

## Lesson Plan

**Class / Level:** 6<sup>th</sup> Grade

**Subject:** English Language

**Number of Classes:**

**Unit Title:** *Meet the WOW! Team*

**Lesson Title:** *Lesson 1 (PB Ps. 4–5-AB. P2)*

**Previous Learning:** Students have basic communicative skills, including introducing themselves (What’s your name?, How old are you?), and a foundational vocabulary for discussing interests and hobbies.

The Main Outcomes:	<ul style="list-style-type: none"> <li>-Describe physical appearance and use personality adjectives</li> <li>-Understand the main idea of a simple audio text.</li> <li>-Introduced to new topic-related vocabulary from the WOW! magazine comments</li> </ul>		
	<ul style="list-style-type: none"> <li>- Scan and find specific information in short texts.</li> <li>- Ask and answer personal questions and share their ideas and opinions on familiar topics.</li> </ul>		
The Stages	Teacher Action	Learner Action	Time
1- Engagement	<ul style="list-style-type: none"> <li>Warm -up</li> <li>-Welcome pupils and initiate a discussion about the importance of learning English and their expectations.</li> <li>-Write questions (What’s your name?, How old are you?, etc.) on the board.</li> <li>-Organize pairs and instruct them to ask and answer the questions.</li> </ul>	<ul style="list-style-type: none"> <li>-Participate in the welcoming discussion.</li> <li>-Ask and answer personal questions with a partner.</li> </ul>	
2- Explanation	<ul style="list-style-type: none"> <li>-Explain that in this lesson, pupils will meet the new characters in the Pupil’s Book.</li> <li>-Prompt pupils by asking if they read magazines and what they are about to set the context.</li> <li>- Direct pupils to the Activity Book and ask them to name the children in the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the lesson’s aim.</li> <li>-Respond to questions about magazines.</li> <li>- Name the children in the pictures in the Activity Book.</li> </ul>	
3- Elaboration	<ul style="list-style-type: none"> <li>-Play the audio (W1) and instruct pupils to read and circle the best description.</li> <li>-Put pupils in pairs and direct them to create a word cloud of their favorite English words.</li> <li>-Facilitate turn-taking using the Lollipop stick technique to elicit answers for the matching activity.</li> <li>- Extend the activity by making True/False statements using the response cards.</li> <li>-Challenge pairs to write a paragraph about themselves.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen and read, then circle the best description.</li> <li>-Collaborate with a partner to make a word cloud and present it to the class.</li> <li>-Match pictures to comments.</li> <li>-Respond to True/False statements.</li> <li>-Read texts in groups and explain unknown words.</li> <li>-Write and read a paragraph about themselves.</li> <li>-Share their ideas for the magazine.</li> </ul>	
4- Closing	<ul style="list-style-type: none"> <li>-Direct pupils to the Activity Book exercises to practice the new vocabulary.</li> <li>-Monitor individual work and pair checks.</li> <li>-Check answers as a class.</li> <li>-End the lesson by asking pupils what they think the new unit will be about.</li> <li>-Organize groups for a reflective activity using the "Three facts and a fib" technique to discuss the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>-Complete the Activity Book exercises individually and in pairs.</li> <li>-Check answers.</li> <li>-Discuss what they think the unit will be about.</li> <li>-Collaborate in groups to discuss the lesson using "Three facts and a fib."</li> </ul>	

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

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Teacher’s Name and Signature:

Supervisor’s Signature:

Principal’s Signature:

School Development Consultant:

## Lesson Plan

**Class / Level:** 6<sup>th</sup> Grade  
**Subject:** English Language

**Number of Classes:** 2

**Unit Title:** *Meet the WOW! Team*

**Lesson Title:** *Lesson 2 ( PB. Ps 6–7 AB.P 3)Team Talk*

**Previous Learning:** Students have been introduced to personality adjectives and their meanings and they are able to read and understand short descriptive sentences.

The Main Outcomes:	<ul style="list-style-type: none"> <li>- Use personality adjective to describe people.</li> <li>-Read descriptions and match them to the correct adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe themselves and others using positive language.</li> <li>-Write short descriptions of people</li> </ul>	
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm-up -Activate prior knowledge by saying, "I always say 'please' and 'thank you'. What am I?". -Elicit the answer "polite." - Prompt pupils to read the profiles from the previous lesson to recall the new vocabulary. -Guide a discussion where pupils note down adjectives to describe themselves.	-Answer the teacher's riddle. -Read the profiles from the "About Us" page. -Note down adjectives to describe their own personality.	
<b>2- Explanation</b>	-Reinforce the meaning of the adjectives by writing all the target personality adjectives on the board. -Ask pupils to volunteer to define each word to ensure comprehension before they begin the practice activities. -Support the activity by directing pupils to the Pupil's Book to read the descriptions and match them to the adjectives.	-Define the adjectives in their own words. -Read the descriptions and use the adjectives to complete the sentences.	
<b>3- Elaboration</b>	-Instruct pupils to work in pairs on Pupil's Book Exercise 3, reading and writing descriptions. -Monitor their work and check answers as a class. - Direct pupils to Pupil's Book Exercise 4 and have them discuss their own adjectives with a partner. -Emphasize the importance of friendly and supportive language before the guessing game. -Organize a group guessing game in Pupil's Book Exercise 5. -Use the Lollipop stick technique to have pupils describe a classmate for the class to guess. -Direct pupils to the Activity Book to complete a series of vocabulary exercises (Exercises 1-4). - Monitor and facilitate peer-checking and class-wide answer checks.	-Read and write descriptions in pairs. Make and exchange sentences about themselves. -Share their personal adjectives with a partner. -Play a guessing game in groups and guess the described person. -Complete the Activity Book exercises individually. -Compare answers with a partner.	
<b>4- Closing</b>	-Organize small groups for a collaborative profile-making activity. -Provide each group with a large sheet of paper and instruct them to create a profile for each member of their group. -Facilitate the creation of a classroom display to celebrate their work. -Use the Summative questions technique to have pupils write sentences about what they learned today.	-Collaborate in groups to create profiles for classmates. -Contribute to the classroom display. -Write sentences about what they learned.	

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## Lesson Plan

**Class/Level:** 6<sup>th</sup> Grade

**Subject:** English Language

**Number of Classes:**

**Unit Title:** *I-Free-time fun*

**Lesson Title:** *I Vocabulary ( P.B. Ps 8–9 - A.B P 4)*

**Previous Learning:** Students have a basic understanding of what "free time" is and can talk about their activities in general terms.

The Main Outcomes:	-Identify and use vocabulary for sports and hobbies.                      -Read short texts and find specific information. -Express opinions on familiar topics and play a descriptive guessing game.                      -Write sentences about their likes and dislikes.		
The Stages	Teacher Action	Learner Action	Time
1- Engagement	Warm-up -Activate prior knowledge by writing "Free-time fun" on the board. -Use the "Thought-provoking questions" technique to facilitate a class discussion on how much free time pupils have and what they enjoy doing.	-Participate in the class discussion.	
2- Explanation	-Explain that in this lesson, pupils will learn about sports and hobbies. -Direct pupils to the unit objectives and have them read them. -Prompt pupils to name as many sports and hobbies as they can from the pictures on page 8. -Elicit answers using the Lollipop stick technique. -Instruct pupils to stand and mime the words as they are read from the word box. -Explain safety precautions for certain sports.	-Read the unit objectives. -Name the sports and hobbies they see. -Listen, read, and mime the new vocabulary.	
3- Elaboration	-Organize pairs to discuss the WOW! Question for two minutes. Facilitate a class discussion on their ideas. -Promote critical thinking with a class discussion about active vs. passive free time. -Instruct pupils to work individually to match the words in the book. -Check answers with the Lollipop stick technique. -Play the audio for them to listen, check, and repeat. -Support learning by having pairs unscramble vocabulary words on slips of paper. -Challenge fast finishers to write sentences about their favorite activities. -Direct pupils to the Activity Book to complete a series of vocabulary and writing exercises.	-Discuss the WOW! Question in pairs and share their ideas with the class. -Participate in the critical thinking discussion. -Match words to pictures. Listen, check, and repeat. -Unscramble words. -Write sentences about their hobbies. -Complete the Activity Book exercises.	
4- Closing	-Organize a pair guessing game. -Model the game by describing a sport for a pupil to guess. -Use the Lollipop stick technique to have pupils describe a sport for the whole class to guess. -Use the Summative questions technique to ask pupils what they have enjoyed about the lesson.	-Play a guessing game in pairs. -Guess the sport described by a classmate. -Answer summative questions to reflect on their learning.	

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## Lesson Plan

**Class/Level:** 6<sup>th</sup> Grade

**Subject:** English Language

**Number of Classes:**

**Unit Title:** *1-Free-time fun*

**Lesson Title:** *2-Team Talk ( P.B. P10 - A.B P 5)*

**Previous Learning:** Students have learned vocabulary for various sports and hobbies (archery, scooting, snowboarding, etc.) from the previous lesson.

The Main Outcomes:	<ul style="list-style-type: none"> <li>-Interpret a dialogue about sports and hobbies</li> <li>-Act out a short dialogue and use new expressions (I don't believe it!, Really?, You're so funny!).</li> <li>-Listen to a dialogue and find specific information.</li> <li>-Read and understand a dialogue to find specific information.</li> <li>-Write sentences based on a dialogue.</li> </ul>		
The Stages	Teacher Action	Learner Action	Time
1- Engagement	<ul style="list-style-type: none"> <li>Warm-up</li> <li>-Activate prior knowledge by placing pupils in small groups to play a game of charades, miming sports and hobbies.</li> <li>- Ensure all group members have a turn to participate.</li> </ul>	<ul style="list-style-type: none"> <li>-Play a game of charades, miming and guessing the new vocabulary.</li> </ul>	
2- Explanation	<ul style="list-style-type: none"> <li>-Explain that in this lesson, pupils will read a dialogue and learn new expressions.</li> <li>-Write I don't believe it!, Really?, and You're so funny! on the board. Ask pupils when they have used these expressions.</li> <li>-Prompt pupils by asking how many sports they do.</li> <li>- Play the audio for Pupil's Book Exercise 1 and have pupils read along.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the lesson's aim.</li> <li>-Discuss when they use the expressions on the board.</li> <li>-Read along with the audio.</li> </ul>	
3- Elaboration	<ul style="list-style-type: none"> <li>-Instruct pupils to work in pairs to read the dialogue again and answer the questions.</li> <li>-Check comprehension using the Happy/Sad face technique.</li> <li>- Encourage pairs to act out the dialogue.</li> <li>-Support fluency by repeating the audio with pauses.</li> <li>-Challenge pupils to write a mini-dialogue.</li> <li>-Organize groups to rewrite the dialogue with new sports.</li> <li>-Direct pupils to the Activity Book to complete the exercises, including listening and checking their answers.</li> </ul>	<ul style="list-style-type: none"> <li>-Read the dialogue and answer the questions.</li> <li>-Respond to Happy/Sad face statements. Act out the dialogue.</li> <li>-Write a mini-dialogue.</li> <li>-Rewrite the dialogue in groups and act it out.</li> <li>-Complete the Activity Book exercises.</li> </ul>	
4- Closing	<ul style="list-style-type: none"> <li>-Organize a collaborative activity where groups rewrite the dialogue using different sports and hobbies.</li> <li>-Facilitate the acting out of the new dialogues.</li> <li>-Use the Summative questions technique to gauge pupils' understanding and discuss their learning experience.</li> </ul>	<ul style="list-style-type: none"> <li>-Rewrite the dialogue in groups.</li> <li>-Act out their new dialogues for the class.</li> <li>-Discuss what they learned and where they had difficulties.</li> </ul>	

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## Lesson Plan

**Class/Level:** 6<sup>th</sup> Grade

**Subject:** English Language

**Unit Title:** *1-Free-time fun*

**Lesson Title:** *3-Grammar ( P.B. P11 )*

**Number of Classes:**

**Previous Learning:** Students have learned vocabulary for sports and hobbies and have read a dialogue containing examples of the target grammar tenses.

The Main Outcomes:	-Learn and use the Present simple and Present continuous.      - Identify and apply the difference between the Present Simple and Present Continuous tenses. -Scan a text to find specific examples of grammar rules.      --Listen to descriptions and identify people. -Write sentences about themselves using both tenses.		
The Stages	Teacher Action	Learner Action	Time
<b>1- Engagement</b>	Warm-up -Activate prior knowledge by using the Lollipop stick technique to have pupils say a sport for you to mime. - Intentionally make mistakes for pupils to correct.	-Say a sport. -Watch the teacher's mime and correct any mistakes they see.	
<b>2- Explanation</b>	-Explain that in this lesson, pupils will learn the difference between the Present Simple and Present Continuous. -Write example sentences on the board and elicit how they are different. -Direct pupils to read the grammar table and rules to confirm their understanding.	-Listen to the explanation. -Identify the difference between the sentences. - Read the grammar table and rules and circle the correct options.	
<b>3- Elaboration</b>	-Instruct pupils to work in pairs to look back at the dialogue from Lesson 2. -Direct them to find examples of both tenses in the dialogue. -Instruct pupils to work individually to write three questions in their notebooks. -Organize pairs to ask and answer their questions. - Play the audio (1.6) with pauses for pupils to write the names. -Instruct pupils to create true and false sentences using both tenses and have their partner guess which are false.	-Work in pairs to identify True/False statements and explain their reasoning. -Find examples of both tenses in the dialogue. -Write three questions and ask and answer them with a partner. Listen and write names. -Answer questions from the audio. -Write true and false sentences and say them to a partner.	
<b>4- Closing</b>	-Consolidate learning by asking pupils to write six sentences about themselves using both tenses. -Have them read their sentences to the class as a final assessment of their understanding.	-Write six sentences about themselves using the two tenses. -Read their sentences to the class.	

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**Class/Level:** 6<sup>th</sup> Grade

**Subject:** English Language

**Unit Title:** *1-Free-time fun*

**Lesson Title:** *4-Grammar (A.B. P 6 )*

**Number of Classes:**

**Previous Learning:** Students have been introduced to the rules and usage of the Present Simple and Present Continuous tenses. They have also read a dialogue containing examples of both.

<b>The Main Outcomes:</b>	-Practise the Present simple and Present continuous		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm-up -Activate prior knowledge by playing a game of "Backs to the board" using the sports vocabulary.	-Play the game, guessing the sports vocabulary.	
<b>2- Explanation</b>	-Recap the rules of the Present Simple and Present Continuous by asking pupils when to use each tense. -Direct pupils to read the grammar table and rules to confirm their understanding. -Monitor to ensure they circle the correct options.	-State the rules for using the two tenses. -Read the grammar table and rules and circle the correct options.	
<b>3- Elaboration</b>	-Instruct pupils to work in pairs to look back at the dialogue from Lesson 2 and identify True/False statements. -Play the audio (1.6) with pauses for pupils to write names. - Direct pupils to the Activity Book to listen and complete the sentences (Activity 1, AB). -Facilitate the completion of Activities 2, 3, and 4 in the Activity Book, encouraging individual and paired work. -Instruct pupils to write questions individually in AB Activity 4. -Organize pairs to ask and answer their questions in AB Activity 5.	-Identify True/False statements and provide reasons. Find examples of both tenses in the dialogue. -Listen and write names. - Listen and complete sentences. -Underline mistakes, complete sentences, and make questions. -Ask and answer questions with a partner.	
<b>4- Closing</b>	-Use the Summative questions technique to ask pupils when to use the Present Simple and Present Continuous.] - Facilitate a final reflective discussion to gauge their understanding.	-Articulate the rules for the Present Simple and Present Continuous.	

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