.	

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Class/Section	4						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

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Lesson Plan

Subject: 4 grade

Unit Title: Unit 1

Lesson Title:Lesson 7 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Understanding a cultural text about schools in the UK. 2_ Comparing UK schools with their own schools. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Ask students how a British school is different from their school.	Read and listen to the text.	
Explanation 2-	Explain the differences between schools in the UK and Jordan.	Discuss the differences between their school and a British school.	
3- Elaboratio n	Guide students to create a poster about their 'perfect school'.	Create a poster about their 'perfect school'.	
4- Clo sin g	Check students' ability to identify and talk about differences.	Present their posters to the class.	

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Class/Section	4						
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: 4 grade

Unit Title: Unit 1

Lesson Title: Lesson 7 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Reviewing cultural vocabulary. 2_ Completing sentences about the cultural text. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to match the pictures with the correct words.	Match the pictures with the correct words.	
Explanation 2-	Explain the cultural context of the text.	Complete sentences about the cultural text.	
3- Elaboration	Ask students to compare their own schools with British schools.	Compare their schools with British schools.	
4- Closing	Check the correctness of the sentences.	Share their answers with a partner.	

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Class/Section	4						
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: 4 grade

Unit Title: Unit 1

Lesson Title:Lesson 8 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Making arrangements. 2_ Practicing the correct pronunciation of words. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Introduce the dialogue about making arrangements.	Listen and read the dialogue.	
2- Explanation	Explain the phrases used for making arrangements (e.g., 'Do you want to play...?', 'Sorry, I can't.').	Act out new dialogues using the phrases.	
3- Elaboration	Practice the correct pronunciation of words with different sounds.	Act out dialogues and practice pronunciation.	
4- Closing	Assess students' ability to make arrangements.	Participate in the dialogue and practice pronunciation.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 1

Lesson Title: Lesson 8 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Completing dialogues with correct expressions. 2_ Practicing the pronunciation of words. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Review the dialogue from the Pupil's Book.	Order the words to make sentences.	
Explanation 2-	Help students form new dialogues about making arrangements.	Act out new dialogues.	
3- Elaboration	Encourage students to practice pronunciation.	Practice pronunciation correctly.	
4- Closing	Check the correctness of the dialogues.	Act out the new dialogues.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

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Lesson Plan

Subject: 4 grade

Unit Title: Unit 1

Lesson Title:Lesson 9 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1_ Reading and understanding a diary entry. 2_ Talking about their first day at school. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Ask students about their first day at school.	Read the diary entry and answer the questions.	
2- Explanation	Explain how to use a diary to talk about personal experiences.	Discuss their first day at school.	
3- Elaboration	Guide students to write their own diary entry about their favorite lesson.	Write a diary entry about their favorite lesson.	
4- Closing	Assess students' comprehension of the diary entry.	Participate in the discussion and writing activity.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

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School Development Consultant:

Lesson Plan

Subject: 4 grade

Unit Title: Unit 1

Lesson Title: Lesson 9 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Extracting information from a diary entry. 2_ Answering questions with complete sentences. 3_ Writing about their favorite lesson.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Guide students to complete a table about Heba's first day at school.	Complete the table with the correct information.	
2- Explanation	Help students read the diary entry and answer the questions.	Answer the questions.	
3- Elaboration	Ask students to write about their favorite lesson.	Write about their favorite lesson.	
4- Closing	Check the correctness of the answers.	Share their answers with the class.	

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

Class/Section	4						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

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Lesson Plan

Subject: 4 grade

Unit Title: Unit 1

Lesson Title: Lesson 10 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Writing about their favorite lesson. 2_ Checking their work against a checklist. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to write a report about their favorite lesson.	Write a report about their favorite lesson.	
Explanation 2-	Explain the importance of using capital letters and correct spelling .	Check their work against a checklist.	
3- Elaboration	Encourage students to share their reports with the class.	Share their reports.	
4- Closing	Assess the quality of the written reports.	Participate in the discussion.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

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School Development Consultant:

Lesson Plan

Subject: 4 grade

Unit Title: Unit 1

Lesson Title: Lesson 10 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1_ Completing a dialogue. 2_ Practicing conjunctions. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to complete the dialogue.	Complete the dialogue with the correct words.	
2- Explanation	Explain how to use conjunctions to link ideas (e.g., and, or, but, so, because).	Write a report about their favorite lesson.	
3- Elaboration	Encourage students to check their work using a checklist.	Check their work against a checklist.	
4- Closing	Check the correctness of the dialogue and report.	Share their report with a partner.	

