

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

Number of Classes:

Unit Title: **Welcome Back**

Lesson Title: **I-Vocabulary (PB Ps. 4-5-AB. Ps2-3)**

Previous Learning: Students have a basic vocabulary for describing daily activities.

The Main Outcomes:	<ul style="list-style-type: none"> <li>-Revise free-time activities vocabulary.</li> <li>-Talk about free-time activities.</li> </ul>	<ul style="list-style-type: none"> <li>- Reintroduce the characters with the story.</li> <li>-Read and identify information in a simple text.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to and identify free-time activities.</li> <li>- Learn and review free-time activity vocabulary.</li> </ul>	
The Stages	Teacher Action	Learner Action	Time	
1- Engagement	<ul style="list-style-type: none"> <li>Warm-up: Engage students by writing "Discovery Team" on the board and ask them to name the team and what they know about them.</li> <li>Prompt students about their favorite free-time activities.</li> <li>Call out activities and direct pupils to use Yes/No response cards to show what they do.</li> </ul>	<ul style="list-style-type: none"> <li>-Share their knowledge of the Discovery Team.</li> <li>-Communicate their favorite activities. –</li> <li>-Respond to activities using Yes/No cards.</li> </ul>		
2- Explanation	<ul style="list-style-type: none"> <li>Guide pupils to observe the pictures and signal when they see characters or objects.</li> <li>Play the audio (W1).</li> <li>Assess comprehension by asking what free-time activities were heard.</li> <li>Challenge students with questions like, "What's the new boy's name?".</li> <li>Check answers using the Lollipop stick technique.</li> </ul>	<ul style="list-style-type: none"> <li>-Locate page 4 and observe the pictures.</li> <li>-Listen to the audio.</li> <li>-Answer comprehension questions.</li> <li>-Respond to the Lollipop stick technique for checking answers.</li> </ul>		
3- Elaboration	<ul style="list-style-type: none"> <li>Collaborate with pupils by having them work individually on Exercise 2, then compare with a partner.</li> <li>Facilitate turn-taking for reading answers with the Lollipop stick technique.</li> <li>Organize pupils into groups of four for Exercise 3 and assign a role to each.</li> <li>Play the audio again to support their practice.</li> <li>Encourage groups to act out the story.</li> <li>Partner pupils for Exercise 4 and monitor as they practice asking and answering questions.</li> <li>Guide pupils in pairs for Exercise 5 to describe a person.</li> </ul>	<ul style="list-style-type: none"> <li>-Write and compare missing words individually, then in pairs.</li> <li>-Perform their answers ..</li> <li>-Practice and act out the story in groups.</li> <li>-Ask and answer questions with a partner using the weekly planner.</li> <li>-Describe a person to their partner.</li> </ul>		
4- Closing	<ul style="list-style-type: none"> <li>Direct pupils to the Activity Book.</li> <li>Monitor individual work and pair checks.</li> <li>Check answers with the class.</li> <li>Assess the lesson's success by asking, "Who is your favourite member of the Discovery Team? Why?".</li> </ul>	<ul style="list-style-type: none"> <li>-Work individually and in pairs on the Activity Book -Provide and receive peer feedback.</li> <li>- Respond to the final question to show what they have learned.</li> </ul>		

### Self-Reflection on Learning and Teaching:

-----  
-----  
-----

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

Number of Classes:

Unit Title: **Welcome Back**

Lesson Title: **2-Grammar ( PB .P 6- AB .P.4)**

**Previous Learning:** Students are familiar with vocabulary for free-time activities and daily routines &they have been introduced to the Discovery Team characters and the story from the previous lesson.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Use the Present simple with when/before/after.</li> <li>- Recognize familiar keywords and phrases in short, basic descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify specific information and the correct sequence of events in a story or dialogue.</li> <li>- Describe daily routines and answer simple questions about them.</li> </ul>	
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	<p>Warm up: Activate prior knowledge by writing Monday, Tuesday, and Wednesday on the board. Encourage pupils to reflect on one activity they do each day.</p> <ul style="list-style-type: none"> <li>-Facilitate a class discussion to elicit their daily routines.</li> <li>-Assess their listening skills and memory to probe for a friend's daily activity.</li> <li>-Invite the pupil to confirm if the answer is correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Reflect and record one activity for each day.</li> <li>-Actively listen to peers' answers.</li> <li>-Communicate their own answers to the class.</li> <li>-Validate a peer's response to show comprehension..</li> </ul>	
<b>2- Explanation</b>	<ul style="list-style-type: none"> <li>-Explain the lesson's grammar focus.</li> <li>-Direct pupils to page 6 and have them read sentences in Exercise 1. Ask pupils to check their answer by referring to page 4.</li> <li>-Challenge them to remember who said the other sentences.</li> <li>-Present before, when, and after using a timeline on the board.</li> <li>-Play the audio for Exercise 2 (W3).</li> <li>-Check comprehension with questions like, "What do I do first?".</li> </ul>	<ul style="list-style-type: none"> <li>-Read sentences from the Pupil's Book.</li> <li>-Refer to page 4 to check their answer. Remember who said the other sentences.</li> <li>- Listen to the teacher's explanation of the grammar.</li> <li>Answer questions about the sequence of events.</li> </ul>	
<b>3- Elaboration</b>	<p>Instruct pupils to circle the correct word in Exercise 3 individually.</p> <ul style="list-style-type: none"> <li>-Play the audio (W4) for them to check.</li> <li>-Organize a TPR(Total Physical Response). activity: : -give pupils phrases and have them move to the correct corner of the room.</li> <li>-Direct pupils to work in pairs for Exercise 4, reading, asking, and answering questions.</li> <li>-Monitor and help pairs, and ask them to demonstrate for the class.</li> </ul>	<ul style="list-style-type: none"> <li>-Circle the correct words.</li> <li>- Listen to the audio to check.</li> <li>-Move to the correct corner during the TPR activity.</li> <li>-Read, ask, and answer questions in pairs.</li> <li>-Demonstrate a question and answer for the class.</li> </ul>	
<b>4- Closing</b>	<ul style="list-style-type: none"> <li>-Direct pupils to the Activity Book.</li> <li>-Monitor individual work and pair checks.</li> <li>- Check answers with the class.</li> <li>-Finish by having pupils close their books and ask them to say sentences using before, when, and after. -Use the Summative questions technique to check their understanding.</li> </ul>	<ul style="list-style-type: none"> <li>--Work individually and in pairs on the Activity Book.</li> <li>-Say sentences using the new grammar.</li> <li>- Answer the summative questions to show they understand.</li> </ul>	

### Self-Reflection on Learning and Teaching:

-----  
-----  
-----

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

**Number of Classes:**

**Unit Title:** **Welcome Back**

**Lesson Title:** **3- Vocabulary ( PB.P . 7 -AB .P 5)**

**Previous Learning:** Students have a foundational vocabulary of general adjectives to describe people (e.g., tall, short, happy). They are familiar with the verbs to be and to have got in simple sentences and can use them to describe themselves and others. They also have basic reading and writing skills.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Revise and use adjectives to describe people's appearance, specifically hair and facial features.</li> <li>-Read a poem and identify specific details about people's appearance.</li> <li>-Listen to descriptions and match them to the correct person.</li> <li>-Describe a person for their partner to guess.</li> <li>-Write their own poem about their family's appearance</li> </ul>			
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>	
<b>1- Engagement</b>	Warm-up -Activate prior knowledge by writing "Appearance" on the board. Guide a pair activity where pupils describe each other and elicit their responses.	-Work in pairs to write adjectives. -Guess who the adjectives describe and confirm the answer.		
<b>2- Explanation</b>	-Explain the lesson's aim. -Elicit known vocabulary before presenting the new words. -Use a drawing on the board to introduce new facial features. -Direct pupils to page 7 and play the audio for listening and repetition.	-Say words they know. -Identify facial features. -Listen, point, and repeat the new vocabulary from the book and audio.		
<b>3- Elaboration</b>	-Challenge pupils to brainstorm more adjectives in groups. Check their ideas using the Basketball technique. -Play the poem's audio and check comprehension with questions. -Explain a grammar tip (word order for hair). -Organize pair work for descriptive guessing. -Conduct a TPR activity where pupils stand up based on hair descriptions. -Instruct pupils to write a poem and facilitate peer review using "Two stars and a wish."	-Brainstorm adjectives in groups. -Listen to the poem and answer comprehension questions. -Describe a person for their partner to guess. -Stand up when a description matches their hair. -Write a poem and review a peer's work.		
<b>4- Closing</b>	-Direct pupils to the Activity Book. -Monitor individual work and pair checks. -Play audio for listening and matching exercises, and use the Lollipop stick technique to check answers. -End the lesson with a summative question to assess learning.	-Work individually and in pairs on the Activity Book. -- -Listen to audio and match descriptions. -Answer questions to demonstrate learning.		

