

Lesson Plan

Subject: 6 grade
grade

Unit Title: 2Technology

Lesson Title: Lesson 1 (Pupil's Book)

Number of Classes ()

Previous Learning: ...

The Main Outcomes: 1 _By the end of this lesson, students will be able to identify and name different technology devices. 2 _Students will be able to read and understand a short blog post about technology. 3_ Students will be able to answer questions about their own use of technology.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by directing students to the "Welcome" page for Unit 2 in the Pupil's Book (page 18). The teacher will then ask the "WOW! Question": "How can technology help us at home and at school?". The teacher encourages a brief class discussion to activate prior knowledge and connect students' personal experiences with the new unit's topic. The teacher also prepares to present the vocabulary list of technology devices.	Students will be prepared to engage in a short brainstorming session in response to the "WOW! Question". They will be encouraged to think about their own use of technology and be ready to share their ideas with the class and with a partner, connecting their personal experiences to the new topic.	
2-Explanation	The teacher will use the pictures in the Pupil's Book (page 19) to introduce the vocabulary. The teacher will guide students to match the words to the pictures and then repeat the words to practice pronunciation. The teacher can use the audio provided with the digital resources to ensure correct pronunciation. The teacher will then guide students through the blog post on page 19, reading it aloud and asking comprehension questions.	Students will listen and match the vocabulary words to the pictures. They will then participate in repetition exercises to improve their pronunciation. Next, students will read the blog post and answer the questions about the devices and their uses. They will also answer the "WOW! Question" in a brief discussion with the class or in pairs.	
3- Elaboration	The teacher will challenge advanced students to create their own "WOW! Question" for the class related to technology. They can write a short paragraph explaining why their question is important and then present it to the class. This activity encourages creative application of the vocabulary and promotes critical thinking.	Advanced students will collaborate in pairs to create a new "WOW! Question" and a short paragraph to go with it. This task encourages creativity, deepens their understanding of the vocabulary, and develops their writing and public speaking skills.	
4- Closing	The teacher will confirm learning by having students answer the questions in the Pupil's Book (page 19) about the characteristics of different devices. The teacher will also ask students to name three new technology devices they learned. This is a quick assessment of their understanding.	Students will demonstrate their understanding by answering the questions in the Pupil's Book with a partner and then sharing their answers with the class. They will also practice their speaking skills by discussing their favorite devices and their uses, which serves as a personal check on their ability to apply the lesson's key concepts. They can then share and compare their ideas with a partner to further reinforce the learning.	

*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

Unit Title: 2Technology

Lesson Title: Lesson 1 (Activity Book)

Number of Classes ()

Previous Learning: ...

grade

The Main Outcomes: 1 _By the end of this lesson, students will be able to identify and name different technology devices. 2 _Students will be able to read and understand a short blog post about technology. 3_ Students will be able to answer questions about their own use of technology.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by directing students to the "Welcome" page for Unit 2 in the Pupil's Book (page 18). The teacher will then ask the "WOW! Question": "How can technology help us at home and at school?". The teacher encourages a brief class discussion to activate prior knowledge and connect students' personal experiences with the new unit's topic. The teacher also prepares to present the vocabulary list of technology devices.	Students will be prepared to engage in a short brainstorming session in response to the "WOW! Question". They will be encouraged to think about their own use of technology and be ready to share their ideas with the class and with a partner, connecting their personal experiences to the new topic.	
2-Explanation	The teacher will use the pictures in the Pupil's Book (page 19) to introduce the vocabulary. The teacher will guide students to match the words to the pictures and then repeat the words to practice pronunciation. The teacher can use the audio provided with the digital resources to ensure correct pronunciation. The teacher will then guide students through the blog post on page 19, reading it aloud and asking comprehension questions.	Students will listen and match the vocabulary words to the pictures. They will then participate in repetition exercises to improve their pronunciation. Next, students will read the blog post and answer the questions about the devices and their uses. They will also answer the "WOW! Question" in a brief discussion with the class or in pairs.	
3- Elaboration	The teacher will challenge advanced students to create their own "WOW! Question" for the class related to technology. They can write a short paragraph explaining why their question is important and then present it to the class. This activity encourages creative application of the vocabulary and promotes critical thinking.	Advanced students will collaborate in pairs to create a new "WOW! Question" and a short paragraph to go with it. This task encourages creativity, deepens their understanding of the vocabulary, and develops their writing and public speaking skills.	
4- Closing	The teacher will confirm learning by having students answer the questions in the Pupil's Book (page 19) about the characteristics of different devices. The teacher will also ask students to name three new technology devices they learned. This is a quick assessment of their understanding.	Students will demonstrate their understanding by answering the questions in the Pupil's Book with a partner and then sharing their answers with the class. They will also practice their speaking skills by discussing their favorite devices and their uses, which serves as a personal check on their ability to apply the lesson's key concepts. They can then share and compare their ideas with a partner to further reinforce the learning.	

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School Development Consultant:

Lesson Plan

Subject: 6 grade

Unit Title: 2Technology

Lesson Title: Lesson 2 (Pupil's Book)

Number of Classes ()

Previous Learning: ...

grade

The Main Outcomes: 1 _By the end of this lesson, students will be able to read and understand a short dialogue about a problem with technology. 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 a time they had a problem with technology. The teacher will introduce the characters Lara and Alia from the "WOW! Team Talk" section on page 20, 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 "Why not?", "Oh, dear!", and "You're joking!".	Students will be ready to discuss their own problems with technology. They will look at the pictures of Lara and Alia 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 20, 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. The teacher will then have students work in pairs to practice acting out the dialogues using the expressions from the "Say it!" box.	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 Lara and Alia. They will work together to answer the questions about the dialogue, using complete sentences to demonstrate their understanding. They will then practice acting out the dialogues using the expressions from the dialogue, such as "Why not?", "Oh, dear!", and "You're joking!".	
3-Elaboration	The teacher will challenge students to work in pairs and create a new dialogue using the expressions from the dialogue. Students can create a dialogue about any problem they like, not just technology. 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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School Development Consultant:

Lesson Plan

Subject: 6 grade
grade

Unit Title: 2Technology

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 a list of their own problems with
technology 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 Lara and Alia from the Pupil's Book. The teacher will review the key expressions and phrases from the dialogue, such as "Why not?", "Oh, dear!", and "You're joking!". The teacher will prepare to guide students through the exercises on page 15.	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 problems with technology 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 15 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 technology 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 problems with technology 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 problems with technology 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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School Development Consultant:

Lesson Plan

Subject: 6 grade

Unit Title: 2Technology

Lesson Title: Lesson 3 (Pupil's Book)

Number of Classes ()

Previous Learning: ...

grade

The Main Outcomes: 1 _By the end of this lesson, students will be able to use the past tenses of can and have to correctly. 2 _Students will be able to read and understand a dialogue about past and present technology. 3_ Students will be able to ask and answer questions about past and present technology.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by reviewing the dialogue from Lesson 2, focusing on the phrases with could/couldn't and had to/didn't have to. The teacher will then introduce the grammar topic by asking a question that requires both past and present tenses, for example: "What did you have to do when you were a child?" and "What do you have to do now?". The teacher will prepare a table on the board to illustrate the differences between the two tenses, as shown on page 21.	Students will be prepared to answer questions about their own past and present. 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 past tense of can (could/couldn't) and have to (had to/didn't have to). The teacher will use the grammar tables on page 21 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 past tense of	
3- Elaboration	can and have to 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.	The teacher will challenge students to write true and false sentences about past and present technology. For example: "In the past, people could send emails.". The teacher will have students challenge their partners to guess which sentences are false.	
4- Closing	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.	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.	

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Teacher's Name and Signature:

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School Development Consultant:

Lesson Plan

Subject: 6 grade
grade

Unit Title: 2Technology

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 practice and apply the past tenses of can and have to in writing. 2 _Students will be able to identify and correct mistakes related to the two tenses. 3_ Students will be able to use the two tenses to write about their own lives in the past.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by briefly reviewing the difference between the past tenses of can and have to from the Pupil's Book. The teacher will then introduce the exercises in the Activity Book (pages 16-17), explaining that these will help them practice the rules they just learned. The teacher will prepare by having a few extra practice questions ready 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 correct mistakes in sentences and write their own sentences using the two tenses. They will also be ready to compare their answers with a partner to reinforce their learning.	
2- Explanation	The teacher will guide students through the exercises on page 16. The teacher will have students listen and circle the correct options. The teacher will then instruct students to read and complete the sentences for themselves. Finally, the teacher will guide students through Activity 4, where they write their own sentences about their lives in the past using the new tenses.	Students will actively participate by listening and completing the exercises. They will work individually and then with a partner to correct the sentences in Activity 2, explaining the mistakes they found. They will then write their own sentences in Activity 4, which allows them to practice using the grammar rules in a creative way.	
3- Elaboration	The teacher will challenge students to write a short paragraph (3-4 sentences) describing what their parents or grandparents could/couldn't do with technology when they were young. The paragraph must include at least two sentences with could/couldn't and two with had to/didn't have to. 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 their family's past. This task promotes creative writing and helps them see how the new tenses work together to describe past events.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises, especially the corrections in Activity 2. The teacher will ask a few students to read their sentences from Activity 4 to the class to check their understanding. This allows for an immediate assessment of their ability to use the grammar rules correctly.	Students will demonstrate their understanding by providing correct answers and corrections to the exercises. They will confidently share their sentences with the class, showing they have mastered the use of the past tenses of can and have to. They will also be able to explain the rules they applied, demonstrating a deeper understanding of the concepts.	

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Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 6 grade
grade

Unit Title: 2Technology

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 read and comprehend a poem about a smartphone. 2 _Students will be able to identify words that rhyme in the poem. 3_ Students will be able to discuss the functions of a smartphone and the best things about it.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by asking students about their favorite poems and what they like about them. The teacher will then introduce the "WOW! Book Club" text, a poem titled "A smarter smartphone," on page 22 of the Pupil's Book. The teacher will prepare a list of key vocabulary from the poem, such as	app, icon, password, and website.	
2- Explanation	Students will be prepared to discuss different types of poems. They will look at the pictures in the poem and try to predict what it will be about. They will also listen attentively to the poem, focusing on the rhyming words and the functions of a smartphone.	The teacher will play the audio for the poem on page 22, guiding students to follow along in their books. After the first listening, the teacher will read the poem aloud, highlighting the rhyming words. The teacher will then have students answer the comprehension questions in Activity 1 and discuss the questions in Activity 4.	
3- Elaboration	Students will listen to the poem and follow along. They will then work in pairs to identify the rhyming words and answer the comprehension questions. After that, they will participate in a group discussion about the functions of a smartphone and the best things about it.	The teacher will challenge students to write a short poem (2-3 verses) about a different technology device, such as a laptop or a printer. The poem must include rhyming words and describe the functions of the device.	
4- Closing	Students will work in pairs to write a short poem. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a poem. They will need to pay close attention to the rhyming words and the functions of the device to make their poem engaging and accurate.	The teacher will confirm learning by having the groups read their poems to the class. The teacher will observe their performances to ensure they have used rhyming words and have understood the functions of the device. The teacher can also ask the class to vote on which group had the best performance.	

*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: 2Technology

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 read and comprehend a poem about a smartphone. 2 _Students will be able to identify words that rhyme in the poem. 3_ Students will be able to discuss the functions of a smartphone and the best things about it.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by asking students about their favorite poems and what they like about them. The teacher will then introduce the "WOW! Book Club" text, a poem titled "A smarter smartphone," on page 22 of the Pupil's Book. The teacher will prepare a list of key vocabulary from the poem, such as	app, icon, password, and website.	
2- Explanation	Students will be prepared to discuss different types of poems. They will look at the pictures in the poem and try to predict what it will be about. They will also listen attentively to the poem, focusing on the rhyming words and the functions of a smartphone.	The teacher will play the audio for the poem on page 22, guiding students to follow along in their books. After the first listening, the teacher will read the poem aloud, highlighting the rhyming words. The teacher will then have students answer the comprehension questions in Activity 1 and discuss the questions in Activity 4.	
3- Elaboration	Students will listen to the poem and follow along. They will then work in pairs to identify the rhyming words and answer the comprehension questions. After that, they will participate in a group discussion about the functions of a smartphone and the best things about it.	The teacher will challenge students to write a short poem (2-3 verses) about a different technology device, such as a laptop or a printer. The poem must include rhyming words and describe the functions of the device.	
4- Closing	Students will work in pairs to write a short poem. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a poem. They will need to pay close attention to the rhyming words and the functions of the device to make their poem engaging and accurate.	The teacher will confirm learning by having the groups read their poems to the class. The teacher will observe their performances to ensure they have used rhyming words and have understood the functions of the device. The teacher can also ask the class to vote on which group had the best performance.	

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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: 2Technology

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 recognize and use comparative adverbs. 2 _Students will be able to read and comprehend a poem about technology. 3_ Students will be able to compare their own abilities using comparative adverbs.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by asking students about their favorite technology devices and what they use them for. The teacher will then introduce the concept of "comparative adverbs" by providing examples of how we compare actions (e.g., "A smartphone works faster than a computer."). The teacher will prepare a list of comparative adverbs from the lesson, such as more quickly, harder, and better.	Students will be ready to discuss their favorite technology devices. They will listen to the teacher's explanation of comparative adverbs and be prepared to use them to compare different actions and devices. They will also be ready to play a game with a partner to practice their new grammar.	
2-Explanation	The teacher will explain that comparative adverbs are used to compare two actions. The teacher will use the grammar table on page 23 as a visual aid. The teacher will then have students read the poem from Lesson 5 again, this time looking for examples of comparative adverbs. The teacher will then guide students through the exercises, having them read the rules and circle the correct options. The teacher will also introduce a game where students compete to do things "better" or "faster" than their partner.	Students will actively participate by reading the poem and identifying the comparative adverbs. They will then work with a partner to answer the questions in Activity 4, which helps them apply the grammar rule in context. They will also practice comparing their own abilities using the comparative adverbs, such as "I can play basketball better than you!".	
3- Elaboration	The teacher will challenge students to write a short paragraph (3-4 sentences) about how their technology use has changed over the years. The paragraph must include at least two comparative adverbs. 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 their life, applying comparative adverbs in a meaningful context. This task promotes creative writing and helps them see how the new grammar works.	
4- Closing	The teacher will confirm learning by having students play the game from Activity 6. The teacher will listen to ensure they are using the comparative adverbs correctly. The teacher can also ask students to verbally define a comparative adverb in their own words.	Students will demonstrate their understanding by correctly using comparative adverbs in the game and by accurately defining the term. They will confidently compare their own abilities and those of their partner, showing they have mastered the lesson's key grammatical concepts.	

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Class/Section	6						
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The class order in the timetable							
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Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 6 grade
grade

Unit Title: 2Technology

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 match vocabulary words to their correct pictures. 2 _Students will be able to apply comparative adverbs to compare different actions and abilities. 3_ Students will be able to create their own sentences using comparative adverbs to describe themselves and their friends.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start by reviewing comparative adverbs from the previous lesson. The teacher will then introduce the exercises in the Activity Book (pages 18-19), explaining that these will help them practice the rules they just learned. The teacher will have a list of comparative adverbs 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 vocabulary words and write their own sentences using comparative adverbs. They will also be ready to compare their answers with a partner to reinforce their learning.	
2- Explanation	The teacher will guide students through the exercises on page 18. The teacher will instruct students to look at the pictures and match them to the correct vocabulary words. The teacher will then guide students through Activity 3, where they write sentences about Sana and Heba's schoolwork using comparative adverbs.	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 vocabulary words and then with a partner to discuss their answers. They will then practice writing their own sentences using comparative adverbs, which allows them to practice using the grammar rules in a creative way.	
3- Elaboration	The teacher will challenge students to write a short paragraph (3-4 sentences) comparing two technology devices, such as a laptop and a smartphone. The paragraph must include at least two comparative adverbs. 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 two technology devices, applying comparative adverbs in a meaningful context. This task promotes creative writing and helps them see how the comparative adverbs work together to create a comparison.	
4- Closing	The teacher will confirm learning by reviewing the answers to the exercises with the class. The teacher will ask a few students to read their sentences from Activity 4 to the class to check their understanding. This allows for an immediate assessment of their ability to use the grammar rules correctly.	Students will demonstrate their understanding by providing correct answers and their own sentences. They will confidently share their sentences with the class, showing they have mastered the lesson's key grammatical concepts.	

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Class/Section	6							
Number of absent students /Total number								
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School Development Consultant:

Lesson Plan

Subject: 6 grade

Unit Title: 2Technology

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 technology in Jordan. 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 ment	The teacher will start the lesson by asking students about their own use of technology to help them study. The teacher will introduce the topic of "Technology in JORDAN," found on page 24 of the Pupil's Book. The teacher will prepare a list of new vocabulary from the text, such as	online learning platforms, interactive whiteboards, and coding workshops.	
2- Explanation	Students will be prepared to discuss how they use technology to study. 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 ways technology is helping children in Jordan.	The teacher will play the audio for the "WOW! Culture" text on page 24, 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 spider diagram poster about technology and learning.	
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 way technology is helping. They will work together to discuss the questions in Activity 4, comparing the technology in the text with their own. They will also begin planning their spider diagram poster, deciding on a topic and who will research what.	The teacher will challenge students to research a different country and its use of technology in education. They will be asked to create a short, simple paragraph describing one of these uses, including what devices are used, how they are used, and what the benefits are. 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 technology 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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School Development Consultant:

Lesson Plan

Subject: 6 grade
grade

Unit Title: 2Technology

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 technology in Jordan. 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 ment	The teacher will start the lesson by asking students to recall the text about technology in Jordan from the Pupil's Book. The teacher will then direct students to the Activity Book (page 19) to work on the exercises. The teacher will prepare to guide students through an exercise where they match sentences to the text and another where they answer comprehension questions.	Students will be prepared to recall the text from the previous lesson. They will be ready to match sentences to the text 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 match sentences to 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 spider diagram poster about technology and learning.	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 match the sentences. They will also work with a partner to plan their spider diagram poster, deciding on a topic and who will research what.	
3- Elaboration	The teacher will challenge students to research a different country and its use of technology in education. They will be asked to create a short, simple paragraph describing one of these uses, including what devices are used, how they are used, and what the benefits are. 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: 2Technology

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 asking for help. 2 _Students will be able to use phrases for asking for help. 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 needed help with a technology device. The teacher will then introduce the dialogue in the "English in action" section on page 25, which is about asking for help. The teacher will prepare a list of key phrases from the "Say it!" box, such as "Could you...?", "Can you show me how to...?", and "Do you have time to...?".	Students will be ready to discuss their experiences with asking for help. They will listen to the dialogue between a girl and her dad, paying close attention to how they ask for and give help. They will also be ready to practice these phrases in pairs.	
2-Explanation	The teacher will play the audio for the dialogue on page 25, 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 underline the questions 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 asks for help and the next student responds and then asks for help with something else. 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 requests 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 asking for help correctly. The teacher can also ask students to name a few of the requests 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 asking for help, 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: 2Technology

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 asking for help. 2 _Students will be able to create their own requests for help 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 asking for help from the Pupil's Book. The teacher will then introduce the exercises in the Activity Book (page 20), explaining that these will help them practice the rules they just learned. The teacher will prepare a list of requests 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 requests for help 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 20. 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 read the questions and match them to the correct answers. Finally, the teacher will guide students through the pronunciation activity, where they listen and underline the unstressed words in the questions.	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 requests for help. They will then practice pronunciation with a partner, paying attention to the unstressed words in the sentences.	
3-Elaboration	The teacher will challenge students to write a short paragraph (3-4 sentences) about a time they needed help with a technology device. The paragraph must include at least two requests for help 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 time they needed help. This task promotes creative writing and helps them see how the phrases for asking for help 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 requests. 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 requests. 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: 2Technology

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 game review. 2 _Students will be able to identify and compare positive and negative points of a game. 3_ Students will be able to discuss their favorite computer games and apps.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by asking students about their favorite computer games and apps. The teacher will then introduce the "Literacy: reviews" section on page 26 of the Pupil's Book, which features a review of a new game. The teacher will prepare a list of key vocabulary from the review, such as	program, challenge, and score points.	
2- Explanation	Students will be ready to discuss their favorite games and apps. They will look at the reviews and try to predict what they will be about. They will also listen attentively to the reviews, focusing on the positive and negative points.	The teacher will play the audio for the reviews on page 26, guiding students to follow along in their books. After the first listening, the teacher will read the reviews 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 reviews and follow along. They will then work with a partner to identify the positive and negative points of the game. They will work together to answer the comprehension questions. After that, they will discuss their own favorite computer games and apps with a partner.	The teacher will challenge students to work in pairs and write a short, fictional review of a game or app. They will use the reviews in the book as a model, including a short introduction, positive and negative points, and a recommendation.	
4- Closing	Students will collaborate in pairs to write a short review. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a review. They will need to pay close attention to the positive and negative points to make their review engaging and balanced.	The teacher will confirm learning by having students share their reviews with the class. The teacher will listen to ensure they have used a short introduction, positive and negative points, and a recommendation. The teacher will also ask comprehension questions about the reviews 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

Unit Title: 2Technology

Lesson Title: Lesson 10 (Activity Book)

Number of Classes ()

Previous Learning: ...

grade

The Main Outcomes: 1 _By the end of this lesson, students will be able to read and understand a game review. 2 _Students will be able to identify and compare positive and negative points of a game. 3_ Students will be able to discuss their favorite computer games and apps.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	The teacher will start the lesson by asking students about their favorite computer games and apps. The teacher will then introduce the "Literacy: reviews" section on page 26 of the Pupil's Book, which features a review of a new game. The teacher will prepare a list of key vocabulary from the review, such as	program, challenge, and score points.	
2- Explanation	Students will be ready to discuss their favorite games and apps. They will look at the reviews and try to predict what they will be about. They will also listen attentively to the reviews, focusing on the positive and negative points.	The teacher will play the audio for the reviews on page 26, guiding students to follow along in their books. After the first listening, the teacher will read the reviews 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 reviews and follow along. They will then work with a partner to identify the positive and negative points of the game. They will work together to answer the comprehension questions. After that, they will discuss their own favorite computer games and apps with a partner.	The teacher will challenge students to work in pairs and write a short, fictional review of a game or app. They will use the reviews in the book as a model, including a short introduction, positive and negative points, and a recommendation.	
4- Closing	Students will collaborate in pairs to write a short review. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a review. They will need to pay close attention to the positive and negative points to make their review engaging and balanced.	The teacher will confirm learning by having students share their reviews with the class. The teacher will listen to ensure they have used a short introduction, positive and negative points, and a recommendation. The teacher will also ask comprehension questions about the reviews 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: 2Technology

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 write a review of an app or game. 2 _Students will be able to read and understand a review and answer questions about it. 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 reviews from the Pupil's Book (page 26) and the tips for writing a good review from the Activity Book (page 22). 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 read a review, answer questions about it, and then plan and write their own review. 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 27 of the Pupil's Book. The teacher will instruct students to read the review and answer the questions. The teacher will then draw attention to the "How to write... a review" box, explaining the importance of including a short introduction, positive and negative points, adjectives, and adverbs. The teacher will have students work in pairs to plan and write their own review, as described in Activity 3.	Students will actively participate by reading the review and answering the questions. They will then work with a partner to discuss the tips for writing a good review. After that, they will plan and write their own review about an app or game, using the provided tips.	
3- Elaboration	The teacher will challenge students to write a review of a different app or game they use. They will be asked to include a rating (e.g., 3 stars) and to justify their rating with specific positive and negative points. This task encourages them to think critically and apply their writing skills in a creative way.	Students will work in pairs to write a review. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a review. They will need to pay close attention to the positive and negative points to make their review engaging and balanced.	
4- Closing	The teacher will confirm learning by having students read their planned reviews to the class. The teacher will listen to ensure they have used a short introduction, positive and negative points, adjectives, and adverbs. The teacher will also ask students to verbally describe a good review in their own words.	Students will demonstrate their understanding by reading their reviews and explaining the choices they made. They will be able to describe what makes a good review 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

Unit Title: 2Technology

Lesson Title: Lesson 11 (Activity Book)

Number of Classes ()

Previous Learning: ...

grade

The Main Outcomes: 1 _By the end of this lesson, students will be able to write a review of an app or game. 2 _Students will be able to read and understand a review and answer questions about it. 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 reviews from the Pupil's Book (page 26) and the tips for writing a good review from the Activity Book (page 22). 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 read a review, answer questions about it, and then plan and write their own review. 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 23 of the Activity Book. The teacher will instruct students to read the notes and complete the review. The teacher will then guide students through Activity 2, where they plan a review of an app or game they use. Finally, the teacher will instruct students to use the checklist on page 23 to check their work.	Students will actively participate by reading the notes and completing the review. They will then work with a partner to plan their own review. After that, they will use the checklist to check their work for correctness and content.	
3- Elaboration	The teacher will challenge students to write a review of a different app or game they use. They will be asked to include a rating (e.g., 3 stars) and to justify their rating with specific positive and negative points. This task encourages them to think critically and apply their writing skills in a creative way.	Students will work in pairs to write a review. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a review. They will need to pay close attention to the positive and negative points to make their review engaging and balanced.	
4- Closing	The teacher will confirm learning by reviewing the students' work using the checklist on page 23. The teacher will ask students to read their planned reviews to the class. The teacher will also ask students to verbally describe a good review in their own words.	Students will demonstrate their understanding by reading their reviews and explaining the choices they made. They will be able to describe what makes a good review 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

Unit Title: 2Technology

Lesson Title: Lesson 12 (Activity Book)

Number of Classes ()

Previous Learning: ...

grade

The Main Outcomes: 1 _By the end of this lesson, students will be able to read and understand a review. 2 _Students will be able to use a checklist to self-assess their writing for correctness and content. 3_ Students will be able to write a review of an app or game.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	The teacher will start the lesson by reviewing the reviews from the Pupil's Book (page 26) and the tips for writing a good review from the Activity Book (page 22). 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 read a review, answer questions about it, and then plan and write their own review. 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 23 of the Activity Book. The teacher will instruct students to read the notes and complete the review. The teacher will then guide students through Activity 2, where they plan a review of an app or game they use. Finally, the teacher will instruct students to use the checklist on page 23 to check their work.	Students will actively participate by reading the notes and completing the review. They will then work with a partner to plan their own review. After that, they will use the checklist to check their work for correctness and content.	
3- Elaboration	The teacher will challenge students to write a review of a different app or game they use. They will be asked to include a rating (e.g., 3 stars) and to justify their rating with specific positive and negative points. This task encourages them to think critically and apply their writing skills in a creative way.	Students will work in pairs to write a review. This activity promotes creative writing, critical thinking, and a deeper understanding of the structure of a review. They will need to pay close attention to the positive and negative points to make their review engaging and balanced.	
4- Closing	The teacher will confirm learning by reviewing the students' work using the checklist on page 23. The teacher will ask students to read their planned reviews to the class. The teacher will also ask students to verbally describe a good review in their own words.	Students will demonstrate their understanding by reading their reviews and explaining the choices they made. They will be able to describe what makes a good review 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

Unit Title: 3Places

Lesson Title: Lesson 1 (Pupil's Book)

Number of Classes ()

Previous Learning: ... grade

The Main Outcomes: 1 _By the end of this lesson, students will be able to identify and name different places and buildings. 2 _Students will be able to understand and answer the "WOW! Question" related to the importance of places and buildings. 3 _Students will be able to talk about their own favorite places.

The Stages	Teacher Action*	Learner Action*	Time
1-Engagement	The teacher will start the lesson by directing students to the "Welcome" page for Unit 3 in the Pupil's Book (page 32). The teacher will then ask the "WOW! Question": "Why are some places and buildings important to us?". The teacher encourages a brief class discussion to activate prior knowledge and connect students' personal experiences with the new unit's topic. The teacher also prepares to present the vocabulary list of places and buildings found in the unit overview and on page 33.	Students will be prepared to engage in a short brainstorming session in response to the "WOW! Question". They will be encouraged to think about their own favorite places and be ready to share their ideas with the class and with a partner, connecting their personal experiences to the new topic.	
2-Explanation	The teacher will use the pictures in the Pupil's Book (page 33) to introduce the vocabulary. The teacher will guide students to match the words to the pictures and then repeat the words to practice pronunciation. The teacher can use the audio provided with the digital resources to ensure correct pronunciation. The teacher will then guide students through the "WOW! Quiz" to help them differentiate between various places based on their characteristics.	Students will listen and match the vocabulary words to the pictures. They will then participate in repetition exercises to improve their pronunciation. Next, students will complete the "WOW! Quiz" in the Pupil's Book to practice applying the vocabulary. They will also answer the "WOW! Question" in a brief discussion with the class or in pairs.	
3-Elaboration	The teacher will challenge advanced students to create their own "WOW! Quiz" for the class related to places. They can write short riddles or descriptions of different places without naming them. The riddles can be about the functions of the place, where it's located, or what activities are done there. This activity encourages creative application of the vocabulary.	Advanced students will collaborate in pairs to create a new "WOW! Quiz" and a short paragraph to go with it. This task encourages creativity, deepens their understanding of the vocabulary, and develops their writing and public speaking skills.	
4-Closing	The teacher will confirm learning by having students answer the questions in the Pupil's Book (page 33) about the characteristics of different places. The teacher will also ask students to name three new places they learned. This is a quick assessment of their understanding.	Students will demonstrate their understanding by answering the questions in the Pupil's Book with a partner and then sharing their answers with the class. They will also practice their speaking skills by discussing their favorite places and their functions, which serves as a personal check on their ability to apply the lesson's key concepts. They can then share and compare their ideas with a partner to further reinforce the learning.	

*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](#)

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المستويات والمواد
ملفات نجمها من كل مكان ونضعها لكم في مكان واحد
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