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Class/Section	4						
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: 4 grade

Unit Title: Unit 2

Lesson Title: Picnic time! (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Talking about food and drinks. 2_ Using containers (e.g., a bag of, a bottle of). 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Ask students how many food and drink words they know.	Name food and drink words they know.	
2- Explanation	Introduce vocabulary for food and drinks. Guide students to talk about food and drinks.	Talk about food and drinks.	
3- Elaboration	Guide students to find food and drink words in the picture and write them.	Find and write food and drink words.	
4- Closing	Check students' understanding of the vocabulary.	Answer the questions.	

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Class/Section	4						
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Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 4 grade

Unit Title: Unit 2

Lesson Title: Lesson 1 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Reviewing food and drink vocabulary. 2_ Using containers. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to complete the crossword puzzle.	Complete the crossword puzzle.	
Explanation 2-	Explain the meaning of the words in the crossword.	Write the words based on the definitions.	
3- Elaboration	Ask students to write their own crossword definitions.	Write their own crossword definitions.	
4- Closing	Check the correctness of the crossword.	Share their crossword with a partner.	

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Class/Section	4						
Number of absent students /Total number							
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Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 4 grade

Unit Title: Unit 2

Lesson Title:Lesson 2 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1_ Reading a story about a picnic. 2_ Understanding a story about a picnic. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Ask students about the food they see in the story.	Read the story and answer the questions.	
2- Explanation	Explain the story about a picnic.	Retell the story with a partner.	
3- Elaboration	Guide students to act out the story.	Act out the story.	
4- Closing	Check students' understanding of the story through their answers to the questions.	Retell the story and act it out.	

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Class/Section	4						
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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: 4 grade

Unit Title: Unit 2

Lesson Title:Lesson 2 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Understanding the sequence of events in a story. 2_ Completing a dialogue. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Guide students to look at the story and complete the sentences.	Complete the sentences with the correct words.	
Explanation 2-	Explain the sequence of events in the story.	Match the sentences to the pictures.	
3- Elaboratio n	Ask students to retell the story.	Retell the story.	
4- Clo sin g	Check the correctness of the sentences.	Participate in the storytelling.	

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Class/Section	4						
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Principal’s Signature:

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Lesson Plan

Subject: 4 grade

Unit Title: Unit 2

Lesson Title: Lesson 3 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Using 'There is/There are' with countable and uncountable nouns. 2_ Asking and answering questions about food. 3 _ -			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Review the story from Lesson 2. Ask students about the food in the picture.	Look at the picture and answer the questions.	
2- Explanation	Explain how to use 'There is/There are' with countable and uncountable nouns.	Ask and answer questions about food.	
3- Elaboration	Guide students to create their own food plate and ask questions about it.	Create a food plate and ask questions.	
4- Closing	Check students' ability to use 'There is/There are' correctly.	Answer questions and practice dialogues.	

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Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 4 grade

Unit Title: Unit 2

Lesson Title:Lesson 4 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Using 'There is/There are' with countable and uncountable nouns. 2_ Answering questions about food. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to listen and match the pictures.	Match pictures with the correct sentences.	
Explanation 2-	Explain how to use 'There is/There are'.	Answer questions about food.	
3- Elaboration	Ask students to create their own food plate.	Create a food plate.	
4- Closing	Check the correctness of the answers.	Share their food plate with a partner.	

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Class/Section	4						
Number of absent students /Total number							
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Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 4 grade

Unit Title: Unit 2

Lesson Title: Lesson 5 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Using 'some', 'a lot of', 'a few', 'a little'. 2_ Talking about quantities of food. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Introduce the dialogue about food quantities.	Listen and read the dialogue.	
2- Explanation	Explain how to use 'some', 'a lot of', 'a few', 'a little'.	Act out new dialogues using the phrases.	
3- Elaboration	Practice the correct pronunciation of words.	Act out dialogues and practice pronunciation.	
4- Closing	Assess students' ability to use food quantity phrases.	Participate in the dialogue and practice pronunciation.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 2