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

---



---



---

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade  
 Subject: English Language

Number of Classes:

Unit Title: ***1-Talent show***

Lesson Title: ***1 Vocabulary ( P B .Pages 8-9)***

**-Previous Learning:** Students have a basic vocabulary for describing people's physical appearance (beard, moustache, long hair, black hair). They are able to form simple descriptive sentences.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>- Learn and use personality adjectives.</li> <li>- Read and understand simple descriptions of people.</li> <li>- Write short descriptions using personality adjectives.</li> </ul>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm-up <ul style="list-style-type: none"> <li>-Activate prior knowledge by having pupils draw on a face on the board.</li> <li>-Prompt pupils to say a single word that describes people.</li> <li>-Explain that in this lesson, pupils will learn to describe people's personalities.</li> </ul>	<ul style="list-style-type: none"> <li>-Draw a beard and moustache on a face.</li> <li>-Say a single word describing people.</li> <li>-Listen to the lesson's aim.</li> </ul>	
<b>2- Explanation</b>	<ul style="list-style-type: none"> <li>-Direct pupils to page 8 and elicit descriptions of people from the picture.</li> <li>-Use the Lollipop stick technique to ask for descriptions.</li> <li>-Demonstrate new vocabulary using props (e.g., a bottle for "tidy" and "untidy").</li> <li>-Direct pupils to page 9 and teach the new vocabulary.</li> <li>-Play the audio for listening and repetition.</li> </ul>	<ul style="list-style-type: none"> <li>-Look at the picture.</li> <li>-Describe a person. Listen to the demonstration.</li> <li>-Find the new vocabulary and repeat it.</li> </ul>	
<b>3- Elaboration</b>	<ul style="list-style-type: none"> <li>-Instruct pupils to work in pairs and say a word for their partner to point to the correct picture</li> <li>- Direct pupils to Exercise 3, give them one minute to work in pairs, and use the Lollipop stick to ask for feedback.</li> <li>-Facilitate a "Critical thinking" activity with "+" and "-" columns on the board.</li> <li>- Organize a TPR activity with the Happy/Sad face technique to consolidate adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>-Say a word and point to the correct picture.</li> <li>-Work in pairs to find and write the missing word.</li> <li>- Write an adjective and its opposite.</li> <li>-React correctly during the TPR activity.</li> </ul>	
<b>4- Closing</b>	<ul style="list-style-type: none"> <li>-Instruct pupils to write their ideas for finishing sentences in Exercise 4 and monitor their work.</li> <li>- Direct pupils to new pairs for Exercise 5, reading their descriptions for their partner to guess the job.</li> <li>-Summarize the lesson by placing pupils in groups of four and asking them to describe their classmates.</li> </ul>	<ul style="list-style-type: none"> <li>-Write their ideas in notebooks.</li> <li>-Read out their ideas to a partner and guess the job.</li> <li>-Describe their classmates in groups.</li> </ul>	

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

-----  
 -----  
 -----

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

**Number of Classes:**

**Unit Title: 1-Talent show**

**Lesson Title: 2 Vocabulary ( A B .Page6)**

**Previous Learning:** Students have been introduced to personality adjectives and their opposites (e.g., tidy/untidy, hard-working/lazy). They can describe people's physical appearance.

<b>The Main Outcomes:</b>	-Learn and use personality adjectives		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm-up -Activate prior knowledge by writing job titles on the board. -Give a description of the qualities needed for a job using personality adjectives from the previous lesson. -Encourage pupils to guess the job. - Facilitate a continuation of this guessing game if time allows.	-Read the job titles on the board. -Listen to the description and guess the correct job. -Continue the guessing game with classmates.	
<b>2- Explanation</b>	-Explain that this lesson will focus on practicing and applying the personality adjectives learned previously. Direct pupils to Activity Book Exercise 1. -Give them one minute to complete the sentences based on Pupil's Book page 8. - Instruct them to check their answers with a partner.	-Look at Pupil's Book page 8 and complete the sentences in Exercise 1. -Check answers with a partner.	
<b>3- Elaboration</b>	-Refer pupils to Activity Book Exercise 2. - Instruct them to look at the four girls and write the adjectives, then write their opposites to make pairs. -Monitor their individual work.	-Look at the four girls and write adjectives and their opposites in Exercise 2.	
<b>4- Closing</b>	- Consolidate the lesson's vocabulary by organizing pupils into collaborative groups of three. -Provide each group with a sheet of A4 paper and -instruct them to create a grid of twelve boxes. -Challenge them to collaboratively recall and record the twelve new personality adjectives in the boxes. -Facilitate a reflective discussion using the Summative questions technique to gauge their retention and assess their learning strategies.	- Collaborate in groups to create a vocabulary grid. - Retrieve and record the new words from memory. -Participate in a reflective discussion and articulate their recall and learning strategies.	

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

---



---



---

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

**Number of Classes:**

Unit Title: **1-Talent show**

Lesson Title: **3 Story ( P B . Pages 10–11)**

**-Previous Learning:** Revision of personality adjectives; juggling.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Listen to a story</li> <li>-Follow the sequence of events in a simple story if told slowly and clearly</li> </ul>	<ul style="list-style-type: none"> <li>- Follow the sequence of events in short, simple cartoon stories</li> <li>-Act out parts of a picture story using simple actions and words</li> </ul>	
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	<ul style="list-style-type: none"> <li>Warm-up</li> <li>-Write confident, hard-working, kind, polite, and tidy on the board with the first and last letter missing.</li> <li>-Ask different pupils to complete the words and say the opposites.</li> <li>-Instruct students to discuss in pairs what people do in a talent show.</li> </ul>	<ul style="list-style-type: none"> <li>-Complete the words on the board. Say the opposites.</li> <li>-Discuss in pairs what people do in a talent show.</li> </ul>	
<b>2- Explanation</b>	<ul style="list-style-type: none"> <li>-Explain that in this lesson pupils will listen to a story.</li> <li>-Demonstrate juggling with the three scrunched up balls of paper and teach the word juggling.</li> <li>-Ask pupils to guess if you are good at juggling.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the explanation.</li> <li>-Observe the juggling demonstration and repeat the new word.</li> </ul>	
<b>3- Elaboration</b>	<ul style="list-style-type: none"> <li>-Direct pupils to pages 10 and 11 of their Pupil's Book. Ask "Which fruit can you see in the story?"</li> <li>-Play the audio for students to listen and read.</li> <li>Check comprehension by asking questions like: "Is Samia good at performing poems?"</li> <li>-Instruct pupils to mime the actions from the story (e.g., running, having a banana).</li> <li>-Have pupils discuss in pairs where Bailey lives.</li> <li>-Use the Happy/Sad face technique to check if they found out.</li> <li>-Ask pupils to read out the sentences in the correct order in Activity 4.</li> <li>-Provide differentiation by having Challenge pupils complete it individually and Support pupils collaborate in pairs.</li> <li>Divide pupils into groups of five and assign roles to act out the story. Provide each pupil with a sheet of A4 paper and instruct them to design their own house number.</li> </ul>	<ul style="list-style-type: none"> <li>-Find the fruit in the pictures.</li> <li>-Listen to the audio and read along.</li> <li>-Answer comprehension questions.</li> <li>-Mime the actions.</li> <li>- Discuss in pairs where Bailey lives.</li> <li>-Sequence the events in Activity 4.</li> <li>-Act out the story in groups.</li> <li>-Design their own house number.</li> </ul>	
<b>4- Closing</b>	<ul style="list-style-type: none"> <li>-Ask pupils to share what their favorite part of the story was.</li> <li>-Instruct pupils to keep their house number designs in their portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>-Share their favorite part of the story.</li> <li>-Organize their design for their portfolio.</li> </ul>	

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

-----  
-----  
-----

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade  
Subject: English Language

Number of Classes:

Unit Title: **1-Talent show**

Lesson Title: **4 Story (A B . page 7)**

-Previous Learning: Revision of personality adjectives; juggling. / Reviewing the Story

The Main Outcomes:	<ul style="list-style-type: none"> <li>-Review a story</li> <li>-Follow the sequence of events in short, simple cartoon stories .</li> <li>- Write simple sentences about familiar things, given prompts or a model .</li> </ul>		
The Stages	Teacher Action	Learner Action	Time
1- Engagement	Warm-up -Ask pupils to recall what happens in the story from the previous lesson. -Replay the audio if time allows.	-Recount the events of the story.	
2- Explanation	-Explain to pupils that they will now be completing a series of review exercises in their Activity Book.	-Listen to the instructions for the lesson's tasks.	
3- Elaboration	-Instruct pupils to complete the Read and complete. Then match activity in Exercise 1. - Give pupils one minute to complete the activity and then have them check their answers with their partners. -Direct pupils to complete Exercise 2, Read and write True or False, individually. -Instruct pupils to correct the false sentences in Exercise 3, and then have them compare their answers with a partner. -Check that pupils know what to do in the Values activity (Exercise 4) using the Traffic light cards technique.	-Read and complete the sentences in Exercise 1 and match them. -Check answers with a partner. -Complete the True or False activity individually. -Write and compare corrected sentences with a partner. -Tick the correct option in the Values activity.	
4- Closing	-Use the Summative questions technique to ask pupils what they learned about food and diet from the story.	-Answer questions about the lesson's theme.	

Self-Reflection on Learning and Teaching:

---



---



---

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

Number of Classes:

Unit Title: **1-Talent show**

Lesson Title: *Grammar, Lesson 5 (P B . Page 12)*

Previous Learning: Revision of personality adjectives; juggling; Reviewing the Story

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Learn and use comparative and superlative adjectives</li> <li>-Identify specific information in a simple story, if guided by questions</li> <li>-Make simple, direct comparisons between two people or things using common adjectives, given a model</li> <li>-Make simple comparisons between people, places or things.</li> <li>- Recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly</li> <li>-Target language: <i>(My mum) is (short)er than (me). (She's) the (short)est (person in our family!)</i>; revision of personality adjectives</li> </ul>	
<b>Stage</b>	<b>Teacher Action</b>	<b>Learner Action</b>
<b>Engagement</b>	<ul style="list-style-type: none"> <li>-Write Bailey on the board.</li> <li>-Ask what students remember from the story from Lesson 3. Prompt with questions.</li> </ul>	<ul style="list-style-type: none"> <li>-Recall what they remember from the story. Answer the teacher's questions.</li> </ul>
<b>Explanation</b>	<ul style="list-style-type: none"> <li>-Explain that pupils will learn to compare.</li> <li>-Draw a mouse, a cat, and a wolf on the board.</li> <li>-Write small – smaller – the smallest and have pupils repeat as a class.</li> <li>-Tell pupils that long adjectives don't change and ask them to find the extra words.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the explanation.</li> <li>-Observe the drawings and repeat the sentences.</li> <li>- Find the extra words and do the same for another adjective.</li> </ul>
<b>Elaboration</b>	<ul style="list-style-type: none"> <li>-Refer pupils to pages 10–12 and read out sentences with comparatives and superlatives in them.</li> <li>-Play the audio for students to listen and repeat.</li> <li>-Tell pupils to read and write the adjectives in Exercise 3.</li> <li>-Demonstrate TPR actions for short and long adjectives and call out adjectives for pupils to do the correct movements.</li> </ul>	<ul style="list-style-type: none"> <li>-Look at pages 10 and 11 and find sentences.</li> <li>- Listen and repeat the adjectives.</li> <li>-Read the descriptions and write the adjectives. Perform the TPR movements.</li> </ul>
<b>Closing</b>	<ul style="list-style-type: none"> <li>-Describe one or two pupils in a positive way.</li> <li>-Ask pupils to guess who you are talking about.</li> <li>-Repeat with other pupils making descriptions for their classmates.</li> </ul>	<ul style="list-style-type: none"> <li>-Guess which pupil the teacher is describing.</li> <li>-Create their own descriptions for classmates to guess.</li> </ul>

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

---



---



---

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

Number of Classes:

Unit Title: **1-Talent show**

Lesson Title: **Lesson 6: Grammar (Activity Book Page 8)**

Previous Learning: comparative and superlative adjectives, including the irregular forms

<b>The Main Outcomes:</b>	Learn and use comparative and superlative adjectives.		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1-Engagement</b>	<ul style="list-style-type: none"> <li>-Write the four irregular adjectives on the board and ask pupils to give you the comparative and superlative forms.</li> <li>-Ask pupils to give you sentences using each word and to write a sentence on the board.</li> </ul>	<ul style="list-style-type: none"> <li>-Provide the comparative and superlative forms of the irregular adjectives.</li> <li>-Give sentences using each word and write a sentence on the board.</li> </ul>	
<b>2-Explanation</b>	<ul style="list-style-type: none"> <li>-Explain the task of completing the sentences in the Activity Book.</li> <li>-Instruct pupils to look, read, and choose the correct answer for Activity 1.</li> <li>-Tell pupils to complete the sentences in Activity 2 individually before comparing with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the instructions for the activities.</li> <li>-Look, read, and choose the correct answers for Activity 1.</li> <li>-Complete the sentences in Activity 2 individually.</li> </ul>	
<b>3-Elaboration</b>	<ul style="list-style-type: none"> <li>-Monitor pupils as they complete the activities individually.</li> <li>-Facilitate class feedback for Activity 1 and 2, asking for explanations.</li> <li>-Instruct fast finishers to study the adjectives in the grammar table by heart.</li> </ul>	<ul style="list-style-type: none"> <li>-Complete the activities in the Activity Book.</li> <li>-Compare answers with a partner.</li> <li>-Explain their choices during class feedback.</li> </ul>	
<b>4-Closing</b>	<ul style="list-style-type: none"> <li>-Place pupils in groups of four and hand each a sheet of A4 paper.</li> <li>-Instruct them to practice comparative and superlative adjectives using the Three facts and a fib technique.</li> <li>-Walk around the class monitoring groups.</li> </ul>	<ul style="list-style-type: none"> <li>-Work in groups to practice the new grammar.</li> <li>-Create and share sentences using the Three facts and a fib technique.</li> </ul>	

### Self-Reflection on Learning and Teaching:

.....  
.....

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

Number of Classes:

Unit Title: **1-Talent show**

Lesson Title: **Vocabulary and Grammar, Lesson 7 (Pupil's Book Page 13)**

**Previous Learning:** Students are familiar with a story about a talent show and have some vocabulary related to hobbies and skills, such as juggling. They also have a general understanding of talking about what they are good at.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Learn and use vocabulary for hobbies</li> <li>- Learn and use be good at</li> <li>- Target language: count, spell, do experiments, bake a cake, throw a ball, fix toys, juggle, make a pizza; I'm good at (baking cakes).</li> </ul>	
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>
<b>1- Engagement</b>	<ul style="list-style-type: none"> <li>-Ask "What are your hobbies? What are you good at doing?".</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss their hobbies and what they are good at doing.</li> </ul>
<b>2- Explanation</b>	<ul style="list-style-type: none"> <li>Explain that in this lesson pupils will talk about hobbies, what they are good at doing, and sing a song. Present the words juggle, count, and spell using props and questions.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the explanation.</li> <li>-Watch the demonstrations and answer questions about the new words.</li> </ul>
<b>3- Elaboration</b>	<ul style="list-style-type: none"> <li>-Refer pupils to page 13 and ask them to look at the pictures.</li> <li>-Teach the other words by asking questions about the pictures.</li> <li>-Play the audio for pupils to listen, point, and repeat.</li> <li>- Play the song and encourage pupils to join in.</li> <li>-Play the karaoke version of the song for pupils to sing along.</li> <li>-Play the audio for pupils to listen and repeat the be good at structure.</li> <li>-Place pupils in pairs to ask and answer questions about what they are great at.</li> <li>-Instruct pupils to find the word card that makes a phrase.</li> </ul>	<ul style="list-style-type: none"> <li>-Look at the pictures and answer questions.</li> <li>- Listen, point, and repeat the vocabulary words</li> <li>-Listen to and sing the song.</li> <li>-Mime what they hear in the song.</li> <li>-Listen and repeat the target phrases.</li> <li>-Work in pairs to ask and answer questions.</li> </ul>
<b>4-Closing</b>	<ul style="list-style-type: none"> <li>-Ask pupils to give a short presentation to the class about what they are good at.</li> <li>-Encourage the class to be supportive and to clap.</li> </ul>	<ul style="list-style-type: none"> <li>-Give a short presentation to the class.</li> <li>-Support their classmates by clapping.</li> </ul>

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

-----  
-----

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

Number of Classes:

Unit Title: **1-Talent show**

Lesson: **Vocabulary and Grammar, Lesson 8 (Activity Book Page 9)**

**Previous Learning:** Students have been introduced to vocabulary for hobbies and have learned how to use the phrase be good at.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Learn and use vocabulary for hobbies.</li> <li>- learn and use be good at.</li> </ul> <p>Target language: count, spell, do experiments, bake a cake, throw a ball, fix toys, juggle, make a pizza; I'm good at (baking cakes); I'm not very good at (juggling).</p>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1-Engagement</b>	<ul style="list-style-type: none"> <li>-Put pupils into groups.</li> <li>-Ask them to find out what group members are good at.</li> <li>-Ask pupils to tell the class about their groups.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss with group members what they are good at.</li> <li>- Share their findings with the class.</li> </ul>	
<b>2-Explanation</b>	<ul style="list-style-type: none"> <li>Explain the tasks in the Activity Book.</li> <li>-Instruct pupils to look, match, and number the pictures and phrases in Exercise 1.</li> <li>- Check answers using the Lollipop stick technique.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the instructions.</li> <li>-Look, match, and number the phrases.</li> </ul>	
<b>3-Elaboration</b>	<ul style="list-style-type: none"> <li>-Play the audio for Exercise 2.</li> <li>- Instruct pupils to listen and tick the table.</li> <li>-Direct pupils to complete the sentences in Exercise 3 individually.</li> <li>- Place pupils in pairs for Exercise 4 and instruct them to compare with their partner.</li> <li>- Instruct fast finishers to write the collocations in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the audio and tick the table in Exercise 2.</li> <li>-Complete the sentences in Exercise 3.</li> <li>-Compare answers with a partner.</li> <li>-Write the collocations in their notebooks.</li> </ul>	
<b>4-Closing</b>	<ul style="list-style-type: none"> <li>-Write "What have you learnt today?" on the board.</li> <li>-Instruct pupils to answer the question in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on the lesson and write the answer to the question in their notebooks.</li> </ul>	

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

-----  
-----  
-----

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

Number of Classes:

Unit Title: **1-Talent show**

**Lesson 9: Culture P. B. P. 14/A. B.P. 10**

**Previous Learning:** Students have a basic vocabulary of personality adjectives, including polite and rude, and can discuss social interactions.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>- Learn about good manners around the world.</li> <li>- Get the gist of short, simple texts on familiar topics, if supported by picture</li> <li>-Follow the sequence of events in a simple story or narrative, if told slowly and clearly.</li> <li>- Express their opinions on familiar topics, using simple language.</li> <li>-Describe the differences between the customs of two cultures, using simple language</li> <li>- Write short, simple texts about topics of personal relevance, given prompts or a model</li> </ul>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	<ul style="list-style-type: none"> <li>-Write polite and rude on the board.</li> <li>-Ask pupils to offer ideas of what is polite and rude in their country.</li> </ul>	<ul style="list-style-type: none"> <li>-Brainstorm and share ideas about polite and rude manners in their country.</li> </ul>	
<b>2-Explanation</b>	<ul style="list-style-type: none"> <li>-Explain that pupils will talk about good manners around the world.</li> <li>- Write special word, handshake, and food on the board.</li> <li>- Explain their meanings and ask pupils to predict why these words are in a text about good manners.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the explanation and predict the relevance of the new words to the text.</li> </ul>	
<b>3-Elaboration</b>	<ul style="list-style-type: none"> <li>-Ask pupils to discuss in pairs why it is important to show good manners. Refer them to page 14.</li> <li>-Play the audio for pupils to listen and read. Check comprehension with questions. Instruct pupils to complete the activities in the Activity Book.</li> <li>-Divide pupils into groups for the project and demonstrate how to make the book.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss in pairs and offer ideas about the importance of good manners.</li> <li>-Listen and read the text. Answer comprehension questions.</li> <li>-Complete activities in the Activity Book.</li> <li>-Work in groups to brainstorm and create a book.</li> </ul>	
<b>4-Closing</b>	<ul style="list-style-type: none"> <li>-Have each group present their Good Manners book, reading a page each.</li> </ul>	<ul style="list-style-type: none"> <li>-Present their books to the class, reading a page each.</li> </ul>	

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

.....  
.....

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

Number of Classes:

Unit Title: **1-Talent show**

**Lesson 10: English in action (P. B.P. 15/ A. B. P 11)**

**Previous Learning:** Students can describe people's physical appearance and personality using a range of adjectives.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Learn to describe people</li> <li>- Learn and practice the prefix un- for adjectives.</li> <li>-Target language: What's she like? She's really friendly.</li> </ul>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	<ul style="list-style-type: none"> <li>-Ask questions using Yes/No response cards to review vocabulary for physical appearance and personality.</li> </ul>	<ul style="list-style-type: none"> <li>-Respond to the questions using their Yes/No cards.</li> </ul>	
<b>2- Explanation</b>	<ul style="list-style-type: none"> <li>-Explain that in this lesson pupils will learn to describe people.</li> <li>- Ask two pupils to come to the front and ask them questions about themselves</li> <li>- Use the Basketball technique to ask the class questions about the two pupils.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the explanation.</li> <li>-Answer questions about their abilities and personality.</li> <li>-Answer questions about their classmates.</li> </ul>	
<b>3-Elaboration</b>	<ul style="list-style-type: none"> <li>Refer pupils to page 15. Play the audio for Exercise 2 and ask them to find Jameela. Play the audio again for pupils to listen, read, and check.</li> <li>-Instruct pupils to practice the dialogue in pairs.</li> <li>-Explain the prefix un- to make adjectives negative.</li> <li>- Play the audio for the tongue twister and have pupils repeat.</li> <li>-Instruct pupils to work in pairs to describe someone.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss the game in the picture.</li> <li>- Listen to the audio and try to find Jameela. Listen again and read along.</li> <li>-Practice the dialogue in pairs. Listen to the explanation of the prefix un- and say the tongue twister.</li> <li>-Describe a person in the picture or in school.</li> </ul>	
<b>4-Closing</b>	<ul style="list-style-type: none"> <li>-Ask thought-provoking questions about the lesson, such as <i>How successful is your learning? and What are you doing to learn?</i>. Encourage a class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>-Answer the questions in their notebooks. Participate in the class discussion.</li> </ul>	

### Self-Reflection on Learning and Teaching:

---



---



---

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

Number of Classes:

Unit Title: **1-Talent show**

**Lesson 11: Skills**(P. B.P. 16/A. B. P 12)

**Previous Learning:** Students can recall personality adjectives from a previous lesson (Lesson 1) and have general knowledge of crime stories.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Read and understand a reading text (a report).</li> <li>-Identify the key characteristics and structure of a limited range of factual text types (e.g. articles, instructions)</li> <li>-Get the gist of short, simple texts on familiar topics, if supported by pictures.</li> <li>-Scan a simple text to find specific information</li> <li>-Follow the sequence of events in a simple story or narrative, if told slowly and clearly</li> <li>-Write simple sentences about familiar things, given prompts or a model.</li> </ul>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	<ul style="list-style-type: none"> <li>-Ask about crime stories or TV series. Place pupils in pairs to write down personality adjectives from Lesson 1. Ask for feedback using the Basketball technique.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss crime stories.</li> <li>-Recall and write down personality adjectives.</li> <li>-Answer questions during class feedback.</li> </ul>	
<b>2- Explanation</b>	<ul style="list-style-type: none"> <li>-Explain that in this lesson pupils will read a report. Tell them to look at the text and ask them what kind of text it is.</li> <li>-Explain the meaning of a report and what it tells us.</li> </ul>	<ul style="list-style-type: none"> <li>-Look at the text and identify it as a report.</li> <li>-Offer ideas about what a report tells us.</li> </ul>	
<b>3-Elaboration</b>	<ul style="list-style-type: none"> <li>-Play the audio and instruct pupils to listen and read.</li> <li>-Check comprehension with questions about the text.</li> <li>- Instruct pupils to correct the underlined words in Exercise 3.</li> <li>-Give pupils time to read the text again to find the answers.</li> <li>-Direct pupils to complete the activities in the Activity Book.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and read along.</li> <li>-Count how many people taught the students. Answer comprehension questions.</li> <li>-Read the text again to correct the underlined words.</li> <li>-Complete the activities in the Activity Book.</li> </ul>	
<b>4-Closing</b>	<ul style="list-style-type: none"> <li>Ask thought-provoking questions about the lesson, such as Is it possible to understand a text without knowing all the words?. Encourage class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>-Answer the questions in their notebooks. Participate in the class discussion.</li> </ul>	

### Self-Reflection on Learning and Teaching:

-----  
-----

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

Number of Classes:

Unit Title: **1-Talent show**

**Lesson 12: Skills (P. B.P. 17/ A. B. P 13)**

**Previous Learning:** Students are familiar with the song from Lesson 7 and have learned the be good at grammar structure.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Understand a listening task.-</li> <li>-Describe someone.</li> <li>-Write a description of someone.</li> </ul>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1-Engagement</b>	<ul style="list-style-type: none"> <li>-Play the song from Lesson 7 and encourage pupils to join in.</li> <li>- Ask pupils to say one thing they are good at doing using the Basketball technique.</li> <li>-Erase I'm and write He's/She's to prompt pupils to describe a partner.</li> </ul>	<ul style="list-style-type: none"> <li>-Sing along with the song.</li> <li>-Say one thing they are good at doing.</li> <li>- Say what their partner is good at doing.</li> </ul>	
<b>2-Explanation</b>	<ul style="list-style-type: none"> <li>-Explain that in this lesson pupils will listen to a description, describe someone, and write a description.</li> <li>-Ask pupils to identify people in the picture based on descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the explanation.</li> <li>- Listen to the descriptions and identify the people.</li> </ul>	
<b>3-Elaboration</b>	<ul style="list-style-type: none"> <li>-Play the audio for Exercise 1. Ask pupils to compare answers with a partner.</li> <li>-Place pupils in pairs to talk about someone in their family for Exercise 2.</li> <li>-Instruct pupils to read the description in Exercise 3.</li> <li>-Direct pupils to write about someone important in their life, following the plan in Exercise 4.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the audio and identify the people being talked about.</li> <li>-Compare answers with a partner.</li> <li>- Describe someone in their family.</li> <li>-Read the text in Exercise 3.</li> <li>-Follow the plan and write a description of someone important.</li> </ul>	
<b>4-Closing</b>	<ul style="list-style-type: none"> <li>-Ask pupils to write down what they achieved in their Learning diary using the prompts: Today I listened to..., I described..., and I wrote a description of....</li> </ul>	<ul style="list-style-type: none"> <li>-Write in their Learning diaries about what they accomplished in the lesson.</li> </ul>	

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

.....  
.....

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

Number of Classes:

Unit Title: **2- Then and now**

**Lesson 1: Vocabulary** (P. B Pages 18–19)

**Previous Learning:** Students have general knowledge of technology and electricity. This lesson introduces specific vocabulary related to these topics.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Learn and use technology vocabulary.</li> <li>-Understand short, simple descriptions of objects, people and animals, if supported by picture</li> <li>-Recognise familiar key words and phrases in short, basic descriptions (e.g. of objects, people or animals), if spoken slowly and clearly</li> <li>-Repeat phrases and short sentences, if spoken slowly and clearly.</li> <li>-Describe common everyday objects using simple language .</li> <li>-Target language: computer, email, smartwatch, keyboard, letter, carry, mouse, telephone, call, tablet, mobile phone, study.</li> </ul>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1-Engagement</b>	<ul style="list-style-type: none"> <li>-Show pupils a mobile phone and ask if they know what electricity means.</li> <li>-Ask pupils to find other things in the classroom that use electricity.</li> </ul>	<ul style="list-style-type: none"> <li>-Answer the questions. Raise their hands to offer ideas of objects that use electricity.</li> </ul>	
<b>2-Explanation</b>	<ul style="list-style-type: none"> <li>-Explain that in this lesson pupils will learn technology vocabulary.</li> <li>-Refer pupils to page 18 and ask them to find and point to a computer.</li> <li>-Explain that they have one minute to find objects that use electricity.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the explanation.</li> <li>-Find and point to the computer.</li> <li>-Work in pairs to find things that use electricity within the time limit.</li> </ul>	
<b>3-Elaboration</b>	<ul style="list-style-type: none"> <li>-Ask pupils to find how many things in the photos on page 19 they have already talked about.</li> <li>-Play the audio for Activity 2 and have pupils listen, point, and repeat.</li> <li>-Instruct pupils to find words from Activity 2 in the picture on page 18 and write the missing word.</li> <li>-Play the audio for Activity 4 and instruct pupils to point to the correct picture.</li> <li>-Instruct pupils to describe a word to their partner for them to guess.</li> </ul>	<ul style="list-style-type: none"> <li>-Find things from the photos that they have already talked about.</li> <li>-Listen, point, and repeat the new vocabulary.</li> <li>-Find the objects in the picture on page 18 and write the missing word. Listen and point to the correct picture.</li> <li>-Describe a word to their partner for them to guess.</li> </ul>	
<b>4-Closing</b>	<ul style="list-style-type: none"> <li>-Ask pupils to describe things in the classroom that use electricity.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe things in the classroom that use electricity.</li> </ul>	

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

-----  
-----  
-----

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

Number of Classes:

Unit Title: **2- Then and now**

**Lesson 2: Activity Book (Page 14)**

**Previous Learning:** Students have been introduced to and practiced new technology vocabulary from the previous lesson.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-learn and use technology vocabulary.</li> <li>-Label simple pictures related to familiar topics by copying single words</li> <li>-Complete a table or form with specific information extracted from a short, simple written text on a familiar topic</li> </ul> <p><b>Target language:</b> computer, email, smartwatch, keyboard, letter, carry, mouse, telephone, call, tablet, mobile phone, study.</p>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1-Engagement</b>	<ul style="list-style-type: none"> <li>-Write names of some technology objects on the board.</li> <li>-Describe one object and have pupils guess it.</li> </ul>	<ul style="list-style-type: none"> <li>-Guess the object from the description.</li> <li>-Describe an object for classmates to guess.</li> </ul>	
<b>2-Explanation</b>	<ul style="list-style-type: none"> <li>-Instruct pupils to look at their Pupil's Book page 18 to complete the sentences in Exercise 1.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the instructions.</li> <li>-Look at the pictures and complete the sentences.</li> </ul>	
<b>3-Elaboration</b>	<ul style="list-style-type: none"> <li>-Instruct pupils to complete the table in Exercise 3 individually.</li> <li>-Have them compare their answers with a partner.</li> <li>-Instruct fast finishers to write descriptions of the objects they like best from Pupil's Book Activity 2.</li> </ul>	<ul style="list-style-type: none"> <li>-Complete the table individually.</li> <li>-Compare answers with a partner.</li> <li>-Write descriptions of their favorite objects if they finish early.</li> </ul>	
<b>4-Closing</b>	<ul style="list-style-type: none"> <li>-Instruct pupils to close their books and work in groups of three.</li> <li>-Monitor them to draw 12 boxes on a sheet of A4 paper.</li> <li>-Ask "How many words did you remember?" and "Which words are harder to remember?".</li> </ul>	<ul style="list-style-type: none"> <li>-Draw 12 boxes on paper.</li> <li>-Answer the questions in their groups.</li> </ul>	

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

-----  
-----

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

Number of Classes:

Unit Title: **2- Then and now**

**Lesson 3: Story (Pupil's Book Pages 20–21)**

**Previous Learning:** Students have been introduced to and practiced technology vocabulary from Lesson 1.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-To listen to a story about how things were in the past and how they are now.</li> <li>- Follow the sequence of events in a simple story</li> <li>- Act out parts of a picture story using simple actions and words</li> </ul> <p>Target language: Revision of technology vocabulary; can, hose, string.</p>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1-Engagement</b>	<ul style="list-style-type: none"> <li>-Write the first three letters of technology words from Lesson 1 on the board and ask different pupils to complete the words.</li> </ul>	<ul style="list-style-type: none"> <li>-Complete the technology words.</li> </ul>	
<b>2-Explanation</b>	<ul style="list-style-type: none"> <li>-Explain that in this lesson pupils will listen to a story.</li> <li>-Pre-teach the words can, hose, and string with objects or drawings.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the explanation and repeat the new words.</li> </ul>	
<b>3-Elaboration</b>	<ul style="list-style-type: none"> <li>-Ask pupils how many different types of phones they can find in the story.</li> <li>-Play the audio and have pupils listen and read.</li> <li>-Check comprehension with questions about the story.</li> <li>-Instruct pupils to match the sentence halves.</li> <li>-Divide pupils into groups to act out the story.</li> <li>-Put pupils in pairs to make sentences in Discovery Team code.</li> </ul>	<ul style="list-style-type: none"> <li>-Scan the story to find different types of phones.</li> <li>-Listen and read along.</li> <li>-Answer comprehension questions.</li> <li>-Match the sentence halves.</li> <li>-Act out the story in groups.</li> <li>-Create codes and swap with other pairs.</li> </ul>	
<b>4-Closing</b>	<ul style="list-style-type: none"> <li>-Put pupils in groups of three and have them discuss what happened in the story.</li> <li>-Ask different pupils to feed back to the class.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss the story in groups.</li> <li>-Provide feedback to the class.</li> </ul>	

### Self-Reflection on Learning and Teaching:

-----  
-----

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

Number of Classes:

Unit Title: **2- Then and now**

**Lesson 4: Activity Book (Page 15)**

**Previous Learning:** Students have read and understood the story from the previous lesson.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Review a story.</li> <li>-Extract specific information in short texts on familiar topics .</li> <li>-Write some familiar words</li> </ul>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1-Engagement</b>	<ul style="list-style-type: none"> <li>-Ask pupils to tell you what happens in the story from Lesson 3.</li> <li>-Replay the audio if there is time.</li> </ul>	<ul style="list-style-type: none"> <li>Recall and summarize what happens in the story.</li> </ul>	
<b>2-Explanation</b>	<ul style="list-style-type: none"> <li>-Instruct pupils to look, read, and match the sentences in Exercise 1.</li> <li>-Explain how to check their answers in groups.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the instructions.</li> <li>- Look, read, and match the sentences and characters.</li> </ul>	
<b>3-Elaboration</b>	<ul style="list-style-type: none"> <li>-Instruct pupils to correct the mistakes in Exercise 2 individually.</li> <li>-Ask pupils to tick the creative ideas in Exercise 3.</li> <li>-Place pupils in pairs to make their own version of Millie's code and write a message.</li> <li>-Check understanding using Traffic light cards.</li> </ul>	<ul style="list-style-type: none"> <li>-Correct the mistakes individually.</li> <li>- Read and tick the creative answers.</li> <li>-Make their own code and write a message for their partner.</li> </ul>	
<b>4-Closing</b>	<ul style="list-style-type: none"> <li>-Ask pupils what they learned about old technology from the story using the Summative questions technique.</li> </ul>	<ul style="list-style-type: none"> <li>-Reflect on the lesson and answer the question.</li> </ul>	

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

-----  
-----

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

Number of Classes:

**Unit Title: 2- Then and now**

**Lesson 5: Grammar (P. B. Page 22)**

**Previous Learning:** Students are familiar with the story from Lesson 3, including key details about "Millie's code," "Hamed's project," and the "Discovery Team's speaking tube."

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Learn and use the Past simple.</li> <li>-Write simple sentences about past events .</li> <li><b>-Target language:</b> Did you have a phone ten years ago?, That computer was really big!.</li> </ul>	Express their opinions on familiar topics.	
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1-Engagement</b>	-Ask pupils questions about the story from Lesson 3 to review key details, such as "What was Millie's code?"	Recall details from the story and answer the questions.	
<b>2-Explanation</b>	-Explain that in this lesson pupils will learn to use the Past simple. - Write Today and Ten years ago on the board and model the past tense of verbs.	-Listen to the explanation. -Provide the past simple forms of verbs.	
<b>3-Elaboration</b>	<ul style="list-style-type: none"> <li>-Refer pupils to pages 20–22.</li> <li>-Play the audio for Exercise 2 for pupils to listen and repeat.</li> <li>-Guide pupils through the grammar rules for questions and answers with did and was/were.</li> <li>-Play the audio for the story in Exercise 3 and instruct pupils to order the pictures.</li> <li>-Check answers using the Lollipop stick technique.</li> <li>-Instruct pupils to retell Ali's story by writing the past tense of the verbs. Place pupils in pairs to tell a story from their own childhood.</li> </ul>	<ul style="list-style-type: none"> <li>-Look at the pictures. Listen and repeat the sentences.</li> <li>-Order the pictures as they listen to the story.</li> <li>-Retell the story by writing the past tense verbs.</li> <li>-Tell a story from their childhood to a partner.</li> </ul>	
<b>4-Closing</b>	<ul style="list-style-type: none"> <li>-Put the class into two teams.</li> <li>- Call out a verb in the present tense. – Award a point to the first pupil to correctly say the past tense.</li> </ul>	-Participate in the game and say the past tense of the verbs.	

### Self-Reflection on Learning and Teaching:

---



---



---

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade  
 Subject: English Language

Number of Classes:

Unit Title: **2- Then and now**

**Lesson 6: Activity Book (Page 16)**

**Previous Learning:** Students have been introduced to and practiced the past simple tense, including irregular verbs.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-learn and use the Past simple.</li> <li>-Extract factual information from short, simple dialogues about past events</li> <li>- Write some familiar words .</li> </ul> <p><b>Target language:</b> Did you have a phone ten years ago?, That computer was really big!.</p>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1-Engagement</b>	-Write four verbs in the present tense on the board. Ask pupils to say the past tense for each.	Say the past tense of the verbs.	
<b>2-Explanation</b>	-Explain the tasks in the Activity Book, focusing on the listening activity and completing sentences.	Listen to the instructions.	
<b>3-Elaboration</b>	<ul style="list-style-type: none"> <li>-Play the audio for Exercise 1 and instruct pupils to listen and tick the correct answer.</li> <li>- Instruct pupils to complete the sentences in Exercise 2 individually.</li> <li>-Check the answers as a class.</li> <li>-Instruct fast finishers to study the irregular verbs at the back of their Activity Books.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the dialogues and tick the correct answers.</li> <li>-Complete the sentences individually.</li> <li>-Study the irregular verbs if they finish early.</li> </ul>	
<b>4-Closing</b>	-Ask pupils "Do you understand the grammar?" and "How will you learn the irregular verbs?" using the Summative questions technique.	-Reflect on their learning and answer the questions.	

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

-----  
 -----

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

Number of Classes:

Unit Title: **2- Then and now**

**Lesson 7: Vocabulary and Grammar (P.B Page 23)**

**Previous Learning:** Students are familiar with vocabulary related to technology, such as letters and emails, from previous lessons.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Learn and use verbs; to learn and use could/couldn't, and to sing a song.</li> <li>-Identify specific information in short, simple dialogues about past events</li> <li><b>-Target language:</b> post a letter, hold a pen, send an email, win a race, make a face, make a sandwich, tell a story, tie a shoelace</li> </ul>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	-Ask Do you write letters/send emails? and Are you good at telling a story? to elicit answers using the Lollipop stick technique.	-Answer the questions.	
<b>2- Explanation</b>	-Explain that in this lesson pupils will learn verbs and talk about what they could and couldn't do in the past. -Introduce the verbs by writing them on the board and doing three actions for pupils to copy.	-Listen to the explanation and identify the verbs. -Copy the actions to demonstrate understanding.	
<b>3- Elaboration</b>	-Refer pupils to page 23. Play the audio for Activity 1 and have pupils listen, point, and repeat. -Hand out word cards for a collaborative activity. -Play the song for pupils to listen and then read it line by line for them to repeat. -Replay the audio and encourage pupils to sing. -Play the audio for Activity 3 and elicit that the word for can/can't in the past is could/couldn't. -Place pupils in pairs for Activity 4 to ask and answer about what they could and couldn't do when they were five.	-Listen, point, and repeat the new vocabulary. -Find the correct word card to make a phrase. - Listen to the song and then repeat the lines. -Sing along to the karaoke version. -Repeat the audio for Activity 3 and identify the past tense of can. -Ask and answer questions in pairs about their past abilities.	
<b>4-Closing</b>	-Ask pupils to give a short presentation to the class about what they could do when they were five.	-Give a short presentation to the class.	

### Self-Reflection on Learning and Teaching:

-----  
-----

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

Number of Classes:

Unit Title: **2- Then and now**

**Lesson 8: Activity Book** (.Page 17)

**Previous Learning:** Students have learned a new set of verbs and the past modal could/couldn't from Lesson 7.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Learn and use verbs; to learn and use could/couldn't.</li> <li>-Extract factual information from short, simple dialogues about past events</li> <li>-Write some familiar words .</li> <li>-Target language: post a letter, hold a pen, send an email, win a race, make a face, make a sandwich, tell a story, tie a shoelace. When I was (one), I could (walk), but I couldn't (talk).</li> </ul>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1-Engagement</b>	<ul style="list-style-type: none"> <li>-Put pupils into groups. .</li> <li>-Ask pupils to tell the class about their groups.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss with group members and share their findings with the class.</li> </ul>	
<b>2-Explanation</b>	<ul style="list-style-type: none"> <li>-Explain the tasks in the Activity Book, focusing on the listening activity and writing tasks.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the instructions.</li> </ul>	
<b>3-Elaboration</b>	<ul style="list-style-type: none"> <li>-Instruct pupils to reorder the letters and match them in Exercise 1.</li> <li>-Play the audio for Exercise 2 for pupils to listen and tick or cross.</li> <li>-Check answers using the Lollipop stick technique.</li> <li>- Instruct pupils to complete the sentences in Exercise 3 individually and check answers in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>-Reorder the letters and match them.</li> <li>-Listen to the audio and tick or cross the correct boxes.</li> <li>-Complete the sentences individually and check them with a partner.</li> </ul>	
<b>4-Closing</b>	<ul style="list-style-type: none"> <li>-Ask pupils what they have learned today using the Summative questions technique.</li> <li>-Have them write their answers in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>-Reflect on their learning and write the answers in their notebooks.</li> </ul>	

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

-----  
-----  
-----

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 5<sup>th</sup> Grade

Subject: English Language

- Number of Classes:

Unit Title: **2- Then and now**

**Lesson9: Culture (P.B. Page 24/ A.B Page 18)**

**Previous Learning:** Students have general knowledge of museums. They have also been revising vocabulary and grammar from previous lessons in the unit.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Learn about museums around the world; to write a guide for a museum.</li> <li>-Get the gist of short, simple texts on familiar topics, if supported by pictures .</li> <li>-Express their opinions on familiar topics, using simple language .</li> </ul>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	<ul style="list-style-type: none"> <li>-Write museum on the board. Ask pupils what museums are in their country or what they have visited.</li> </ul>	<ul style="list-style-type: none"> <li>-Share their knowledge and experiences about museums.</li> </ul>	
<b>2- Explanation</b>	<ul style="list-style-type: none"> <li>-Explain that in this lesson pupils will learn about different types of museums. -Ask pupils to look at the icons next to the museum names and the photos and predict what they will see.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the explanation and predict the content of the museums based on the pictures.</li> </ul>	
<b>3-Elaboration</b>	<ul style="list-style-type: none"> <li>-Play the audio for Activity 2 and instruct pupils to listen and follow along.</li> <li>-Ask comprehension questions about the texts.</li> <li>-Lead a TPR activity using True/False response cards.</li> <li>-Ask pupils which museum they would like to visit and why.</li> <li>- Divide pupils into groups of four for the project and explain the task of writing a museum guide.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the audio and follow the text.</li> <li>-Take turns to read aloud and answer comprehension questions.</li> <li>-React to sentences using True/False cards.</li> <li>-Discuss in groups which museum they prefer and why.</li> <li>-Work in groups to create their own museum guide.</li> </ul>	
<b>4-Closing</b>	<ul style="list-style-type: none"> <li>-Have each group read their guide to the class like a tour guide.</li> <li>-Ask pupils to answer the question What was the best thing in the lesson for you? in their notebooks.</li> </ul>	<ul style="list-style-type: none"> <li>-Present their museum guides to the class.</li> <li>-Answer the question in their notebooks.</li> </ul>	

### Self-Reflection on Learning and Teaching:

-----  
-----

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

-Class / Level: 5<sup>th</sup> Grade

-Subject: English Language

- Number of Classes:

Unit Title: **2- Then and now**

**Lesson 10: English in action( P. B Page 25/ A.B Page 19)**

**Previous Learning:** Students have knowledge of museums from the previous lesson, including the projects they created.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-learn to ask for information; to learn and practice changing verbs to nouns using the suffix -tion.</li> <li>-Ask and answer simple questions about personal information.</li> <li>-Ask for information using simple questions .</li> <li>- <b>Target language:</b> I'd like some information about the Science Museum, please., Can you tell me about the museum?, What time does it open?.</li> </ul>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	-Ask pupils questions using Yes/No response cards and the Basketball technique to review their knowledge of museums.	-Respond to the questions using their cards or by catching the ball.	
<b>2- Explanation</b>	-Explain that in this lesson pupils will learn to ask for and give information. -Display pupils' projects from Lesson 9 and ask questions about them.	-Listen to the explanation and answer questions about the projects.	
<b>3- Elaboration</b>	-Instruct pupils to circle and underline things in a natural history and a science museum. -Play the audio for Activity 2 and ask which museum Abbas wants to visit. -Play the audio for Activity 3 for pupils to listen, read, and check their answer. -Instruct pupils to practice the conversation in pairs. -Place pupils in pairs to ask for and give information about a different museum. -Play the audio for Activity 5 and ask pupils what they notice about the words in red.	-Circle and underline the items. Listen to the audio and answer the question. -Listen and read along to check. -Practice the conversation. -Ask for and give information about a different museum. -Listen to the audio and identify the pronunciation rule.	
<b>4-Closing</b>	-Ask pupils How easy/hard were the words in the Pronunciation activity to pronounce? and What can you do to improve pronunciation? using the Thought-provoking questions technique.	-Reflect on their learning and answer the questions.	

### Self-Reflection on Learning and Teaching:

-----  
-----  
-----

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

-Class / Level: 5<sup>th</sup> Grade

-Subject: English Language

- Number of Classes:

Unit Title: **2- Then and now**

**Lesson11: Skills** (P B .Page 26/A. B Page 20)

**Previous Learning:** Students have general knowledge of blogs and have practiced reading and writing about museums in previous lessons. This lesson introduces new vocabulary related to materials and professions.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Read and understand a reading text (a blog about cardboard).</li> <li>-Understand simple, sequenced narrative texts on familiar topics .</li> <li>-Scan a simple text to find specific information .</li> </ul> <p><b>Target language:</b> cardboard, company, bridge, engineer.</p>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1-Engagement</b>	-Write questions about blogs on the board for groups to discuss. Ask for class feedback.	-Discuss the questions in groups and provide feedback to the class.	
<b>2-Explanation</b>	-Explain that in this lesson pupils will read a blog about cardboard. Pre-teach cardboard, company, bridge, and engineer with sentences.	-Listen to the explanation and new vocabulary.	
<b>3-Elaboration</b>	<ul style="list-style-type: none"> <li>-Ask pupils to discuss what they already know about cardboard.</li> <li>-Play the audio for Activity 2 and instruct pupils to listen and read.</li> <li>-Ask comprehension questions about the text.</li> <li>-Instruct pupils to write the correct paragraph number for each heading in Activity 3.</li> <li>-Give them one minute to complete the activity.</li> <li>-Instruct pupils to complete the activities in the Activity Book: Look, read and match and Complete the sentences.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss what they know about cardboard.</li> <li>-Listen and read the blog. Answer comprehension questions.</li> <li>-Complete the activities in the Pupil's Book and the Activity Book.</li> </ul>	
<b>4-Closing</b>	<ul style="list-style-type: none"> <li>-Ask pupils to think about an object made of cardboard they have at home and write about it.</li> <li>-Ask them to compare their writing with a partner using the Two stars and a wish technique.</li> </ul>	<ul style="list-style-type: none"> <li>-Write about a cardboard object.</li> <li>-Compare their writing with a partner.</li> </ul>	

### Self-Reflection on Learning and Teaching:

-----  
-----  
-----

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

-Class / Level: 5<sup>th</sup> Grade  
 -Subject: English Language

- Number of Classes:

Unit Title: **2- Then and now**

**Lesson12: Skills (P. B Page 27/A.B Page 21)**

**Previous Learning:** Students have been introduced to vocabulary and grammar related to holidays, places, and museums in previous lessons. They have also practiced the Past simple tense.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Understand a listening task; to talk about a visit to a museum; to write a report about a visit.</li> <li>-Identify specific information in a short, simple spoken text on a familiar topic .</li> <li>-Write a short, simple report about a visit to a place .</li> </ul>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1-Engagement</b>	<ul style="list-style-type: none"> <li>-Play the song from Lesson 7. Ask pupils what they like to see at a museum or do on holiday using the Basketball technique.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen and sing along. Answer the questions in a fun, active way.</li> </ul>	
<b>2-Explanation</b>	<ul style="list-style-type: none"> <li>-Explain that in this lesson pupils will listen to children talking about places they visited, talk about a visit to a museum, and then write a report.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the explanation of the lesson's aims.</li> </ul>	
<b>3-Elaboration</b>	<ul style="list-style-type: none"> <li>-Refer pupils to page 27 and ask them to look at the people and places.</li> <li>-Play the audio for Activity 1 and instruct pupils to match the people to the places.</li> <li>-Ask pupils to work in pairs and talk about a visit to a museum.</li> <li>-Instruct pupils to read Kamal's report in Activity 3 and ask where he went.</li> <li>-Read the Writing tip and the plan to pupils.</li> <li>-Instruct pupils to complete the activities in the Activity Book.</li> </ul>	<ul style="list-style-type: none"> <li>-Look at the pictures and predict the places.</li> <li>-Listen and match the people to the places.</li> <li>-Talk about a museum visit with a partner.</li> <li>-Read the report and answer the comprehension questions.</li> <li>-Follow the plan to write their own report.</li> </ul>	
<b>4-Closing</b>	<ul style="list-style-type: none"> <li>-Instruct pupils to write in their Learning diary what they achieved.</li> <li>- Ask them to write Today I listened to..., I described..., and I wrote a description of...</li> </ul>	<ul style="list-style-type: none"> <li>-Write in their Learning diary to reflect on their learning.</li> </ul>	

### Self-Reflection on Learning and Teaching:

---



---



---

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

-Class / Level: 5<sup>th</sup> Grade

-Subject: English Language

- Number of Classes:

### **Language Booster 1, Lesson 1 (P. B Page 28/ A.B. Page 22)**

**Previous Learning:** Students are familiar with a song from a previous lesson (page 13) and have general knowledge of hobbies and activities.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Consolidate and extend vocabulary and grammar.</li> <li>-Talk about their hobbies and interests, using simple language</li> <li>-Follow a simple dialogue about familiar, everyday activities .</li> <li>-Target language: make a pizza, bake a cake, do an experiment, build a robot, make a rocket, visit a museum.</li> </ul>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1-Engagement</b>	-Play the song from page 13 and encourage pupils to sing.	-Sing the song in their groups.	
<b>2-Explanation</b>	-Explain that in this lesson pupils will learn more vocabulary related to activities and making suggestions.	-Listen to the lesson objectives.	
<b>3-Elaboration</b>	<ul style="list-style-type: none"> <li>-Set a timer for one minute and instruct pupils to say as many hobbies as possible.</li> <li>-Ask pupils to look at the pictures in Activity 2.</li> <li>-Play the audio for them to listen and order the pictures.</li> <li>-Play the audio for Activity 3 and instruct pupils to tick or cross what the children decide to do.</li> <li>-Instruct pupils to read and circle the correct option in Activity 4.</li> </ul>	<ul style="list-style-type: none"> <li>-Brainstorm hobbies in pairs.</li> <li>-Look at the pictures and repeat the words.</li> <li>-Listen to the audio and order the pictures.</li> <li>-Listen to the dialogue and tick or cross the items.</li> <li>-Read the dialogue and circle the correct option.</li> </ul>	
<b>4-Closing</b>	<ul style="list-style-type: none"> <li>-Hand out a sheet of A4 paper to each pupil and ask them to draw their favorite activity.</li> <li>-Ask pupils what they think about what they learnt.</li> </ul>	<ul style="list-style-type: none"> <li>-Draw their favorite activity.</li> <li>-Answer the summative questions.</li> </ul>	

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

.....  
.....

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

-Class / Level: 5<sup>th</sup> Grade

-Subject: English Language

- Number of Classes:

### **Language Booster 1, Lesson 2 (P. B Page 29/ A.B. Page 23)**

**Previous Learning:** Students have been introduced to and practiced vocabulary for various activities from Lesson 1.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Consolidate and extend vocabulary and grammar.</li> <li>-Make suggestions about what to do, using a few basic fixed expressions .</li> <li>-Write simple sentences about familiar things, given prompts or a model .</li> <li>-Target language: make a pizza, bake a cake, do an experiment, build a robot, make a rocket, visit a museum.</li> </ul>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1-Engagement</b>	-Spell a word for pupils to say the complete phrase to review the previous lesson's activities.	-Say the complete phrase from the words the teacher spells.	
<b>2-Explanation</b>	Explain that pupils will learn more vocabulary related to activities and suggestions. Write How about ...?, What about ...?, Shall we ...?, and Let's ... on the board.	-Listen to the explanation of new ways to make suggestions.	
<b>3-Elaboration</b>	<ul style="list-style-type: none"> <li>-Instruct pupils to Read and circle in Activity 5.</li> <li>-Instruct pupils to complete the dialogue in Activity 6.</li> <li>- Have pairs practice the dialogue and act it out for the class.</li> <li>-Play the audio for Activity 7 and ask pupils to repeat. Instruct pairs to form a dialogue.</li> <li>-Instruct pupils to complete Activity Book exercises: Order the words and Now write your own dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>-Complete the activities individually.</li> <li>-Practice the dialogues in pairs and act them out.</li> <li>-Listen and repeat the audio. Write their own dialogue.</li> </ul>	
<b>4-Closing</b>	-Do a class survey on the hobbies and activities. Ask pupils what they think about what they learned.	-Vote for their favorite activity. Answer the summative questions.	

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

-----  
-----

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

-Class / Level: 5<sup>th</sup> Grade

-Subject: English Language

- Number of Classes:

### **Social Studies, Lesson 3 ( Pupil's Book Page 30)**

**Previous Learning:** Students have general knowledge of the solar system and some of the planets.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Learn about the rocky planets in our solar system.</li> <li>-Get the gist of a simple text on a familiar topic, if supported by pictures .</li> <li>-Find specific factual information in short, simple texts .</li> </ul> <p>Target language: core, crater, metal, surface, gas, rock, rocky, Mercury, Venus, Earth, Mars.</p>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	<ul style="list-style-type: none"> <li>-Write Our solar system on the board. Ask pupils to name any planets they know.</li> </ul>	<ul style="list-style-type: none"> <li>-Raise their hands and name planets they know.</li> </ul>	
<b>2- Explanation</b>	<ul style="list-style-type: none"> <li>-Explain that in this lesson pupils will learn about the rocky planets.</li> <li>-Pre-teach the names of the four rocky planets and have pupils draw them on the board in the correct order.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the explanation. Draw the planets on the board.</li> </ul>	
<b>3- Elaboration</b>	<ul style="list-style-type: none"> <li>-Instruct pupils to discuss what they know about planets.</li> <li>-Play the audio for Activity 2 and have them listen and read.</li> <li>-Check comprehension with questions. Instruct pupils to match the questions with the answers in Activity 3.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss what they know about planets in groups.</li> <li>-Listen and read the text. Answer comprehension questions.</li> <li>-Complete the matching activity.</li> </ul>	
<b>4-Closing</b>	<ul style="list-style-type: none"> <li>-Instruct pupils to work in pairs.</li> <li>-Ask Pupil A to look at Activity 3 and ask a question. Ask Pupil B to close their book and try to remember the answer.</li> <li>-Ask pupils What new information did you learn in this lesson?</li> </ul>	<ul style="list-style-type: none"> <li>-Ask and answer questions in pairs. Answer the summative questions.</li> </ul>	

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

-----  
-----

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

-Class / Level: 5<sup>th</sup> Grade

-Subject: English Language

- Number of Classes:

### Social Studies, Lesson 4 .Pupil's Book Page 31

**Previous Learning:** Students have learned about the four rocky planets and their characteristics from Lesson 3.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Learn about the other four planets in our solar system.</li> <li>-Write simple sentences about familiar things, given prompts or a model - Find specific factual information in short, simple texts .</li> </ul> <p><b>Target language:</b> Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune.</p>		
The Stages	Teacher Action	Learner Action	Time
<b>1-Engagement</b>	<ul style="list-style-type: none"> <li>-Write Rocky planets on the board. Ask pupils to name them in order.</li> <li>-Draw a diagram of the planets on the board.</li> </ul>	<ul style="list-style-type: none"> <li>Name the rocky planets.</li> </ul>	
<b>2-Explanation</b>	<ul style="list-style-type: none"> <li>-Explain that in this lesson pupils will learn about the other planets and make a fact file.</li> <li>-Pre-teach the names of the other four planets and have pupils add them to the diagram on the board.</li> </ul>	<ul style="list-style-type: none"> <li>-Listen to the explanation.</li> <li>-Draw the new planets on the board.</li> </ul>	
<b>3-Elaboration</b>	<ul style="list-style-type: none"> <li>-Instruct pupils to read the fact file about the four planets in Activity 1.</li> <li>-Ask them to read and answer the questions in Activity 2 in pairs.</li> <li>- Instruct pupils to work in groups to make a fact file about the rocky planets.</li> </ul>	<ul style="list-style-type: none"> <li>-Read the fact file. Answer the questions in pairs.</li> <li>-Work in groups to make a fact file.</li> </ul>	
<b>4-Closing</b>	<ul style="list-style-type: none"> <li>-Erase the names of the planets from the diagram on the board.</li> <li>-Instruct pairs to write down all the planets.</li> <li>-Ask pupils Did you remember all the planets? Can you spell them?</li> </ul>	<ul style="list-style-type: none"> <li>-Write down the names of the planets.</li> <li>-Answer the summative questions.</li> </ul>	

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

---



---



---

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

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant: