

Lesson Plan

Subject: 6 grade
... grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 1 (Activity Book)

Number of Classes ()

Previous Learning:

The Main Outcomes: 1 _By the end of this lesson, students will be able to categorize sports using the verbs play, go, and do correctly. 2 _Students will be able to use the new vocabulary in simple, correct sentences. 3_ Students will be able to read and understand short messages about hobbies.			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage	The teacher will start by reviewing the vocabulary from the Pupil's Book. The teacher will then introduce the grammatical rule for using play, go, and do with sports. The teacher prepares a visual aid, like a simple chart on the board, to show the three categories and give examples for each. The teacher will also read the examples from the Activity Book (page 4) to guide students.	Students will be prepared to listen to the new grammar rule. They will be encouraged to mentally categorize the sports they learned in the previous lesson as the teacher explains the rule. They will also be ready to practice by completing the exercises in the Activity Book.	
2- Explanation	The teacher will explain the three categories for sports: play for team games with balls, go for activities ending in -ing, and do for individual sports and martial arts. The teacher will use the table provided in the Activity Book (page 4) to demonstrate this rule. The teacher will guide students through the exercises on pages 4 and 5, where they match verbs to sports and complete sentences.	Students will actively participate by listening to the grammar explanation and completing the exercises. They will fill in the table in the Activity Book (page 4), matching the correct verb to each sport. They will also complete the short messages on page 5, which reinforces the vocabulary and grammar concepts in a contextual setting.	
3- Elaboration	The teacher will challenge advanced students to write five original sentences about their hobbies, using all three verbs (play, go, and do) correctly. They will also be asked to present their sentences to the class.	
4- Closing	Advanced students will be encouraged to apply their understanding by writing their own sentences. This activity requires them to not only recall the rules but also to use them creatively and independently. Presenting their work to the class also builds their confidence and public speaking skills.	The teacher will confirm learning by reviewing the answers to the exercises in the Activity Book with the entire class. The teacher will ask students to provide additional examples of sports that fit into each of the three categories. This allows for an immediate assessment of their grasp of the rule.	

*Self-Reflection on Learning and Teaching:

Class/Section	6						
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: 6 grade
grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 2 (Pupil's Book)

Number of Classes ()

Previous Learning: ...

The Main Outcomes: 1 _By the end of this lesson, students will be able to understand a short dialogue about free-time activities. 2 _Students will be able to answer specific questions based on the dialogue. 3_ Students will be able to practice expressive language and dialogue by acting out short conversations.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will begin by asking students about their favorite sports and how often they do them, linking back to the previous lesson. The teacher will introduce the characters Arlo and Faisal from the "WOW! Team Talk" section on page 10, asking students to predict what they might be talking about. The teacher will prepare a list of key phrases and expressions from the dialogue, such as "I don't believe it!", "Really?", and "You're so funny!".	Students will be ready to discuss their favorite sports from the previous lesson. They will look at the pictures of Arlo and Faisal and try to guess what their conversation is about. They will also listen attentively to the dialogue, focusing on the key phrases and expressions used.	
2- Explanation	The teacher will play the audio for the "WOW! Team Talk" dialogue on page 10, guiding students to follow along in their books. After the first listening, the teacher will read the dialogue aloud with expressive tones. The teacher will then work with students to answer the comprehension questions provided on the page, ensuring they can locate the specific information in the text.	Students will listen to the dialogue and follow along in their books. They will then read the dialogue with a partner, taking turns playing the roles of Arlo and Faisal. They will work together to answer the questions about the dialogue, using complete sentences to demonstrate their understanding.	
3- Elaboration	The teacher will challenge students to work in pairs and create a new dialogue using the expressions from the "Say it!" box on page 10. Students can create a dialogue about any topic they like, not just sports. This requires them to apply the phrases in a new context, showing a deeper understanding of their meaning and usage.	Students will work together to write and practice a new dialogue. This task encourages creativity and promotes a practical application of the lesson's language. They will then act out their dialogues for the class, building their confidence in speaking English.	
4- Closing	The teacher will confirm learning by having pairs of students act out the dialogue. The teacher will pay attention to their pronunciation and use of the key expressions. The teacher will also ask comprehension questions about the dialogue to ensure students have grasped the main ideas and can recall specific details.	Students will demonstrate their understanding by confidently acting out the dialogue, paying attention to intonation and expression. They will be able to answer questions about the dialogue, showing they can recall specific information from the text. This practical application reinforces their listening and speaking skills.	

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Lesson Plan

Subject: 6 grade
... grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 2 (Activity Book)

Number of Classes ()

Previous Learning:

The Main Outcomes: 1 _By the end of this lesson, students will be able to answer specific questions based on the dialogue from the Pupil's Book. 2
Students will be able to use the dialogue's expressions in new contexts. 3 Students will be able to make lists of their own sports and hobbies and share them with the class.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by asking students to recall the dialogue between Arlo and Faisal from the Pupil's Book. The teacher will review the key expressions and phrases from the dialogue, such as "I don't believe it!" and "You're so funny!". The teacher will prepare to guide students through the exercises on page 5.	Students will be ready to recall the previous lesson's dialogue. They will be prepared to use the dialogue expressions to create new short conversations with their partner. They will also be ready to make a list of their own sports and hobbies to share with the class.	
2- Explanation	The teacher will instruct students to reread the dialogue from the Pupil's Book and answer the questions on page 5 of the Activity Book. The teacher will then guide students through Activity 3, where they complete dialogues using the expressions found in the original conversation. The teacher will finally have students work in pairs to act out the new dialogues they created in the previous lesson.	Students will read the dialogue from the Pupil's Book again to find the answers to the questions in the Activity Book. They will complete the dialogues in Activity 3 by filling in the blanks with the correct expressions. They will then practice acting out the new dialogues they created in the previous lesson, using the correct expressions and intonation.	
3- Elaboration	The teacher will challenge students to find and list all the verbs and nouns related to sports and hobbies in the dialogue and in the previous lesson. They will then be asked to write their own sentences using these words. This task reinforces vocabulary acquisition and encourages students to think about how words function in different grammatical contexts.	Students will practice their writing skills by creating a list of verbs and nouns from the dialogue and then writing original sentences. This activity helps them consolidate their knowledge of the vocabulary and apply it in a structured way.	
4- Closing	The teacher will check students' answers to the questions and dialogue completion exercises. The teacher will also ask students to present the list of sports and hobbies they created in pairs. This allows for an immediate assessment of their vocabulary recall and their ability to express themselves clearly.	Students will demonstrate their understanding by providing correct answers and explanations for the exercises. They will confidently share their list of sports and hobbies with the class, showing they can recall and use the vocabulary correctly. This activity helps students feel proud of their work and reinforces their learning.	

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Lesson Plan

Subject: 6 grade
grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 3 (Pupil's Book)

Number of Classes ()

Previous Learning: ...

The Main Outcomes: 1 _By the end of this lesson, students will be able to differentiate between the Present Simple and Present Continuous tenses. 2 _Students will be able to use both tenses to describe habits and actions happening at the moment. 3_ Students will be able to ask and answer questions using the Present Simple and Present Continuous tenses.			
The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by reviewing the play/go/do rule from the previous lesson. The teacher will then introduce the grammar topic by asking a question that requires both tenses, for example: "What do you usually do in the evenings?" and "What are you doing right now?". The teacher will prepare a table on the board to illustrate the differences between the two tenses, as shown on page 11.	Students will be prepared to answer questions about their daily routines and what they are currently doing. They will listen to the teacher's explanation and examples of the two tenses, trying to understand the difference in their usage. They will also be ready to practice by completing the exercises and engaging in dialogues with their partners.	
2- Explanation	The teacher will explain the rules for using the Present Simple (for habits and routines) and the Present Continuous (for actions happening now). The teacher will use the grammar tables on page 11 as a visual aid. The teacher will then guide students through the exercises, having them read the rules and circle the correct options. The teacher will also have students find examples of both tenses in the dialogue from Lesson 2, as described in Activity 3.	Students will actively participate by reading the rules and identifying the correct tense to use. They will then work in pairs to find examples of the Present Simple and Present Continuous tenses in the dialogue from Lesson 2, which helps them see the grammar in context. They will also work together to answer the questions in the textbook.	
3- Elaboration	The teacher will challenge students to write true and false sentences about themselves and their classmates using both the Present Simple and Present Continuous tenses. For example: "I play tennis every Saturday.". The teacher will have students challenge their partners to guess which sentences are false.	Students will work in pairs to create their true and false sentences. This activity requires them to apply the grammatical rules accurately and creatively. It also encourages critical thinking and active listening as they try to guess which of their partner's sentences are false.	
4- Closing	The teacher will confirm learning by having students ask and answer the questions they created in Activity 4. The teacher will listen to ensure they are using the correct tense for each question and answer. The teacher will also ask students to verbally describe what a student in a picture is doing, requiring them to use the Present Continuous tense.	Students will demonstrate their understanding by correctly forming and answering questions using the two tenses. This practical application allows the teacher to assess their grasp of the grammar in a dynamic, spoken context. They will also be able to accurately identify the tense used in different sentences, showing mastery of the lesson's key grammatical concepts.	

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Lesson Plan

Subject: 6 grade
grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 4 (Pupil's Book)

Number of Classes ()

Previous Learning: ...

The Main Outcomes: 1 _By the end of this lesson, students will be able to read and comprehend a short story. 2 _Students will be able to identify the main events and sequence them correctly. 3_ Students will be able to discuss their preferences for indoor vs. outdoor activities.			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage nt	The teacher will begin by asking students about their favorite story genres, such as mystery, fantasy, or adventure. The teacher will then introduce the idea of a "cartoon story," as described in the Pupil's Book (page 12). The teacher will prepare a list of key vocabulary from the story, such as "athletics", "puzzle", and "board game".	Students will be prepared to discuss different story types and their characteristics. They will look at the pictures in the story and try to predict what might happen. They will also listen attentively to the story, focusing on the sequence of events and the characters' feelings.	
2- Explanation	The teacher will play the audio for the "WOW! Book Club" story "A rainy day" on page 12. After the first listen, the teacher will read the story aloud, guiding students to follow the sequence of events. The teacher will then have students answer the comprehension questions in Activity 1 and discuss the questions in Activity 4.	Students will listen to the story and follow along. They will then work in pairs to answer the comprehension questions. After that, they will participate in a group discussion about their preferences for indoor vs. outdoor activities and how the characters' feelings changed throughout the story.	
3- Elaboration	The teacher will challenge students to work in groups and act out the story. They will assign roles to each student (Reem, Mum, Nawal, Randa, and Ali). Students will be encouraged to use expressive tones and gestures to bring the story to life. This task requires them to understand the characters' emotions and motivations.	Students will work in groups to rehearse and perform the story. This activity promotes teamwork, creative expression, and public speaking skills. They will need to pay close attention to the dialogue and character interactions to make their performance engaging and accurate.	
4- Closing	The teacher will confirm learning by having the groups act out the story. The teacher will observe their performances to ensure they have understood the sequence of events and the characters' emotions. The teacher can also ask the class to vote on which group had the best performance.	Students will demonstrate their understanding by performing the story accurately. They will be able to recall the key events and dialogues, and their performance will show a clear understanding of the plot and characters. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

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Lesson Plan

Subject: 6 grade
... grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 4 (Activity Book)

Number of Classes ()

Previous Learning:

The Main Outcomes: 1 _By the end of this lesson, students will be able to read and comprehend a short story and answer questions about it. 2 _Students will be able to identify who says specific sentences in the story. 3_ Students will be able to sequence the main events of the story in the correct order.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will begin by asking students to recall the story "A rainy day" from the Pupil's Book. The teacher will then direct students to the Activity Book (page 7) to work on the exercises. The teacher will prepare to guide students through an activity where they identify who says certain sentences and another where they order the events of the story.	Students will be prepared to recall the story from the previous lesson. They will be ready to identify characters based on their lines and sequence the events of the story. They will also be ready to discuss their answers with a partner.	
2- Explanation	The teacher will guide students through Activity 1, where they identify who says which sentences in the story. The teacher will then move to Activity 2, a sequencing task where students number the events of the story from 1 to 6. The teacher will finally guide students through Activity 3, a true or false exercise where they must justify their answers.	Students will actively participate by completing the exercises in the Activity Book. They will read the story again to find the answers to the questions and justify their true or false answers. They will also work with a partner to discuss the answers, which reinforces their comprehension and critical thinking skills.	
3- Elaboration	The teacher will challenge students to write a new ending for the story. The ending can be happy, sad, or funny, but it must make sense with the plot. This encourages students to think creatively and apply their understanding of the characters and their motivations.	Students will apply their creative writing skills to invent a new ending for the story. This task promotes creative and critical thinking, as they must build on the existing narrative. They can then share their endings with the class to practice public speaking and build confidence.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask students to read their justifications for the true or false answers. This allows for an immediate assessment of their comprehension and their ability to express themselves clearly and logically.	Students will demonstrate their understanding by providing correct answers and explanations for their choices. This shows that they have not only comprehended the content but have also developed their critical thinking and communication skills.	

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Lesson Plan

Subject: 6 grade
grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 5 (Pupil's Book)

Number of Classes ()

Previous Learning: ...

The Main Outcomes: 1 _By the end of this lesson, students will be able to recognize and use state verbs. 2 _Students will be able to read and comprehend a short story about hobbies. 3_ Students will be able to suggest new hobbies to a partner using the learned verbs.			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage	The teacher will start the lesson by asking students to recall the story from Lesson 4, focusing on the different hobbies mentioned. The teacher will then introduce the concept of "state verbs" by providing examples of how we express feelings and thoughts (e.g., "I like playing sports," "I prefer drawing pictures"). The teacher will prepare a list of state verbs from the lesson, such as	like, enjoy, prefer, hate, and love.	
2- Explanation	Students will be ready to discuss the hobbies mentioned in the previous story. They will listen to the teacher's explanation of state verbs and be prepared to use them to express their own feelings and preferences. They will also be ready to engage in a dialogue with a partner, suggesting new hobbies.	The teacher will explain that state verbs describe feelings, thoughts, and opinions, and are not typically used in the continuous tense. The teacher will use the grammar table on page 13 as a visual aid. The teacher will then have students read the story from Lesson 4 again, this time looking for examples of state verbs and the hobbies mentioned. The teacher will then guide students through the conversation in Activity 6.	
3- Elaboration	Students will actively participate by reading the story and identifying the state verbs and hobbies mentioned. They will then work with a partner to answer the questions in Activity 3, which helps them apply the grammar rule in context. They will also practice suggesting new hobbies to their partners, using the sentence structures provided in the lesson.	The teacher will challenge students to write a short paragraph about themselves using all five state verbs (like, enjoy, prefer, hate, love) to describe their hobbies. For example: "I like hiking, but I don't enjoy swimming. I prefer cycling, but I hate running. I love playing football."	
4- Closing	Students will be encouraged to write a descriptive paragraph about their hobbies, applying the state verbs in a detailed way. This activity promotes creative writing and reinforces their understanding of the vocabulary and grammar rules.	The teacher will confirm learning by having students role-play the conversation from Activity 6. The teacher will listen to ensure they are using the state verbs correctly to express their preferences and suggest new hobbies. The teacher will also ask students to verbally define a state verb in their own words.	

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Class/Section	6							
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School Development Consultant:

Lesson Plan

Subject: 6 grade
... grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 5 (Activity Book)

Number of Classes ()

Previous Learning:

The Main Outcomes: 1 _By the end of this lesson, students will be able to match hobbies to their corresponding pictures. 2 _Students will be able to apply state verbs to express their own preferences and feelings. 3_ Students will be able to suggest a new hobby to a partner based on their preferences.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by reviewing state verbs and the hobbies they learned in the previous lesson. The teacher will then introduce the exercises in the Activity Book (pages 7-8), explaining that these will help them practice the rules they just learned. The teacher will have a list of hobbies and state verbs ready to use for a quick review game.	Students will be ready to apply the grammar rules they learned in the previous lesson. They will be prepared to match pictures to hobbies and write their own sentences using state verbs. They will also be ready to play a guessing game with a partner to practice their speaking and listening skills.	
2- Explanation	The teacher will guide students through the exercises on page 7. The teacher will instruct students to look at the pictures and match them to the correct hobbies. The teacher will then guide students through Activity 6, where they use state verbs to talk about how they think and feel.	Students will actively participate by listening to the teacher's instructions and completing the exercises. They will work individually to match the pictures to the hobbies and then with a partner to discuss their preferences. They will then practice suggesting a new hobby to their partner, using the provided sentence structures.	
3- Elaboration	The teacher will challenge students to write a short paragraph about a friend's hobbies, using state verbs to describe their preferences. The students will be asked to read their paragraphs to their partners to check for accuracy. This task requires them to apply the grammar rules in a creative way while also practicing their writing skills.	Students will be encouraged to write a descriptive paragraph about a friend, applying state verbs in a meaningful context. This task promotes creative writing and helps them see how the state verbs work together to describe a person's preferences.	
4- Closing	The teacher will confirm learning by having students role-play the conversation from Activity 6. The teacher will listen to ensure they are using the state verbs correctly to express their preferences and suggest new hobbies. The teacher can also ask students to verbally define a state verb in their own words.	Students will demonstrate their understanding by correctly using state verbs in their conversations and by accurately defining the term. They will confidently express their preferences and suggest new hobbies, showing they have mastered the lesson's key grammatical and vocabulary concepts.	

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Lesson Plan

Subject: 6 grade
grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 6 (Pupil's Book)

Number of Classes ()

Previous Learning: ...

The Main Outcomes: 1 _By the end of this lesson, students will be able to read and understand a factual text about sports and hobbies around the world.
2 _Students will be able to compare free-time activities in different countries with their own. 3_ Students will be able to present their research findings to the class.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by asking students about popular free-time activities in their own country. The teacher will introduce the topic of "Sports and hobbies around the world," found on page 14 of the Pupil's Book. The teacher will prepare a list of new vocabulary from the text, such as	snorkelling, calligraphy, and cross-country skiing.	
2- Explanation	Students will be prepared to discuss popular activities in their country. They will look at the pictures in the text and try to predict what the reading will be about. They will also listen attentively to the text, focusing on the different activities and their locations.	The teacher will play the audio for the "WOW! Culture" text on page 14, guiding students to follow along in their books. After the first listening, the teacher will read the text aloud, highlighting the new vocabulary. The teacher will then guide students through the discussion in Activity 4. The teacher will also introduce the project: creating a class library of mini-books about free-time activities.	
3- Elaboration	Students will listen to the text and follow along. They will then read the text with a partner, taking turns reading about each activity. They will work together to compare the activities in the text with their own free-time activities, finding similarities and differences. They will also begin planning their mini-book project, deciding on a topic and who will research what.	The teacher will challenge students to choose another country and research its popular free-time activities. They will be asked to create a short, simple paragraph describing one of these activities, including where people do it, when they do it, and what they have to do. This task encourages them to use their research and writing skills.	
4- Closing	Students will work in pairs or groups to research a new country. This activity promotes teamwork, research skills, and creative writing. They will need to find reliable sources of information and synthesize it into a coherent paragraph.	The teacher will confirm learning by having students share their comparisons of the activities in the text with their own. The teacher will ask a few students to present their findings to the class, which allows for an immediate assessment of their comprehension and speaking skills. The teacher will also check in on their project planning to ensure they are on the right track.	

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Lesson Plan

Subject: 6 grade
grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 7 (Pupil's Book)

Number of Classes ()

Previous Learning: ...

The Main Outcomes: 1 _By the end of this lesson, students will be able to read and understand a dialogue about making suggestions for hobbies. 2 _Students will be able to use phrases for making and responding to suggestions. 3_ Students will be able to create and act out their own dialogues using these phrases.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by asking students about a time they wanted a new hobby but didn't know what to do. The teacher will then introduce the dialogue in the "English in action" section on page 15, which is about making and responding to suggestions. The teacher will prepare a list of key phrases from the "Say it!" box, such as "Why don't you...?", "You could...", and "That's a good idea".	Students will be ready to discuss their experiences with choosing hobbies. They will listen to the dialogue between Ali and Malek, paying close attention to how they make and respond to suggestions. They will also be ready to practice these phrases in pairs.	
2-Explanation	The teacher will play the audio for the dialogue on page 15, guiding students to follow along in their books. After the first listen, the teacher will read the dialogue aloud with expressive tones. The teacher will then direct students to the "Say it!" box and explain the function of each phrase. The teacher will have students work in pairs to create and act out their own dialogues using these phrases, as instructed in Activity 3.	Students will listen to the dialogue and follow along. They will then work with a partner to find and write the suggestions that use language from the "Say it!" box. After that, they will create their own dialogues and act them out for the class.	
3-Elaboration	The teacher will challenge advanced students to create a "chain dialogue" where each student makes a suggestion and the next student responds to it, then makes a new suggestion to the next person. This requires them to use the phrases in a more spontaneous and extended context.	Students will work together to create a chain dialogue. This activity promotes quick thinking, active listening, and spontaneous speech. They will need to pay close attention to each other's suggestions to respond appropriately.	
4-Closing	The teacher will confirm learning by observing the students' dialogues. The teacher will listen to ensure they are using the phrases for making and responding to suggestions correctly. The teacher can also ask students to name a few of the suggestions they heard in their classmates' dialogues.	Students will demonstrate their understanding by confidently creating and performing their own dialogues. They will be able to accurately use the phrases for making and responding to suggestions, showing they have mastered the lesson's key communicative functions.	

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Lesson Plan

Subject: 6 grade
... grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 7 (Activity Book)

Number of Classes ()

Previous Learning:

The Main Outcomes: 1 _By the end of this lesson, students will be able to complete a dialogue about making suggestions for hobbies. 2 _Students will be able to create their own suggestions based on a given prompt. 3_ Students will be able to practice and apply the correct pronunciation and stress for key words in a sentence.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by reviewing the phrases for making and responding to suggestions from the Pupil's Book. The teacher will then introduce the exercises in the Activity Book (page 10), explaining that these will help them practice the rules they just learned. The teacher will prepare a list of suggestions to use as a warm-up.	Students will be ready to apply the grammar rules they learned in the previous lesson. They will be prepared to complete dialogues and create their own suggestions based on a given prompt. They will also be ready to practice pronunciation with a partner.	
2-Explanation	The teacher will guide students through the exercises on page 10. The teacher will instruct students to read and complete the dialogues using the phrases from the "Say it!" box. The teacher will then guide students through Activity 2, where they write their own suggestions based on a given prompt. Finally, the teacher will guide students through the pronunciation activity, where they listen and underline the stress words in the sentences.	Students will actively participate by listening to the teacher's instructions and completing the exercises. They will work individually to complete the dialogues and then with a partner to create their own suggestions. They will then practice pronunciation with a partner, paying attention to the stress words in the sentences.	
3-Elaboration	The teacher will challenge students to write a short paragraph (3-4 sentences) about a friend who wants a new hobby. The paragraph must include at least two suggestions and one response. The students will be asked to read their paragraphs to their partners to check for accuracy.	Students will be encouraged to write a descriptive paragraph about a friend, applying the phrases for making and responding to suggestions in a meaningful context. This task promotes creative writing and helps them see how the phrases work together to create a conversation.	
4-Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask students to read their completed dialogues and their own suggestions. The teacher will also ask students to read the sentences from the pronunciation activity, paying attention to their stress.	Students will demonstrate their understanding by providing correct answers and their own suggestions. They will confidently read the sentences from the pronunciation activity, showing they have mastered the lesson's key grammatical and pronunciation concepts.	

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Lesson Plan

Subject: 6 grade
grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 8 (Pupil's Book)

Number of Classes ()

Previous Learning: ...

The Main Outcomes: 1 _By the end of this lesson, students will be able to read and understand a factual text about sports and hobbies around the world.
2 _Students will be able to compare free-time activities in different countries with their own. 3_ Students will be able to present their research findings to the class.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by asking students about popular free-time activities in their own country. The teacher will introduce the topic of "Sports and hobbies around the world," found on page 14 of the Pupil's Book. The teacher will prepare a list of new vocabulary from the text, such as	snorkelling, calligraphy, and cross-country skiing.	
2- Explanation	Students will be prepared to discuss popular activities in their country. They will look at the pictures in the text and try to predict what the reading will be about. They will also listen attentively to the text, focusing on the different activities and their locations.	The teacher will play the audio for the "WOW! Culture" text on page 14, guiding students to follow along in their books. After the first listening, the teacher will read the text aloud, highlighting the new vocabulary. The teacher will then guide students through the discussion in Activity 4. The teacher will also introduce the project: creating a class library of mini-books about free-time activities.	
3- Elaboration	Students will listen to the text and follow along. They will then read the text with a partner, taking turns reading about each activity. They will work together to compare the activities in the text with their own free-time activities, finding similarities and differences. They will also begin planning their mini-book project, deciding on a topic and who will research what.	The teacher will challenge students to choose another country and research its popular free-time activities. They will be asked to create a short, simple paragraph describing one of these activities, including where people do it, when they do it, and what they have to do. This task encourages them to use their research and writing skills.	
4- Closing	Students will work in pairs or groups to research a new country. This activity promotes teamwork, research skills, and creative writing. They will need to find reliable sources of information and synthesize it into a coherent paragraph.	The teacher will confirm learning by having students share their comparisons of the activities in the text with their own. The teacher will ask a few students to present their findings to the class, which allows for an immediate assessment of their comprehension and speaking skills. The teacher will also check in on their project planning to ensure they are on the right track.	

*Self-Reflection on Learning and Teaching:

Class/Section	6						
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: 6 grade
... grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 8 (Activity Book)

Number of Classes ()

Previous Learning:

The Main Outcomes: 1 _By the end of this lesson, students will be able to read and understand a factual text about sports and hobbies around the world. 2 _Students will be able to answer specific questions based on the text. 3_ Students will be able to present their research findings to the class.			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage nt	The teacher will start the lesson by asking students to recall the text about sports and hobbies around the world from the Pupil's Book. The teacher will then direct students to the Activity Book (page 9) to work on the exercises. The teacher will prepare to guide students through an exercise where they complete sentences and another where they answer comprehension questions.	Students will be prepared to recall the text from the previous lesson. They will be ready to complete sentences and answer comprehension questions based on the text. They will also be ready to discuss their answers with a partner.	
2- Explanation	The teacher will guide students through Activity 1, where they complete sentences based on the text in the Pupil's Book. The teacher will then move to Activity 2, where students answer comprehension questions in complete sentences. Finally, the teacher will guide students through the "Project" section, where they plan a mini-book about popular free-time activities in their country.	Students will actively participate by completing the exercises in the Activity Book. They will read the text again to find the answers to the questions and complete the sentences. They will also work with a partner to plan their mini-book project, deciding on a topic and who will research what.	
3- Elaboration	The teacher will challenge students to choose another country and research its popular free-time activities. They will be asked to create a short, simple paragraph describing one of these activities, including where people do it, when they do it, and what they have to do. This task encourages them to use their research and writing skills.	Students will work in pairs or groups to research a new country. This activity promotes teamwork, research skills, and creative writing. They will need to find reliable sources of information and synthesize it into a coherent paragraph.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask students to present their research findings to the class, which allows for an immediate assessment of their comprehension and speaking skills. The teacher will also check in on their project planning to ensure they are on the right track.	Students will demonstrate their understanding by providing correct answers to the exercises. They will confidently share their research findings and their project plans, showing they have mastered the lesson's key concepts. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

*Self-Reflection on Learning and Teaching:

Class/Section	6						
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: 6 grade
grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 9 (Pupil's Book)

Number of Classes ()

Previous Learning: ...

The Main Outcomes: 1 _By the end of this lesson, students will be able to read and understand a dialogue about making suggestions for hobbies. 2 _Students will be able to use phrases for making and responding to suggestions. 3_ Students will be able to create and act out their own dialogues using these phrases.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by asking students about a time they wanted a new hobby but didn't know what to do. The teacher will then introduce the dialogue in the "English in action" section on page 15, which is about making and responding to suggestions. The teacher will prepare a list of key phrases from the "Say it!" box, such as "Why don't you...?", "You could...", and "That's a good idea".	Students will be ready to discuss their experiences with choosing hobbies. They will listen to the dialogue between Ali and Malek, paying close attention to how they make and respond to suggestions. They will also be ready to practice these phrases in pairs.	
2- Explanation	The teacher will play the audio for the dialogue on page 15, guiding students to follow along in their books. After the first listen, the teacher will read the dialogue aloud with expressive tones. The teacher will then direct students to the "Say it!" box and explain the function of each phrase. The teacher will have students work in pairs to create and act out their own dialogues using these phrases, as instructed in Activity 3.	Students will listen to the dialogue and follow along. They will then work with a partner to find and write the suggestions that use language from the "Say it!" box. After that, they will create their own dialogues and act them out for the class.	
3- Elaboration	The teacher will challenge advanced students to create a "chain dialogue" where each student makes a suggestion and the next student responds to it, then makes a new suggestion to the next person. This requires them to use the phrases in a more spontaneous and extended context.	Students will work together to create a chain dialogue. This activity promotes quick thinking, active listening, and spontaneous speech. They will need to pay close attention to each other's suggestions to respond appropriately.	
4- Closing	The teacher will confirm learning by observing the students' dialogues. The teacher will listen to ensure they are using the phrases for making and responding to suggestions correctly. The teacher can also ask students to name a few of the suggestions they heard in their classmates' dialogues.	Students will demonstrate their understanding by confidently creating and performing their own dialogues. They will be able to accurately use the phrases for making and responding to suggestions, showing they have mastered the lesson's key communicative functions.	

*Self-Reflection on Learning and Teaching:

Class/Section	6						
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: 6 grade
... grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 9 (Activity Book)

Number of Classes ()

Previous Learning:

The Main Outcomes: 1 _By the end of this lesson, students will be able to complete a dialogue about making suggestions for hobbies. 2 _Students will be able to create their own suggestions based on a given prompt. 3_ Students will be able to practice and apply the correct pronunciation and stress for key words in a sentence.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by reviewing the phrases for making and responding to suggestions from the Pupil's Book. The teacher will then introduce the exercises in the Activity Book (page 10), explaining that these will help them practice the rules they just learned. The teacher will prepare a list of suggestions to use as a warm-up.	Students will be ready to apply the grammar rules they learned in the previous lesson. They will be prepared to complete dialogues and create their own suggestions based on a given prompt. They will also be ready to practice pronunciation with a partner.	
2- Explanation	The teacher will guide students through the exercises on page 10. The teacher will instruct students to read and complete the dialogues using the phrases from the "Say it!" box. The teacher will then guide students through Activity 2, where they write their own suggestions based on a given prompt. Finally, the teacher will guide students through the pronunciation activity, where they listen and underline the stress words in the sentences.	Students will actively participate by listening to the teacher's instructions and completing the exercises. They will work individually to complete the dialogues and then with a partner to create their own suggestions. They will then practice pronunciation with a partner, paying attention to the stress words in the sentences.	
3- Elaboration	The teacher will challenge students to write a short paragraph (3-4 sentences) about a friend who wants a new hobby. The paragraph must include at least two suggestions and one response. The students will be asked to read their paragraphs to their partners to check for accuracy.	Students will be encouraged to write a descriptive paragraph about a friend, applying the phrases for making and responding to suggestions in a meaningful context. This task promotes creative writing and helps them see how the phrases work together to create a conversation.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask students to read their completed dialogues and their own suggestions. The teacher will also ask students to read the sentences from the pronunciation activity, paying attention to their stress.	Students will demonstrate their understanding by providing correct answers and their own suggestions. They will confidently read the sentences from the pronunciation activity, showing they have mastered the lesson's key grammatical and pronunciation concepts.	

*Self-Reflection on Learning and Teaching:

Class/Section	6						
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: 6 grade
... grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 10 (Pupil's Book)

Number of Classes ()

Previous Learning:

The Main Outcomes: 1 _By the end of this lesson, students will be able to read and understand a factual text about a hobby. 2 _Students will be able to answer specific questions based on the interview. 3_ Students will be able to act out short activities from the interview.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage nt	The teacher will start the lesson by asking students about their favorite hobbies and if they have ever been interviewed about one. The teacher will then introduce the "Literacy: interviews" section on page 16 of the Pupil's Book, which features an interview with a keen cyclist, Harry Wilson. The teacher will prepare a list of key vocabulary from the interview, such as	freedom, heat, eco-lodge, and route.	
2- Explanation	Students will be ready to discuss interviews and hobbies. They will look at the pictures and the title of the interview to predict what it will be about. They will also listen attentively to the interview, focusing on the questions and answers.	The teacher will play the audio for the interview on page 16, guiding students to follow along in their books. After the first listening, the teacher will read the interview aloud, highlighting the new vocabulary. The teacher will then have students answer the comprehension questions in Activity 3 and discuss the questions in Activity 4.	
3- Elaboration	Students will listen to the interview and follow along. They will then read the interview with a partner, taking turns reading the roles of the interviewer and Harry. They will work together to answer the comprehension questions. After that, they will act out some of the activities mentioned in the interview, such as "Are you sleeping?".	The teacher will challenge students to work in pairs and write a short, fictional interview about their own favorite hobby. They will use the interview with Harry Wilson as a model, including a mix of different question words and follow-up questions.	
4- Closing	Students will collaborate in pairs to write a short interview. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of an interview. They will need to pay close attention to the questions and answers to make their interview engaging and realistic.	The teacher will confirm learning by having students act out some of the activities from the interview, as described in Activity 4. The teacher will also ask comprehension questions about the interview to ensure students have grasped the main ideas and can recall specific details.	

*Self-Reflection on Learning and Teaching:

Class/Section	6							
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: 6 grade
... grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 10 (Activity Book)

Number of Classes ()

Previous Learning:

The Main Outcomes: 1 _By the end of this lesson, students will be able to read and understand a factual text about a hobby. 2 _Students will be able to answer specific questions based on the interview. 3_ Students will be able to act out short activities from the interview.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage nt	The teacher will start the lesson by asking students about their favorite hobbies and if they have ever been interviewed about one. The teacher will then introduce the "Literacy: interviews" section on page 16 of the Pupil's Book, which features an interview with a keen cyclist, Harry Wilson. The teacher will prepare a list of key vocabulary from the interview, such as	freedom, heat, eco-lodge, and route.	
2- Explanation	Students will be ready to discuss interviews and hobbies. They will look at the pictures and the title of the interview to predict what it will be about. They will also listen attentively to the interview, focusing on the questions and answers.	The teacher will play the audio for the interview on page 16, guiding students to follow along in their books. After the first listening, the teacher will read the interview aloud, highlighting the new vocabulary. The teacher will then have students answer the comprehension questions in Activity 3 and discuss the questions in Activity 4.	
3- Elaboration	Students will listen to the interview and follow along. They will then read the interview with a partner, taking turns reading the roles of the interviewer and Harry. They will work together to answer the comprehension questions. After that, they will act out some of the activities mentioned in the interview, such as "Are you sleeping?".	The teacher will challenge students to work in pairs and write a short, fictional interview about their own favorite hobby. They will use the interview with Harry Wilson as a model, including a mix of different question words and follow-up questions.	
4- Closing	Students will collaborate in pairs to write a short interview. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of an interview. They will need to pay close attention to the questions and answers to make their interview engaging and realistic.	The teacher will confirm learning by having students act out some of the activities from the interview, as described in Activity 4. The teacher will also ask comprehension questions about the interview to ensure students have grasped the main ideas and can recall specific details.	

*Self-Reflection on Learning and Teaching:

Class/Section	6							
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: 6 grade
... grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 11 (Pupil's Book)

Number of Classes ()

Previous Learning:

The Main Outcomes: 1 _By the end of this lesson, students will be able to read and understand an interview about a hobby. 2 _Students will be able to write an interview with a partner about a sport or hobby. 3_ Students will be able to ask and answer questions about a hobby using a variety of question words.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by asking students about their favorite hobbies and if they have ever been interviewed about one. The teacher will then introduce the "Literacy: interviews" section on page 17 of the Pupil's Book, which features an interview with Tareq about making models. The teacher will prepare a list of key vocabulary from the interview, such as model, wood, focus, and biggest.	Students will be ready to discuss interviews and hobbies. They will look at the pictures and the title of the interview to predict what it will be about. They will also listen attentively to the interview, focusing on the questions and answers.	
2-Explanation	The teacher will guide students through the interview with Tareq, having them fill in the missing questions from the provided list. The teacher will then draw attention to the "How to write... a good interview" box, explaining the importance of using a variety of question words and asking about interesting information. The teacher will have students work in pairs to plan and write their own interview about a sport or hobby, as described in Activity 3.	Students will actively participate by reading the interview with Tareq and filling in the missing questions. They will then work with a partner to discuss the tips for writing a good interview. After that, they will plan and write their own interview about a sport or hobby, using the provided tips.	
3- Elaboration	The teacher will challenge students to choose a classmate who has a unique hobby and interview them about it. They will use the questions they planned in class to conduct a real interview. This requires them to apply their skills in a genuine, communicative context.	Students will work in pairs to conduct a real interview with a classmate. This activity promotes communication skills, active listening, and a deeper understanding of the interview process. They will need to pay close attention to their partner's answers to ask follow-up questions.	
4- Closing	The teacher will confirm learning by having students read their planned interviews to the class. The teacher will listen to ensure they have used a variety of question words and have asked questions that will elicit interesting information. The teacher will also ask students to verbally describe a good interview in their own words.	Students will demonstrate their understanding by reading their interviews and explaining the choices they made. They will be able to describe what makes a good interview and why, showing they have mastered the lesson's key concepts. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

*Self-Reflection on Learning and Teaching:

Class/Section	6						
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: 6 grade
... grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 11 (Activity Book)

Number of Classes ()

Previous Learning:

The Main Outcomes: 1 _By the end of this lesson, students will be able to read and understand an interview about a hobby. 2 _Students will be able to write an interview with a partner about a sport or hobby. 3_ Students will be able to ask and answer questions about a hobby using a variety of question words.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by asking students about their favorite hobbies and if they have ever been interviewed about one. The teacher will then introduce the "Literacy: interviews" section on page 17 of the Pupil's Book, which features an interview with Tareq about making models. The teacher will prepare a list of key vocabulary from the interview, such as model, wood, focus, and biggest.	Students will be ready to discuss interviews and hobbies. They will look at the pictures and the title of the interview to predict what it will be about. They will also listen attentively to the interview, focusing on the questions and answers.	
2-Explanation	The teacher will guide students through the interview with Tareq, having them fill in the missing questions from the provided list. The teacher will then draw attention to the "How to write... a good interview" box, explaining the importance of using a variety of question words and asking about interesting information. The teacher will have students work in pairs to plan and write their own interview about a sport or hobby, as described in Activity 3.	Students will actively participate by reading the interview with Tareq and filling in the missing questions. They will then work with a partner to discuss the tips for writing a good interview. After that, they will plan and write their own interview about a sport or hobby, using the provided tips.	
3- Elaboration	The teacher will challenge students to choose a classmate who has a unique hobby and interview them about it. They will use the questions they planned in class to conduct a real interview. This requires them to apply their skills in a genuine, communicative context.	Students will work in pairs to conduct a real interview with a classmate. This activity promotes communication skills, active listening, and a deeper understanding of the interview process. They will need to pay close attention to their partner's answers to ask follow-up questions.	
4- Closing	The teacher will confirm learning by having students read their planned interviews to the class. The teacher will listen to ensure they have used a variety of question words and have asked questions that will elicit interesting information. The teacher will also ask students to verbally describe a good interview in their own words.	Students will demonstrate their understanding by reading their interviews and explaining the choices they made. They will be able to describe what makes a good interview and why, showing they have mastered the lesson's key concepts. This practical application reinforces their comprehension of the narrative and boosts their confidence in speaking English.	

*Self-Reflection on Learning and Teaching:

Class/Section	6						
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: 6 grade
... grade

Unit Title: 1Free-time fun

Lesson Title: Lesson 12 (Activity Book)

Number of Classes ()

Previous Learning:

The Main Outcomes: 1 _By the end of this lesson, students will be able to rewrite sentences using contractions correctly. 2 _Students will be able to plan and write a set of questions for an interview about a sport or hobby. 3_ Students will be able to use a checklist to self-assess their writing for correctness and content.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by reviewing the interview with Harry Wilson from the Pupil's Book (page 16) and the tips for a good interview from the Activity Book (page 11). The teacher will briefly remind students about contractions and how they are formed. The teacher will also have a checklist ready to guide students in self-assessing their work.	Students will be prepared to apply the writing skills they have learned. They will be ready to practice forming contractions and to plan their own interview questions. They will also be ready to work with a partner to check their work.	
2- Explanation	The teacher will guide students through the exercises on page 14 of the Activity Book. The teacher will explain the importance of using contractions and will guide students through Activity 1, where they rewrite sentences using contractions. The teacher will then guide students through Activity 2, where they plan their own interview questions using the provided tips. Finally, the teacher will instruct students to use the checklist on page 15 to check their work for correctness and content.	Students will actively participate by listening to the teacher's instructions and completing the exercises. They will work individually to rewrite the sentences using contractions. They will then work with a partner to plan their own interview questions. After that, they will use the checklist on page 15 to check their work for correctness and content.	
3- Elaboration	The teacher will challenge advanced students to conduct a live interview with a classmate and record it. They will then transcribe the interview and present it to the class. This requires them to apply their skills in a genuine, communicative context.	Students will work in pairs to conduct a live interview and record it. This activity promotes communication skills, active listening, and a deeper understanding of the interview process. They will need to pay close attention to their partner's answers to ask follow-up questions.	
4- Closing	The teacher will confirm learning by reviewing the students' work using the checklist on page 15. The teacher will ask students to read their planned interview questions to the class. The teacher will also ask students to verbally describe a good interview in their own words.	Students will demonstrate their understanding by providing correct answers to the exercises. They will confidently read their planned interview questions, showing they have mastered the lesson's key writing and planning concepts. They will also be able to explain what makes a good interview and why, showing they have a deeper understanding of the concepts.	

*Self-Reflection on Learning and Teaching:

Class/Section	6						
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:

المملكة الاردنية الهاشمية
وزارة التربية والتعليم



السلام عليكم ورحمة الله وبركاته

نرحب بكم في

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[منهاج المملكة الأردنية الهاشمية](#)

ويسعدنا ويشرفنا ان نستمر معكم في تقديم

كل ما هو جديد للمنهاج المحدث المطورة ولجميع

المستويات والمواد

ملفات نجمها من كل مكان ونضعها لكم في مكان واحد

ليسهل تحميلها

علما ان جميع ما ننشر مجاني 100%

أخي الزائر - أختي الزائرة ان دعمكم لنا هو انمامكم لنا

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جميع ملفاتنا نرفعها على مركز تحميل خاص في [صقر الجنوب](#)

نحن نسعى دائما الى تقديم كل ما هو أفضل لكم و هذا وعد منا ان شاء الله
شجعونا دائما حتى نواصل في العطاء و [نسال](#) الله ان يوفقنا و يسدد خطانا

في حال واجهتك اي مشكلة في تحميل اي ملف

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