Lesson Title:Lesson 6 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Reviewing food and container vocabulary. 2_ Asking and answering questions about food. 3_ -			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Guide students to complete the words.	Complete the words.	
Explanation 2-	Explain the words related to food and containers.	Complete the questions and answers.	
3- Elaboratio n	Ask students to create their own questions and answers.	Create their own questions and answers.	
4- Clo sin g	Check the correctness of the questions and answers.	Share their questions and answers with a partner.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 2

Lesson Title:Lesson 7 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Understanding a cultural text about food. 2_ Comparing food from different countries. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Ask students about interesting food from around the world.	Read and listen to the text.	
Explanation 2-	Explain the different types of food (e.g., mansaf, sushi).	Discuss the food and compare it with food from their country.	
3- Elaboratio n	Guide students to create a poster about special foods from Jordan.	Create a poster about special foods from Jordan.	
4- Clo sin g	Check students' ability to identify and talk about food.	Present their posters to the class.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 2

Lesson Title: Lesson 7 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Matching pictures with words. 2_ Answering questions about food. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Guide students to match pictures with words.	Match the pictures with the correct words.	
Explanation 2-	Explain the cultural context of the text.	Answer the questions.	
3- Elaboratio n	Ask students to compare their own food with food from other countries.	Compare their food with food from other countries.	
4- Clo sin g	Check the correctness of the answers.	Share their answers with a partner.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 2

Lesson Title:Lesson 8 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Shopping for food. 2_ Asking and answering questions about shopping. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Introduce the dialogue about shopping.	Listen and read the dialogue.	
2- Explanatio n	Explain the phrases used for shopping (e.g., 'Can I have...?', 'Anything else?').	Act out new dialogues using the phrases.	
3- Elaboratio n	Practice the correct pronunciation of words.	Act out dialogues and practice pronunciation.	
4- Clo sin g	Assess students' ability to shop for food.	Participate in the dialogue and practice pronunciation.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 2

Lesson Title: Lesson 8 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Completing dialogues with correct expressions. 2_ Practicing the correct pronunciation of words. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Review the dialogue from the Pupil's Book.	Order the words to make sentences.	
Explanation 2-	Help students form new dialogues about shopping.	Act out new dialogues.	
3- Elaboration	Encourage students to practice pronunciation.	Practice pronunciation correctly.	
4- Closing	Check the correctness of the dialogues.	Act out the new dialogues.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 2

Lesson Title: Lesson 9 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Understanding a report about food. 2_ Writing a report about their favorite food. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Present a report about food.	Read the report and answer the questions.	
2- Explanatio n	Explain how to write a good report (e.g., using paragraphs, correct spelling).	Discuss new words in their context.	
3- Elaboratio n	Ask students to write a report about their favorite food.	Write a report about their favorite food.	
4- Clo sin g	Assess students' comprehension of the report through their answers.	Participate in the writing activity.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 2

Lesson Title:Lesson 9 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Writing a report about food. 2_ Checking their work against a checklist. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to write a report about food.	Write a report about their favorite food.	
Explanation 2-	Explain the importance of a clear and organized report.	Create a plan and write their own report.	
3- Elaboration	Encourage students to check their work using a provided checklist.	Check their report for the required elements.	
4- Clo sin g	Assess the quality of the written reports.	Share their report with a partner.	

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

Class/Section	4							
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: 4 grade

Unit Title: Unit 2

Lesson Title: Lesson 10 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1_ Understanding a recipe. 2_ Writing a recipe. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Present a recipe.	Read the recipe and answer the questions.	
2- Explanation	Explain how to write a good recipe (e.g., using a title, ingredients, instructions) .	Discuss new words in their context.	
3- Elaboration	Ask students to write a recipe for their favorite food.	Write a recipe.	
4- Closing	Assess students' comprehension of the recipe through their answers.	Participate in the writing activity.	

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

Class/Section	4						
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: 4 grade

Unit Title: Unit 2

Lesson Title: Lesson 10 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1_ Writing a recipe. 2_ Checking their work against a checklist. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to write a recipe.	Write a recipe.	
2- Explanation	Explain the importance of a clear and organized recipe.	Create a plan and write their own recipe.	
3- Elaboration	Encourage students to check their work using a provided checklist.	Check their recipe for the required elements.	
4- Closing	Assess the quality of the written recipes.	Share their recipe with a partner.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 3

Lesson Title: Along the river (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Talking about landscapes. 2_ Using comparative and superlative adjectives. 3_Using 'high', 'wide', 'deep'.			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Ask students about landscape words they know.	Name landscape words they know.	
Explanation 2-	Introduce vocabulary for landscapes and adjectives.	Match pictures with words.	
3- Elaboration	Guide students to play a guessing game.	Play the guessing game.	
4- Closing	Check students' understanding of the vocabulary.	Answer the questions.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 3

Lesson Title: Lesson 1 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Reviewing landscape vocabulary. 2_ Using adjectives to describe landscapes. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to complete the crossword puzzle.	Complete the crossword puzzle.	
2- Explanation	Explain the meaning of the words in the crossword.	Write the words based on the definitions.	
3- Elaboration	Ask students to write their own crossword definitions.	Write their own crossword definitions.	
4- Closing	Check the correctness of the crossword.	Share their crossword with a partner.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 3

Lesson Title:Lesson 2 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Reading a story about a clean-up. 2_ Understanding a story about a clean-up. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Ask students about what they see in the story.	Read the story and answer the questions.	
2- Explanation	Explain the story about a clean-up.	Retell the story with a partner.	
3- Elaboration	Guide students to act out the story.	Act out the story.	
4- Closing	Check students' understanding of the story through their answers to the questions.	Retell the story and act it out.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 3

Lesson Title:Lesson 4 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Understanding the story and extracting information. 2_ Correcting false sentences. 3_Practicing words used with the verb 'do'.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Review the story from the Pupil's Book.	Answer questions from the story.	
Explanation 2-	Explain the sequence of events in the story.	Match the sentences to the pictures.	
3- Elaboration	Ask students to retell the story.	Retell the story.	
4- Closing	Check the correctness of the sentences.	Participate in the storytelling.	

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

Class/Section	4						
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: 4 grade

Unit Title: Unit 3

Lesson Title:Lesson 5 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Using comparative and superlative adjectives correctly. 2_ Comparing places and things. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Review the rules of comparative and superlative adjectives with examples.	Read the grammar rules and match the sentences.	
2- Explanation	Guide students to use comparative adjectives (e.g., deeper than) and superlative adjectives (e.g., the deepest).	Read the short stories and complete them with the correct adjectives.	
3- Elaboration	Help students form correct questions and sentences.	Create true and false sentences for a partner to guess.	
4- Closing	Check students' understanding of the rules through their answers to the questions.	Ask and answer questions, and practice the grammar.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 3

Lesson Title: Lesson 6 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Distinguishing between comparative and superlative adjectives. 2_ Completing sentences with the correct words.			
3_ -			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to find the words in the word snake.	Find and write the adverbs.	
2- Explanation	Explain how to use comparative and superlative adjectives.	Complete the sentences.	
3- Elaboration	Ask students to write sentences about themselves using the adjectives.	Write sentences about themselves.	
4- Closing	Check the correctness of the sentences.	Compare their sentences with a partner.	

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

Class/Section	4						
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: 4 grade

Unit Title: Unit 3

Lesson Title:Lesson 7 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Understanding a cultural text about national parks. 2_ Comparing national parks. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Ask students about national parks they know.	Read and listen to the text.	
2- Explanation	Explain the different national parks mentioned (e.g., Wadi Rum, Grand Canyon, Musandam Fjords).	Discuss the national parks and compare them.	
3- Elaboration	Guide students to create a leaflet about a national park in Jordan.	Create a leaflet about a national park.	
4- Closing	Check students' ability to identify and talk about national parks.	Present their leaflets to the class.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 3

Lesson Title:Lesson 7 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Reviewing cultural vocabulary. 2_ Completing sentences about the cultural text. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to match the pictures with the correct words.	Match the pictures with the correct words.	
Explanation 2-	Explain the cultural context of the text.	Complete sentences about the cultural text.	
3- Elaboration	Ask students to compare their own country with other countries.	Compare their country with other countries.	
4- Closing	Check the correctness of the sentences.	Share their answers with a partner.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 3

Lesson Title: Lesson 8 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Asking the way politely. 2_ Practicing the correct pronunciation of words. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Introduce the dialogue about asking the way.	Listen and read the dialogue.	
2- Explanation	Explain the phrases used for asking the way (e.g., 'Excuse me, can you tell me the way to...?').	Act out new dialogues using the phrases.	
3- Elaboration	Practice the correct pronunciation of words with different sounds.	Act out dialogues and practice pronunciation.	
4- Closing	Assess students' ability to ask for directions.	Participate in the dialogue and practice pronunciation.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 3

Lesson Title: Lesson 8 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Completing dialogues with correct expressions. 2_ Practicing the pronunciation of words. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Review the dialogue from the Pupil's Book.	Order the words to make sentences.	
Explanation 2-	Help students form new dialogues about asking the way.	Act out new dialogues.	
3- Elaboration	Encourage students to practice pronunciation.	Practice pronunciation correctly.	
4- Closing	Check the correctness of the dialogues.	Act out the new dialogues.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 3

Lesson Title:Lesson 9 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Reading and understanding a story about a rescue. 2_ Talking about their own experiences. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Ask students about their own experiences with rescues.	Read the story and answer the questions.	
Explanation 2-	Explain the story about a rescue.	Discuss their own experiences with rescues.	
3- Elaboratio n	Guide students to write their own story about a rescue.	Write a story about a rescue.	
4- Clo sin g	Assess students' comprehension of the story through their answers.	Participate in the writing activity.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 3

Lesson Title:Lesson 9 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Extracting information from a story. 2_ Answering questions with complete sentences. 3_ Writing about their own experiences.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Guide students to complete the sentences.	Complete the sentences.	
2- Explanation	Help students read the story and answer the questions.	Answer the questions.	
3- Elaboration	Ask students to write about their own experiences.	Write about their own experiences.	
4- Closing	Check the correctness of the answers.	Share their answers with a partner.	

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

Class/Section	4						
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: 4 grade

Unit Title: Unit 3

Lesson Title: Lesson 10 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Describing places. 2_ Practicing the correct pronunciation of words. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Present a dialogue about places.	Listen and read the dialogue.	
Explanation 2-	Explain the phrases used to describe places.	Act out new dialogues using the phrases.	
3- Elaboratio n	Practice the pronunciation of words with different sounds.	Act out dialogues and practice pronunciation.	
4- Clo sin g	Assess students' ability to describe places.	Participate in the dialogue and practice pronunciation.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 3

Lesson Title:Lesson 10 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Completing a dialogue. 2_ Practicing pronunciation. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Guide students to complete the dialogue.	Complete the dialogue with the correct words.	
2- Explanatio n	Explain how to use adverbs to describe places.	Write about a place.	
3- Elaboratio n	Encourage students to practice pronunciation.	Practice pronunciation.	
4- Clo sin g	Check the correctness of the dialogue.	Practice the dialogue with a partner.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 3

Lesson Title:Lesson 11 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Understanding a cultural text about jobs. 2_ Writing a survey about jobs. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Ask students about jobs they know.	Read the text and answer the questions.	
Explanation 2-	Explain the different jobs mentioned (e.g., camel trainer, tea taster) .	Discuss the jobs and compare them.	
3- Elaboratio n	Guide students to create a survey about jobs.	Create a survey about jobs.	
4- Clo sin g	Assess students' comprehension of the text through their answers.	Participate in the discussion.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 3

Lesson Title:Lesson 11 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Writing a survey about jobs. 2_ Checking their work against a checklist. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to write a survey about jobs.	Write a survey about jobs.	
2- Explanation	Explain the importance of a clear and organized survey.	Create a plan and write their own survey.	
3- Elaboration	Encourage students to check their work using a provided checklist.	Check their survey for the required elements.	
4- Closing	Assess the quality of the written surveys.	Share their survey with a partner.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 3

Lesson Title: Lesson 12 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1_ Understanding a report about a visit. 2_ Writing a report about a visit. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Review a report about a visit.	Read the report and answer the questions.	
2- Explanation	Explain tips for writing a good report.	Write their own report about a visit to an interesting place.	
3- Elaboration	Encourage students to plan, write, check, and rewrite their reports.	Plan and write a report.	
4- Closing	Assess the quality of the written reports.	Participate in a discussion about how to write a report.	

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

Class/Section	4						
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: 4 grade

Unit Title: Unit 3

Lesson Title: Lesson 12 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1_ Writing a report about a visit. 2_ Checking their work against a checklist. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to write a report about a visit.	Write a report about a visit.	
2- Explanation	Explain the importance of a clear and organized report.	Create a plan and write their own report.	
3- Elaboration	Encourage students to check their work using a provided checklist.	Check their report for the required elements.	
4- Closing	Assess the quality of the written reports.	Share their report with a partner.	

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

Class/Section	4						
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: 4 grade

Unit Title: Unit 4

Lesson Title:All about jobs (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Learning job vocabulary. 2_ Asking and answering questions about jobs. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Ask students how many job words they know.	Name job words they know.	
2- Explanatio n	Introduce vocabulary for jobs.	Match pictures with words.	
3- Elaboratio n	Guide students to play a guessing game.	Play the guessing game.	
4- Clo sin g	Check students' understanding of the vocabulary.	Answer the questions.	

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

Class/Section	4						
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: 4 grade

Unit Title: Unit 4

Lesson Title:Lesson 1 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Reviewing job vocabulary. 2_ Using a spider web to sort new words. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Guide students to complete the crossword puzzle.	Complete the crossword puzzle.	
Explanation 2-	Explain the meaning of the words in the crossword.	Write the words based on the definitions.	
3- Elaboratio n	Ask students to write their own crossword definitions.	Write their own crossword definitions.	
4- Clo sin g	Check the correctness of the crossword.	Share their crossword with a partner.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 4

Lesson Title:Lesson 2 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Reading a story about jobs. 2_ Understanding a story about jobs. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Ask students about what they see in the story.	Read the story and answer the questions.	
2- Explanation	Explain the story about jobs.	Retell the story with a partner.	
3- Elaboration	Guide students to act out the story.	Act out the story.	
4- Closing	Check students' understanding of the story through their answers to the questions.	Retell the story and act it out.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 4

Lesson Title: Lesson 2 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Understanding the sequence of events in a story. 2_ Completing a dialogue. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to look at the story and complete the sentences.	Complete the sentences with the correct words.	
Explanation 2-	Explain the sequence of events in the story.	Match the sentences to the pictures.	
3- Elaboration	Ask students to retell the story.	Retell the story.	
4- Closing	Check the correctness of the sentences.	Participate in the storytelling.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 4

Lesson Title: Lesson 3 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1_ Using the Present simple and Present continuous correctly. 2_ Asking and answering questions about jobs. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Review the rules of the Present simple and Present continuous with examples.	Read the grammar rules and match the sentences.	
Explanation 2-	Guide students to use the Present simple for habits and routines, and the Present continuous for things happening now.	Read the short stories and complete them with the correct verb forms.	
3- Elaboration	Help students form correct questions and sentences.	Create true and false sentences for a partner to guess.	
4- Closing	Check students' understanding of the rules through their answers to the questions.	Ask and answer questions, and practice the grammar.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 4

Lesson Title:Lesson 4 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Distinguishing between Present simple and Present continuous. 2_ Completing sentences with the correct verb forms. 3_ -			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Play the audio recording and guide students to complete the sentences.	Complete sentences using the Present simple or Present continuous.	
2- Explanation	Help students correct mistakes in the use of tenses.	Complete sentences using the correct verb forms.	
3- Elaboration	Ask students to compare their answers with a partner.	Compare their answers with a partner.	
4- Closing	Review and correct the sentences written by the students.	Interact in pairs to practice the grammar.	

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

Class/Section	4						
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: 4 grade

Unit Title: Unit 4

Lesson Title:Lesson 5 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Using 'must/mustn't' correctly. 2_ Talking about rules. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Review rules of 'must/mustn't' through examples.	Read the grammar rules and match the sentences.	
2- Explanation	Guide students to use 'must' for rules and 'mustn't' for prohibitions.	Read the short stories and complete them with the correct words.	
3- Elaboration	Help students form correct questions and sentences.	Create true and false sentences for a partner to guess.	
4- Closing	Check students' understanding of the rules through their answers to the questions.	Ask and answer questions, and practice the grammar.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 4

Lesson Title:Lesson 6 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Reviewing rules vocabulary. 2_ Using 'must/mustn't' correctly. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Guide students to find the words in the word snake.	Find and write the words.	
Explanation 2-	Explain how to use 'must/mustn't' to talk about rules.	Complete the sentences.	
3- Elaboratio n	Ask students to write sentences about themselves using 'must/mustn't'.	Write sentences about themselves.	
4- Clo sin g	Check the correctness of the sentences.	Compare their sentences with a partner.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 4

Lesson Title:Lesson 7 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1_ Understanding a cultural text about jobs. 2_ Comparing different jobs. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Ask students about jobs they know.	Read and listen to the text.	
Explanation 2-	Explain the different jobs mentioned (e.g., camel trainer, tea taster).	Discuss the jobs and compare them.	
3- Elaboratio n	Guide students to create a leaflet about a national park in Jordan.	Create a leaflet about a national park.	
4- Clo sin g	Check students' ability to identify and talk about jobs.	Present their leaflets to the class.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 4

Lesson Title:Lesson 7 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Reviewing cultural vocabulary. 2_ Completing sentences about the cultural text. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Guide students to match the pictures with the correct words.	Match the pictures with the correct words.	
Explanation 2-	Explain the cultural context of the text.	Complete sentences about the cultural text.	
3- Elaboratio n	Ask students to compare their own country with other countries.	Compare their country with other countries.	
4- Clo sin g	Check the correctness of the sentences.	Share their answers with a partner.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 4

Lesson Title: Lesson 8 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Calling the emergency services. 2_ Practicing the correct pronunciation of words. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Introduce the dialogue about calling the emergency services.	Listen and read the dialogue.	
2- Explanation	Explain the phrases used for calling the emergency services (e.g., 'I need an ambulance, please.').	Act out new dialogues using the phrases.	
3- Elaboration	Practice the correct pronunciation of words with different sounds.	Act out dialogues and practice pronunciation.	
4- Closing	Assess students' ability to call the emergency services.	Participate in the dialogue and practice pronunciation.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 4

Lesson Title:Lesson 8 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Completing dialogues with correct expressions. 2_ Practicing the pronunciation of words. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Review the dialogue from the Pupil's Book.	Order the words to make sentences.	
Explanation 2-	Help students form new dialogues about calling the emergency services.	Act out new dialogues.	
3- Elaboratio n	Encourage students to practice pronunciation.	Practice pronunciation correctly.	
4- Clo sin g	Check the correctness of the dialogues.	Act out the new dialogues.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 4

Lesson Title:Lesson 9 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Reading and understanding a story about a rescue. 2_ Talking about their own experiences. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Ask students about their own experiences with rescues.	Read the story and answer the questions.	
2- Explanation	Explain the story about a rescue.	Discuss their own experiences with rescues.	
3- Elaboration	Guide students to write their own story about a rescue.	Write a story about a rescue.	
4- Closing	Assess students' comprehension of the story through their answers.	Participate in the writing activity.	

*Self-Reflection on Learning and Teaching:

Class/Section	4							
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: 4 grade

Unit Title: Unit 4

Lesson Title:Lesson 9 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Extracting information from a story. 2_ Answering questions with complete sentences. 3_ Writing about their own experiences.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Guide students to complete the sentences.	Complete the sentences.	
2- Explanation	Help students read the story and answer the questions.	Answer the questions.	
3- Elaboration	Ask students to write about their own experiences.	Write about their own experiences.	
4- Closing	Check the correctness of the answers.	Share their answers with a partner.	

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

Class/Section	4						
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: 4 grade

Unit Title: Unit 4

Lesson Title: Lesson 10 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1_ Describing places. 2_ Practicing the correct pronunciation of words. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Present a dialogue about places.	Listen and read the dialogue.	
2- Explanation	Explain the phrases used to describe places.	Act out new dialogues using the phrases.	
3- Elaboratio n	Practice the pronunciation of words with different sounds.	Act out dialogues and practice pronunciation.	
4- Clo sin g	Assess students' ability to describe places.	Participate in the dialogue and practice pronunciation.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Unit 4

Lesson Title:Lesson 10 (Activity Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Completing a dialogue. 2_ Practicing pronunciation. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to complete the dialogue.	Complete the dialogue with the correct words.	
2- Explanation	Explain how to use adverbs to describe places.	Write about a place.	
3- Elaboration	Encourage students to practice pronunciation.	Practice pronunciation.	
4- Closing	Check the correctness of the dialogue.	Practice the dialogue with a partner.	

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

Class/Section	4						
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: 4 grade

Unit Title: Bo's Learning Club 1

Lesson Title: Language booster 1 (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1_ Practicing talking about hobbies. 2_ Making and responding to suggestions. 3_ Making a group decision about an activity.			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Ask questions about the hobbies students know.	Name the hobbies they know.	
2- Explanation	Explain how to make and respond to suggestions (e.g., How about...?, That's a great idea!).	Practice making and responding to suggestions with a partner.	
3- Elaboration	Guide students to draw an indoor activity and write a suggestion about it.	Draw an indoor activity and write a suggestion.	
4- Closure	Check students' ability to use suggestion language.	Answer the questions.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade
 Unit Title: Bo's Learning Club 2
 Lesson Title: Language booster 2 (Pupil's Book)
 Number of Classes (4)
 Previous Learning: 3 grade

The Main Outcomes: 1_ Practicing talking about animals. 2_ Using adjectives to describe animals. 3_ Comparing animals.			
The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Ask questions about animals.	Name the animals they know.	
2- Explanation	Introduce vocabulary related to animals.	Match pictures with words.	
3- Elaboration	Guide students to play a guessing game.	Play the guessing game.	
4- Closing	Check students' understanding of the vocabulary.	Answer the questions.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Festivals

Lesson Title: World Environment Day (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Reading a text about World Environment Day. 2_ Understanding how to help the environment. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Ask students about their knowledge of World Environment Day.	Read and listen to the text.	
Explanation 2-	Explain the importance of World Environment Day.	Answer questions about the text.	
3- Elaboratio n	Guide students to write a list of their own plans to help the environment.	Write a list of their plans.	
4- Clo sin g	Check students' understanding of the text.	Share their plans with the class.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade

Unit Title: Festivals

Lesson Title:World Friendship Day (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Reading a text about World Friendship Day. 2_ Understanding the importance of friendship. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engageme nt	Ask students about their knowledge of World Friendship Day.	Read and listen to the text.	
Explanation 2-	Explain the importance of friendship.	Answer questions about the text.	
3- Elaboratio n	Guide students to make a card for a friend.	Make a card for a friend.	
4- Clo sin g	Check students' understanding of the text.	Share their cards with the class.	

*Self-Reflection on Learning and Teaching:

Class/Section	4							
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: 4 grade

Unit Title: Festivals

Lesson Title: Flag Day (Pupil's Book)

Number of Classes (4)

Previous Learning: 3 grade

The Main Outcomes: 1 _ Reading a text about Flag Day. 2_ Understanding the importance of loyalty and belonging. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Ask students about their knowledge of Flag Day.	Read and listen to the text.	
Explanation 2-	Explain the importance of Flag Day.	Answer questions about the text.	
3- Elaboration	Guide students to plan a celebration for a special day.	Plan a celebration for a special day.	
4- Closing	Check students' understanding of the text.	Share their plans with the class.	

*Self-Reflection on Learning and Teaching:

Class/Section	4							
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: 4 grade
 Unit Title: Bo's Learning Club 1
 Lesson Title: Language booster 1 (Activity Book)
 Number of Classes (4)
 Previous Learning: 3 grade

The Main Outcomes: 1 _ Reviewing food and drink vocabulary. 2_ Using prepositions of place (e.g., on, above, below). 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Guide students to match pictures with words.	Match the pictures with the correct words.	
Explanation 2-	Explain prepositions of place.	Answer questions about the picture.	
3- Elaboration	Guide students to practice pronunciation.	Practice pronunciation.	
4- Closing	Check students' understanding of the words.	Share their answers with a partner.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: 4 grade
 Unit Title: Bo's Learning Club 2
 Lesson Title: Language booster 2 (Activity Book)
 Number of Classes (4)
 Previous Learning: 3 grade

The Main Outcomes: 1_ Reviewing animal vocabulary. 2_ Using adjectives and verbs to describe animals. 3_-			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Guide students to match pictures with words.	Match the pictures with the correct words.	
Explanation 2-	Explain how to use adjectives and verbs to describe animals.	Answer questions about the animals.	
3- Elaboratio n	Guide students to practice pronunciation.	Practice pronunciation.	
4- Clo sin g	Check students' understanding of the words.	Share their answers with a partner.	

*Self-Reflection on Learning and Teaching:

Class/Section	4						
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: