

Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **Let's get started!**

Number of classes: _____

date: fromto

Lesson one: World of Wonder! Magazine

Previous learning: jobs & hobbies vocabsVertical Integration: 6th grade

Horizontal Integration: ____-

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Get the gist of short, simple listening texts on familiar topics	Pp’s Book	- Direct Instruction: Questions answers Work with the book Direct reading activities	-Performance-based assessment: Performance Speech	-Chick list	Starting the lesson; Tch writes words on the board & pps interact.	5m
2	Understand short, school-related messages in emails, text messages and social media postings	Activity Book		Presenting the WOW! Team to pps.		2m	
				Pps describe the pictures, listen to the audio &then answer Tch’s comprehension qs.		10m	
3	Scan several short, simple texts on the same topic to find specific information	Audio CD	-Groupwork: Discussion Group work Pair work	-Observation: Random observation	- Rubric	Pps individually write answers for ex2 then compare with partners &finally justify answers aloud.	10m
4	Give brief reasons for their opinions on familiar topics	White Board				Pps talk in pairs to discuss the qs in ex3 (relating to ex2) & Tch monitors.	7m
5	Revise vocabulary to describe hobbies and interests					Pps work on A.B. ex1,2,3 individually then compare & check with partners	10m
6	know the new WOW! Team; & the unit topics					Finishing the lesson: Which do you think will be your favourite topic for the WOW! Magazine?	1m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Prepared by: School principle Date Signature

Supervisor Date Signature

Semester Plan No (1)

Class / level: 7th grade

Number of classes: _____

Previous learning: WH questions**Lesson Plan**

date: fromto

Vertical Integration: 6th grade**Page No (1)**Unit title: **Let's get started!**

Lesson two: Team Talk

Horizontal Integration: ____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration			
				Strategy	Tool					
1	Students are supposed to: Follow extended stories and texts	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities - Groupwork : Discussion Group work Pair work	-Performance - based assessment: Performance Speech	-Chick list - Rubric	Starting the lesson; Tch asks simple WH qs & pps answer using vocabs of sports &hobbies.	3m			
2	Give brief reasons for own opinion	Activity Book				Explains there'll be more about WOW! Team to pps.	1m			
3	Talk about hobbies and interests, using simple language							Pps describe the children in pictures, listen to audio & match	6m	
4	Ask a range of questions in guessing games to find the answer	Audio CD		Pps work on ex2 in pairs then listen to audio and answer ex3 individually. Tch makes sure pps have the correct answers.		10m				
5	Ask someone simple questions about their life and experiences	White Board					Pps find differences and similarities, in pairs, for ex4.	4m		
6	Listen to the main information in short, simple dialogues about someone's hobbies and interests			Pps play the guessing game for ex5 in pairs and then work on ex6 in groups. Tch monitors.		10m				
7	know the new characters								Pps work A.B. ex1,2,3 individually then check with partners.	10m
8	Revise question words									
9	Revise vocabulary to describe people									

(Daily follow- up table)

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **1 City life.**

Number of classes: _____

date: fromto

Lesson one: World of Wonder! Magazine

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Read a simple text about a past event	Pp's Book	- Direct Instruction: Qs answers	- Performance based assessment:	-Chick list	Starting the lesson; Tch asks pps to think of one word they know connected to cities.	2m
2	Compare the advantages and disadvantages of different options using linking words/ phrases	Activity Book	Work with the book	Performance Speech		Explains to pps they'll learn to talk about city tourism..	1m
3	Repeat phrases and short sentences, if spoken slowly and clearly.	Audio CD	Direct reading activities			Tch explains the words advantages and disadvantages Pps discuss the dis/advantages in pairs.	6m
4	Describe past events or experiences using simple descriptive language.	White Board		- Observation: Random observation	- Rubric	Pps work on ex2 in pairs then listen to audio and answer. Tch monitors & consolidates understanding.	10m
5	Understand some details in longer dialogues on familiar everyday topics while listening.		- Groupwork : Discussion Group work Pair work			Pps listen and read then answer ex3. Tch checks.	5m
						Pps work for ex4 in pairs and Tch walks around, monitors and asks different pps to offer answers.	10m
						Pps work on A.B. ex1,2,3 individually then compare & check with partners	10m
6	Use words for city tourism					Finishing the lesson: pps draw 12 boxes on paper, write the new words they remember & Tch asks related qs.	1m

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Class / level: 7th grade

Unit title: **1 City life.**

Number of classes: _____

date: fromto

Lesson two: Team Talk

Previous learning: past simple

Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Understand the main themes of a simplified story.	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities	-Performance-based assessment: Performance Speech Role playing.	-Chick list	Starting the lesson; Tch asks pps to say one thing they remember about one of the WOW! Team members.	2m
2	Identify specific information in a simple story.	Activity Book				Tch writes <i>fire, burn and fire brigade</i> on the board & writes <i>When there is a,___ you must call the ___ or the building will ___</i> . Pps try to fill in the gaps.	4m
3	Scan a simple text to find specific information.	Audio CD				Pps listen and skim the dialogue to answer ex1.	6m
4	Act out a short dialogue or role play	White Board	-Groupwork: Discussion Group work Pair work	-Observation: Random observation	- Rubric	Pps reread the dialogue and discuss the answers for ex2 in pairs. Tch checks the answers. Tch presents extra questions for pps to answer.	11m
5	Describe past events or experiences using simple descriptive language.					Pps work for ex3 to find the expressions and act them out in pairs then, Tch asks pps to demonstrate to class.	10m
6	Extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly.					Pps work on A.B. ex1,2,3 individually then compare & check with partners	10m
7	read a dialogue about the Monument in London					Finishing the lesson: Summative question technique 'what they remember about the Monument in London'.	2m

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **1 City life.**

Number of classes: _____

date: fromto

Lesson three: Grammar

Previous learning: past simple

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Identify specific information in a simple story.	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech -Observation: Random observation Lollipop stick technique	-Chick list - Rubric	Starting the lesson; Tch asks qs about previous lesson.	2m
2	Scan a simple text to find specific information.	Activity Book				Tch writes <i>Sami used to go to school in _____. He moved to Amman _____ weeks ago.</i> Then writes (<i>Aqaba, two</i>). Pps fill the gaps, then Tch circles <i>used to go</i> and <i>moved</i> . & asks which verb is in the Past	4m
3	Extract factual information from short dialogues or stories about past events guided by questions.	Audio CD				Pps refer to previous lesson & answer ex1 qs in pairs.	6m
4	Talk about past events or experiences, using simple language.	White Board				Pps read and try to circle to complete the rule then Tch asks qs about the sentence on board to help pps. Pps write down the correct rule for ex2 and check partners.	8m
5	Write two or three related sentences on a familiar topic.					Pps work for ex3 to find examples of the rule then ask and answer in pairs for more practice in ex4	10m
6	Use used to					Pps think about ex5 & 6 then listen to audio and work out the exercises in pairs. Tch checks.	10m
7	Understand a listening task					Pps talk about themselves using the new rule for ex7	3m
						Finishing the lesson: Tch says true/false sentences about the Monument. Pps correct the false sentences..	2m

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **1 City life.**

Number of classes: _____

date: fromto

Lesson four: Activity Book/ Practice

Previous learning: used to

Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Identify specific information in a simple story.	Pp’s Book	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech	-Chick list	Starting the lesson; Tch explains this lesson is a continuation/ follow up for the last pps’ book lesson.	1m
2	Scan a simple text to find specific information.	Activity Book				Pps read the qs, listen to the audio and then answer ex1	6m
3	Extract factual information from short dialogues or stories about past events guided by questions.	Audio CD				Pps work on ex2 individually, compare with partners and then volunteers read the completed sentences.	7m
4	Talk about past events or experiences, using simple language.	White Board		-Observation: Random observation Three facts and a fib technique.	- Rubric	Pps complete the sentences with the correct form of the verbs for ex3. Then check answers as a class.	10m
5	Write two or three related sentences on a familiar topic.					Pps work for ex4 in pairs write survey questions about what they used to do when they were younger and then answer them and Tch monitors and calls on volunteers to read aloud their answers.	11m
6	Use used to					Pps work on Grammar reference practice ex1,2 individually then compare & check with partners	7m
7	Understand a listening task					Finishing the lesson: Pps practise <i>used to</i> using the Three facts and a fib technique.	3m

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Day & Date	Section	Period	Fulfilled Outcomes	Homework

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **1 City life.**

Number of classes: _____

date: fromto

Lesson five: Book Club

Previous learning: past simple

Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Follow the sequence of events in short, simple cartoon stories that use familiar key words	Pp's Book Activity Book	- Direct Instruction: Qs answers Work with the book	-Performance-based assessment: Performance Speech Role playing.	-Chick list	Starting the lesson; Tch asks <i>What kind of books do you read? Do you read cartoon stories?</i>	3m
2	Understand some details in extended dialogues on familiar everyday topics	Audio CD	Direct reading activities			Tch writes <i>Treasure Hunt</i> on the board and asks pps to offer explanations of what a treasure hunt is.	4m
3	Understand a reading text	White Board	-Groupwork: Discussion Group work Pair work	-Observation: Random observation	- Rubric	Pps look at the pictures and work in pairs to complete the activity to answer ex1.	6m
4	Learn compound nouns					Pps listen and read then raise their hands to offer answers for ex2. Tch checks comprehension with qs	10m
						Pps work for activity book's ex1 & 2 in pairs to find answers related to the picture story. Tch checks.	10m
						Pps work on A.B. ex3 & 4 individually then compare & check with partners	10m
						Finishing the lesson: Summative question technique 'Today I have learnt ...' pps complete.	2m

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **1 City life.**

Number of classes: _____

date: fromto

Lesson six: Vocabulary and Grammar

Previous learning: present simpleVertical Integration: 6th grade

Horizontal Integration: ____-

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration	
				Strategy	Tool			
1	Students are supposed to: Scan a simple text to find specific information	Pp’s Book	- Direct Instruction: Qs answers Work with the book Direct reading activities - Groupwork: Discussion Group work Pair work	- Performance - based assessment: Performance Speech	-Chick list	Starting the lesson; Tch revises the city tourism words by writing them on board with the first and last letter missing.	2m	
2	Identify specific information in a simple story, guided by qs	Activity Book				Tch writes on the board half of the compound nouns that pps used in Lesson 5 then asks pps to say the whole word: <i>round (about)</i> ,...	3m	
3	Understand some details in extended dialogues on familiar everyday topics while listening.	Audio CD				Pps look at pictures, listen to audio & answer ex1. Tch asks which means of transport they hire to go somewhere. Taxi.	6m	
						Pps work in pairs to find the words on ex2 referring to p12 . Pps complete the true/ false activity individually and then work with partners to correct the false sentences for ex3.	8m	
4	Repeat phrases and short sentences.	White Board			- Observation: Random observation		Tch checks answers	10m
5	Talk about plans for the near future in a simple way						Pps read and try to circle and complete the rule then Tch checks answers. Pps write down the correct rule for ex4.	7m
6	Use vocabulary for city travel and transport					Lollipop stick technique	Pps listen to audio and answer the following qs in ex5.	7m
7	Use Present continuous for future plans						Finishing the lesson: Tch uses summative questions ‘explain the difference between present cont. and present s.	2m
8	Use Present simple for timetables and scheduled events							

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

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*Suggestions for improvement

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **1 City life.**

Number of classes: _____

date: fromto

Lesson seven: Activity Book/ Practice

Previous learning: present continuousVertical Integration: 6th grade

Horizontal Integration: ____-

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Scan a simple text to find specific information	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech -Observation: Random observation	-Chick list - Rubric	Starting the lesson; Tch plays Word Swat with the Unit 1 flashcards.	3m
2	Identify specific information in a simple story, guided by questions.	Activity Book				Pps read the qs, listen to the audio and then answer ex1	7m
3	Understand some details in extended dialogues on familiar everyday topics while listening.	Audio CD				Pps work in pairs to match definitions to pictures ex2	10m
4	Repeat phrases and short sentences.	White Board				Pps work individually to read and complete with the Present simple or Present continuous for future for ex3 then check answers in pairs. Tch monitors.	10m
5	Talk about plans for the near future in a simple way	Flashcards				Pps work on Grammar reference practice ex3,4 individually then compare & complete with partners	10m
6	Understand a reading text					Finishing the lesson: Tch asks about the future using summative questions technique.	5m
7	Learn compound nouns						

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **1 City life.**

Number of classes: _____

date: fromto

Lesson eight: Culture

Previous learning: ____ - ____

Vertical Integration: ____ - ____

Horizontal Integration: ____ - ____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Get the gist of simple texts on familiar topics.	Pp's Book	- Direct Instruction:	- Performance	-Chick list	Starting the lesson; Tch writes <i>big city and small city</i> on the board. Pps give examples.	2m
2	Identify basic similarities and differences in the facts between texts on the same familiar topic.	Activity Book	Qs answers	- based assessment:		Tch explains they'll talk about a big city called Tokyo in Japan and a small city called Nuuk in Greenland.	4m
3	Express opinions on familiar topics, using simple language.	Audio CD	Work with the book	Performance		Pps discuss before you read for ex1 & answer in pairs. Tch encourages class discussion with qs.	6m
4	Give brief reasons for opinions on familiar topics.		Direct reading activities	Speech.	- Rubric	Pps listen and read for ex2. Tch checks comprehension with qs	7m
5	Extract the key details from extended informational monologues.	White Board	- Groupwork:	- Observation:		Tch divides pps for groups & they divide work for the project. Tch helps and facilitates	10m
6	Write simple sentences about familiar things, given prompts		Discussion	Random observation		Pps work for activity book's ex1 individually then in pairs to find answers related to ex3 (after you read).	7m
7	Learn about Tokyo, Japan, and Nuuk, Greenland		Group work			Pps work on A.B. ex2 individually & swap books to check spelling & grammar	7m
8	Revise vocabulary and grammar		Pair work			Pps listen and complete for ex3. Tch checks both.	
						Finishing the lesson: Summative question technique	2m

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Day & Date	Section	Period	Fulfilled Outcomes	Homework

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **1 City life.**

Number of classes: _____

date: fromto

Lesson nine: English in action

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Understand the main points of short, simple dialogues related to everyday situations.	Pp's Book	- Direct Instruction: Qs answers	-Performance-based assessment:	-Chick list	Starting the lesson; Tch asks pps yes/no qs	2m
2	Scan a simple text to find specific information	Activity Book	Work with the book	Performance Speech		Tch asks 2 pps to come to the front then asks them Qs about cities then asks the class about them.	3m
3	Identify basic, factual information in short, simple dialogues or stories on familiar everyday topics while listening	Audio CD	Direct reading activities	Role playing		Pps look at pictures, listen to the audio then read the dialogue and answer the qs in ex1 in pairs.	5m
4	Act out a short dialogue or role play, given prompts.	White Board			- Rubric	Tch reads out the sentences in <i>Say it! box</i> and have pps repeat as a class then answer ex2 in pairs.	10m
5	Write a simple story in the form of a dialogue between characters		-Groupwork: Discussion Group work Pair work	-Observation: Random observation		Tch explains pronunciation of c in different words, pps listen to audio & write the phonetic sounds they hear in each box in ex3 and then check answers as a class. Tch prompts pps to identify the pronunciation rule.	14m
6	Ask for travel information					Pps work on A.B. ex1(read, answer, listen), ex2 (write & act a dialogue), ex3 (listen & write pronunciation) individually then check with partners. Tch monitors	10m
7	Differentiate between the sounds of the hard and soft c in words					Finishing the lesson: Tch uses thought-provoking questions to ask pp to say what they are doing to learn.	1m

(Daily follow- up table)

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **1 City life.**

Number of classes: _____

date: fromto

Lesson ten: Literacy: articles

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Make basic predictions about text content from titles or headlines.	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion Group work Pair work	-Performance based assessment: Performance Speech -Observation: Random observation	-Chick list - Rubric	Starting the lesson with qs for discussion.	2m
2	Identify the main ideas in straightforward, structured magazine articles on familiar topics	Activity Book				Tch introduces new vocabs on board & using qs.	5m
3	Identify supporting details in simple, structured paragraphs on familiar topics.	Audio CD				Pps look at pictures & first paragraph to predict the answer for ex1 (before you read).	5m
4	Scan a simple text to find specific info.	White Board				Tch asks pps to find words that belong to the general category building while they listen and read then checks comprehension with questions.	10m
5	Give brief reasons for opinions on familiar topics.					Pps work individually to complete the gaps in ex3 (after you read). Tch checks.	7m
6	Write two or three related sentences on a familiar topic.					Pps work on A.B. ex1,2 (vocabularies) individually then offer answers	8m
7	Extract the key details from extended informational monologues.					Pps work the A.B ex3 (T/F/DS) individually	5m
						Finishing the lesson: Tch uses thought-provoking qs to ask pp to say what they are doing to learn.	3m

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Class / level: 7th grade

Unit title: **1 City life.**

Number of classes: _____

date: fromto

Lesson eleven: Writing

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Skim straightforward extended texts with a clear structure to get a general idea of the content.	Pp's Book Activity Book	- Direct Instruction: Qs answers Work with the book Direct reading activities	-Performance - based assessment: Performance Speech	-Chick list	Starting the lesson pps write as many new vocabs as they can remember in 1 min. Tch explains pps will write an article for WOW! Magazine about the place where they live.	2m 2m
2	Identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions.	White Board			- Rubric	Pps read the text and choose the best title. Ex1 Tch checks comprehension with qs.	7m 7m
3	Write short, simple descriptive texts about familiar places using basic connectors, given a model		-Groupwork: Discussion	-Observation: Random observation		Pps work individually to read the <i>How to write... box</i> then read the article again and match the paragraphs to the questions. Tch checks.	10m
4	Write an article about the place where you live					Tch reads the <i>Writing tip</i> to pps then monitors and helps pps with ideas to write individually their articles to the WOW Magazine	9m
5	Revise vocabulary and grammar					Pps evaluate their own work and double check their spelling and punctuation. Finishing the lesson: Pps copy their articles on papers with drawings to display on classroom wall	5m 3m

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **1 City life.**

Number of classes: _____

date: fromto

Lesson twelve: Practice

Previous learning: ____ - ____

Vertical Integration: ____ - ____

Horizontal Integration: ____ - ____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions.	Activity Book White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities	-Performance - based assessment: Performance Speech	-Chick list	Starting the lesson: Tch asks pps to describe their ideal cities & if they know the difference between <i>either</i> and <i>or</i> .	5m
2	Write short, simple descriptive texts about familiar places using basic connectors, given a model				- Rubric	Tch explains to pps this is a lesson to enhance writing. Pps underline the two options then write one sentence using <i>either</i> ... <i>or</i> individually for ex1	2m 7m
3	Write an article about a city you want to visit in the future		-Groupwork: Discussion	-Observation: Random observation		Pps write notes to plan an article about a city they want to visit in the future. Tch monitors and helps with ideas. Ex2	8m
4	Revise vocabulary and grammar					Pps work individually to complete the description then they double check their spelling and punctuation. Tch checks. Finishing the lesson: Pps write down what they achieved in their Learning diary: <i>Today I wrote an article about</i> ...	15m 3m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Prepared by :

School principle

Date Signature

Supervisor

Date Signature

Class / level: 7th grade

Unit title: **1 City life.**

Number of classes: _____

date: fromto

Lesson thirteen: Over to you!

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Understand short, school-related messages in emails, text messages and social media postings.	Pp's Book Activity Book White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities	-Performance based assessment: Performance Speech	-Chick list	Starting the lesson Why is it important to revise vocabulary? Tch revises the <i>city tourism words</i> with pps then <i>the travel and transport words</i> using different techniques. Tch revises <i>used to</i> then <i>Present cont. for future plans and Present simple for future schedules</i> using different techniques.	2m 5m 5m
2	List the advantages of a course of action in some detail, using a range of fixed expressions.					Pps read the comments then answer the q in ex1. Tch checks.	8m
3	Write short, simple personal messages giving information of immediate relevance, given prompts or a model		-Groupwork: Discussion Group work Pair work	-Observation: Random observation	- Rubric	Pps reread the comments then work on the comprehension qs (ex2) in pairs then write their own comments. Tch helps. Pps discuss the WOW Question (ex3) in groups and then give feedback to the class Pps work the A.B ex1,2,3,4 individually then compare.	8m 5m 10m
4	Review unit language, vocabulary and grammar					Finishing the lesson: Tch uses Summative questions technique	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **1 City life.**

Number of classes: _____

date: fromto

Lesson fourteen: Get ready for...

Previous learning: unit 1 .

Vertical integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Identify basic, factual information in short ,simple dialogues or stories on familiar everyday topics	Pp's Book Activity Book	- Direct Instruction: Qs answers Work with the book Direct reading activities	-Performance - based assessment: Performance Speech.	-Chick list	Starting the lesson; Tch asks <i>What did you learn in Unit 1?</i> & elicits answers. Tch explains pps will practise for the A2 Key for Schools and B1 Preliminary for Schools Listening, Speaking and Reading and Writing exams in both P.B. and A.B.	2m 5m
2	Give brief reasons for opinions on familiar topics	Audio CD				Tch reads the Exam tip. Pps think about the photos in ex1 before listening. Tch plays the audio then checks answers	9m
3	Extract factual details from a simple text	White Board		-Observation: Random observation	- Rubric	Pps work in pairs to discuss for part 2 of the Exam.	7m
4	Connect the information in a text with the information given in charts, graphs or diagrams		- Groupwork: Discussion Group work Pair work			Pps work for activity book's ex1,2,3 individually then in pairs to check answers for Exam part 2 listening activity.	10m
5	Practise unit language, vocabulary and grammar					Pps work for activity book's ex1,2,3 individually then in pairs to check answers for Exam part 2 reading activity. Tch checks both exams.	10m
						Finishing the lesson: Thought-provoking questions technique	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **2 Our future.**

Number of classes: _____

date: fromto

Lesson one: World of Wonder! Magazine

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Make basic inferences from simple information in a short text.	Pp's Book	- Direct Instruction: Qs answers	-Performance-based assessment: Performance Speech	-Chick list	Starting the lesson	2m
2	List the advantages of a course of action in some detail, using a range of fixed expressions	Activity Book	Work with the book			Tch explains the objective/s of the lesson	4m
3	Repeat phrases and short sentences, if spoken slowly and clearly	Audio CD	Direct reading activities			Pps look at pictures, read then answer ex1 individually.	6m
4	Give brief reasons for their opinions on familiar topics	White Board	-Groupwork: Discussion Group work Pair work	-Observation: Random observation	- Rubric	Pps Look and match then listen, check and repeat for ex2 in pairs. Tch checks	11m
5	Talk about common jobs using simple language					Pps listen and skim the blog to answer ex3 individually then reread & answer qs in ex4 in groups. Tch presents extra questions for pps to answer.	10m
6	Extract the key details from extended informational monologues					Pps work on A.B. ex1,2,3 individually then compare & check with partners	10m
7	Use words for jobs					Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Prepared by : School principle Date Signature

Supervisor Date Signature

Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **2 Our future.**

Number of classes: _____

date: fromto

Lesson two: Team Talk

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: ____-

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Identify specific information in a simple story ,if guided by questions	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech Role playing -Observation: Random observation Lollipop stick technique	-Chick list - Rubric	Starting the lesson	2m
2	Scan a simple text to find specific information	Activity Book				Tch explains the objective/s of the lesson	4m
3	Act out a short dialogue or role play, given prompts	Audio CD				Pps listen and skim the dialogue to answer ex1.	6m
4	Talk about common jobs using simple language	White Board				Pps reread the dialogue and discuss the answers for ex2 in pairs. Tch checks the answers. Tch presents extra questions for pps to answer.	11m
5	Understand some details in extended dialogues on familiar everyday topics					Pps work for ex3 to find the expressions and act them out in pairs then, Tch asks pps to demonstrate to class.	10m
6	Read a dialogue about future jobs					Pps work on A.B. ex1,2,3 individually then compare & check with partners	10m
						Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **2 Our future.**

Number of classes: _____

date: fromto

Lesson three: Grammar

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Identify specific information in a simple story, if guided by questions	Pp's Book	- Direct Instruction: Qs answers	- Performance	-Chick list	Starting the lesson	2m
2	scan a simple text to find specific information	Activity Book	Work with the book	- based assessment:		Tch explains the objective/s of the lesson	4m
3	identify basic, factual information in short, simple dialogues or stories on familiar, everyday topics, if spoken slowly and clearly	Audio CD	Direct reading activities	Performance Speech		Pps refer to previous lesson & answer ex1 qs in pairs.	7m
4	Make simple predictions about the future, given a model	White Board	-Groupwork: Discussion Group work Pair work	- Observation: Random observation	- Rubric	Pps read and try to circle to complete the rule then Tch asks qs about the sentence on board to help pps. Pps write down the correct rule for ex2 and check partners.	10m
5	Talk about plans for the near future in a simple way					Pps work for ex3 to find examples of the rule then ask and answer in pairs for more practice in ex4	10m
6	Use will for predictions			Lollipop stick technique		Pps think about ex5 & 6 then listen to audio and work out the exercises in pairs. Tch checks.	10m
7	Understand a listening task					Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **2 Our future.**

Number of classes: _____

date: fromto

Lesson four: Activity Book/ Practice

Previous learning : _____

Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Scan a simple text to find specific information	Activity Book	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech -Observation: Random observation Three facts and a fib technique.	-Chick list - Rubric	Starting the lesson.	1m
2	Identify basic, factual information in short, simple dialogues or stories on familiar, everyday topics, if spoken slowly and clearly	Audio CD				Tch explains the objective/s of the lesson	1m
3	Make simple predictions about the future, given a model	White Board				Pps read the qs, listen to the audio and then answer ex1	7m
4	Talk about plans for the near future in a simple way					Pps work on ex2 individually, compare with partners and then volunteers read the completed sentences.	10m
5	Write two or three related sentences on a familiar					Pps write the words with the correct order to make qs then give true answers for ex3. Then check answers as a class.	11m
6	Use will for predictions					Pps work for ex4 in pairs write questions about the future and then answer them and Tch.	6m
						Pps work on Grammar reference practice ex1,2 individually then compare & check with partners	7m
						Finishing the lesson	3m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **2 Our future.**

Number of classes: _____

date: fromto

Lesson five: Book Club

Previous learning: _____

Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Scan a simple text to find specific information	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech Role playing. -Observation: Random observation	-Chick list - Rubric	Starting the lesson	2m
2	Read aloud a short, simple story in a way that can be understood	Activity Book				Tch explains the objective/s of the lesson	2m
3	Talk about matters of personal information and interest in some detail	Audio CD				Pps look at the pictures and work in pairs to complete the activity to answer ex1.	5m
4	Understand some details in extended dialogues on familiar everyday topics	White Board				Pps listen and read then answer ex2 (before you read). Tch checks comprehension with qs	10m
5	understand a reading text					Pps work for activity book's ex1 (after you read) in pairs to find answers related to the poem. Tch checks.	10m
6	Learn life events vocabulary					Pps read the poem 2lines for each pp then in turns answer the qs found in the poem for ex4,5	7m
						Pps work on A.B. ex2,3 individually then compare & check with partners	7m
						Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **2 Our future.**

Number of classes: _____

date: fromto

Lesson six: Vocabulary and Grammar

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: ____-

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Scan a simple text to find specific information	Pp's Book	- Direct Instruction: Qs answers	-Performance - based assessment: Performance Speech	-Chick list	Starting the lesson	1m
2	Identify basic, factual information in short, simple dialogues or stories on familiar, everyday topics	Activity Book	Work with the book			Tch explains the objective/s of the lesson	1m
3	Repeat phrases and short sentences, if spoken slowly and clearly	Audio CD	Direct reading activities			Pps look at pictures, listen to audio & answer ex1.	6m
4	Make simple predictions about the future, given a model	White Board	- Groupwork: Discussion Group work Pair work	-Observation: Random observation	- Rubric	Pps work in pairs to find the words on ex2 referring to poem Pps answer the qs individually and then work with partners for ex3. Tch checks answers	6m
5	Write simple sentences about familiar things, given prompts or a model			Lollipop stick technique		Pps read and try to circle and complete the rule then Tch checks answers. Pps write down the correct rule for ex4.	10m
6	Use words for life events					Pps listen to audio and answer the following qs in ex5.	6m
7	Use might, may and could for predictions					Pps work on the sentences then rewrite to make their own predictions. Tch monitors and helps.	7m
						Finishing the lesson	1m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **2 Our future.**

Number of classes: _____

date: fromto

Lesson seven: Activity Book/ Practice

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: ____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Scan a simple text to find specific information	Activity Book	- Direct Instruction: Qs answers	- Performance - based assessment: Performance Speech	-Chick list	Starting the lesson Tch explains the objective/s of the lesson	2m 2m
2	Identify basic, factual information in short, simple dialogues or stories on familiar, everyday topics, if spoken slowly and clearly	Audio CD White Board	Work with the book Direct reading activities			Pps read and answer ex1 Pps listen twice and write the life events for ex2	7m 10m
3	Make simple predictions about the future, given a model		-Groupwork: Discussion Group work Pair work	- Observation: Random observation	- Rubric	Pps work individually to read write sentences using the new learnt rule then write their own sentences for ex3,4. Tch monitors.	10m
4	Write two or three related sentences on a familiar topic					Pps work on Grammar reference practice ex3,4 individually then compare & complete with partners	10m
5	Use words for life events						
6	Use might, may and could for predictions					Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Prepared by : School principle Date Signature

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **2 Our future.**

Number of classes: _____

date: fromto

Lesson eight: Culture

Previous learning: ____ - ____

Vertical Integration: ____ - ____

Horizontal Integration: ____ - ____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Get the gist of short, simple texts on familiar topics, if supported by pictures	Pp's Book	- Direct Instruction: Qs answers	-Performance based assessment: Performance Speech.	-Chick list	Starting the lesson	2m
2	Talk about basic personal experiences, using simple linking words	Activity Book	Work with the book			Tch explains the objective/s of the lesson	2m
3	Give brief reasons for their opinions on familiar topics	Audio CD	Direct reading activities			Pps discuss (before you read) for ex1 & answer in pairs. Tch	3m
4	Extract the key details from extended informational monologues, if delivered in clear standard speech	White Board	-Groupwork: Discussion Group work Pair work	-Observation: Random observation	- Rubric	Pps listen and read then read the fact for ex2. Tch checks comprehension with qs	7m
5	Learn about unusual university degrees					Pps work for activity book's ex1 individually then in pairs to find answers related to ex3 (after you read).	7m
6	Revise vocabulary and grammar					Pps work in pairs to ask and answer for ex4. Tch checks	7m
						Tch divides pps for groups & they divide work for the project. Tch helps and facilitates	10m
						Pps work on A.B. ex2 individually.	6m
						Finishing the lesson	1m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **2 Our future.**

Number of classes: _____

date: fromto

Lesson nine: English in action

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Understand the main points of short, simple dialogues related to everyday situations, if guided by questions	Pp's Book Activity Book	- Direct Instruction: Qs answers Work with the book	-Performance-based assessment: Performance Speech Role playing	-Chick list	Starting the lesson Tch explains the objective/s of the lesson	2m 3m
2	Scan a simple text to find specific information	Audio CD	Direct reading activities			Pps look at pictures, listen to the audio then read the dialogue and answer the qs in ex1 in pairs.	10m
3	Act out a short dialogue or role play, given prompts	White Board			- Rubric	Tch reads out the sentences in <i>Say it! box</i> and has pps answer ex2 in pairs.	10m
4	Understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts		-Groupwork: Discussion Group work Pair work	-Observation: Random observation		Tch explains pronunciation box in ex3 and then check answers as a class. Tch prompts pps to identify the pronunciation rule.	7m 2m
5	Make and respond to offers of help					Pps work on A.B. ex1,2,3 individually then check with partners. Tch monitors	10m
6	Practise intonation in questions and statements					Finishing the lesson	1m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **2 Our future.**

Number of classes: _____

date: fromto

Lesson ten: Literacy: blogs

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Skim straightforward, extended texts with a clear structure to get a general idea of the content	Pp's Book	- Direct Instruction: Qs answers Work with the book	-Performance based assessment: Performance Speech	-Chick list	Starting the lesson Tch explains the objective/s of the lesson	2m 5m
2	Get the gist of short, factual school texts	Activity Book	Direct reading activities			Pps look at pictures & first paragraph to predict the answer for ex1 (before you read).	5m
3	Scan a simple text to find specific info.	Audio CD			- Rubric	Tch asks pps to find the words while they listen and read then checks comprehension with qs.	10m
4	Write short, simple, personal messages giving information of immediate relevance, given prompts or a model	White Board	-Groupwork: Discussion Group work Pair work	-Observation: Random observation		Pps work individually to answer the qs in ex3 (after you read). Tch checks.	7m
5	Give brief reasons for their opinions on familiar topics					Pps work on A.B. ex1,2 (vocabularies) individually then offer answers	8m
6	Extract the key details from extended informational monologues, if delivered in clear standard speech					Pps work the A.B ex3 (T/F/DS) individually	5m
7	Understand a reading text					Finishing the lesson	3m
8	Revise vocabulary and grammar						

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Supervisor Date Signature

Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **2 Our future.**

Number of classes: _____

date: fromto

Lesson eleven: Writing

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Skim straightforward extended texts with a clear structure to get a general idea of the content.	Pp's Book	- Direct Instruction: Qs answers Work with the book	-Performance - based assessment: Performance Speech	-Chick list	Starting the lesson	2m
2	Identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions.	Activity Book	Direct reading activities			Tch explains the objective/s of the lesson	2m
		White Board				Pps read the text and choose the best title. Ex1	7m
						Tch checks comprehension with qs.	7m
3	Write short, simple write short, simple texts on familiar topics in linked sentences		-Groupwork: Discussion	-Observation: Random observation	- Rubric	Pps work individually to read the <i>How to write... box</i> then read the article again and match the paragraphs to the questions in ex2. Tch checks.	10m
4	Write a blog					Tch reads the <i>Writing tip</i> to pps then monitors and helps pps with ideas to write individually their blogs to the WOW Magazine	9m
5	Revise vocabulary and grammar					Pps evaluate their own work and double check their spelling and punctuation.	5m
						Finishing the lesson	3m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **2 Our future.**

Number of classes: _____

date: fromto

Lesson twelve: Practice

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Skim straightforward, extended texts with a clear structure to get a general idea of the content	Activity Book White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities	-Performance - based assessment: Performance Speech	-Chick list	Starting the lesson Tch explains the objective/s of the lesson	2m 3m
2	Write short, simple texts on familiar topics in linked sentences				- Rubric	Pps read and complete the sentence using <i>because</i> or <i>so</i> individually for ex1	8m
3	Write a blog		-Groupwork: Discussion	-Observation: Random observation		Pps write notes to plan a blog about studying a language in the future. Tch monitors and helps with ideas. Ex2	15m
4	Revise vocabulary and grammar					Pps work individually to complete the blog then they double check their spelling and punctuation. Tch checks. Finishing the lesson	15m 2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

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Prepared by : School principle Date Signature

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Number of classes: _____

Previous learning: _____

date: fromto

Vertical Integration: _____

Unit title: **2 Our future..**

Lesson thirteen: Over to you!

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Understand short, school-related messages in emails, text messages and social media postings	Pp's Book Activity Book	- Direct Instruction: Qs answers Work with the book	-Performance based assessment: Performance Speech	-Chick list	Starting the lesson Tch explains the objective/s of the lesson	1m 3m
2	List the advantages of a course of action in some detail, using a range of fixed expressions	White Board	Direct reading activities			Tch revises necessary vocabs and grammar for the lesson using different techniques.	7m
3	Revise unit language		-Groupwork: Discussion Group work Pair work	-Observation: Random observation	- Rubric	Pps read the comments then answer the q in ex1. Tch checks. Pps reread the comments then work on the comprehension qs (ex2) in pairs then write their own comments. Tch helps. Pps discuss the WOW Question (ex3) in groups and then give feedback to the class Pps work the A.B ex1,2,3,4 individually then compare. Finishing the lesson	10m 10m 3m 10m 1m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **2 Our future.**

Number of classes: _____

date: fromto

Lesson fourteen: Get ready for...

Previous learning: unit 2

Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Understand everyday written signs and notices found in public places, if supported by the context	Pp's Book Activity Book	- Direct Instruction: Qs answers Work with the book	-Performance - based assessment: Performance Speech.	-Chick list	Starting the lesson Tch explains the objective/s of the lesson	2m 5m
2	Extract information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts	Audio CD White Board	Direct reading activities	-Observation: Random observation	- Rubric	Tch reads the Exam tip. Pps think about the photos in ex1 before listening. Tch plays the audio then checks answers Pps work in pairs to discuss for part 2 of the Exam.	9m 7m
3	Write short, simple personal emails/letters about familiar topics, given prompts or a model		- Groupwork: Discussion Group work Pair work			Pps work for activity book's ex1,2,3 individually then in pairs to check answers for Exam part 2 listening activity.	10m
4	Revise vocabulary and grammar					Pps work for activity book's ex1,2,3 individually then in pairs to check answers for Exam part 2 reading and writing. Tch checks both exams.	10m
						Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Prepared by :

School principle

Date Signature

Supervisor

Date Signature

Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **Language booster 1**

Number of classes: _____

date: fromto

Lesson one: language booster

Previous learning: units 1,2

Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion Group work Pair work	-Performance - based assessment: Performance Speech -Observation: Random observation	-Chick list - Rubric	Starting the lesson	2m
	Consolidate and extend vocabulary and grammar from Units 1,2	Activity Book				Tch explains the objective/s of the lesson	3m
	Identify specific information in detailed written dialogues	Audio CD				Pps work on different exercise individually, in pairs and in groups as needed	20m
	Make suggestions about what to do, using a few basic fixed expressions (e.g. 'Let's', 'Why don't we ...?')	White Board				Tch monitors, checks and helps whenever needed	
2	Use 'Shall I/we ...?' to make formal suggestions and offers					Pps work on A.B. exercises individually then compare & check with partners	15m
3	Understand some details in extended dialogues on familiar everyday topics					Finishing the lesson	5m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **Think like a scientist 1**

Number of classes: _____

date: fromto

Lesson one: Social studies.

Previous learning: _____

Vertical Integration: _____ - _____

Horizontal Integration: Social studies

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Learn to compare and contrast things	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech -Observation: Random observation	-Chick list - Rubric	Starting the lesson	2m
2	Express opinions on familiar topics, using simple language	Audio CD				Tch explains the objective/s of the lesson	3m
3	Connect the information in a text with the information given in charts, graphs or diagrams	White Board				Pps work on different exercise individually, in pairs and in groups as needed	35m
4	Extract the key details from extended informational monologues, if delivered in clear standard speech					Tch monitors, checks and helps whenever needed Finishing the lesson	5m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (2)**

Class / level: 7th grade

Number of classes: _____

Previous learning: _____

date: fromto

Vertical Integration: _____ - _____

Unit title: **Think like a scientist 1**

Lesson one: Social studies.

Horizontal Integration: Social studies

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Learn about two different mountain cities in South America	Pp’s Book Audio CD	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech -Observation: Random observation	-Chick list - Rubric	Starting the lesson	2m
2	Get the gist of short, simple texts on familiar topics, if supported by pictures	White Board				Tch explains the objective/s of the lesson	3m
3	Express opinions on familiar topics, using simple language					Pps work on different exercise individually, in pairs and in groups as needed	35m
4	Write a short text to report something					Tch monitors, checks and helps whenever needed	5m
5	Make simple comparisons between people, places or things					Finishing the lesson	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **3 Let's read!**

Number of classes: _____

date: fromto

Lesson one: World of Wonder! Magazine

Previous learning: - _____

Vertical Integration: - _____

Horizontal Integration: ____-

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Make basic inferences from simple information in a short text	Pp's Book	- Direct Instruction: Qs answers	-Performance-based assessment: Performance Speech	-Chick list	Starting the lesson	2m
2	Give brief reasons for opinions on familiar topics	Activity Book	Work with the book			Tch explains the objective/s of the lesson	4m
3	Repeat phrases and short sentences, if spoken slowly and clearly	Audio CD	Direct reading activities			Pps look at pictures, read then answer ex1 individually.	6m
4	Extract the key details from extended informational monologues, if delivered in clear standard speech	White Board	-Groupwork: Discussion Group work Pair work	-Observation: Random observation	- Rubric	Pps Look and match then listen, check and repeat for ex2 in pairs. Tch checks	11m
5	Use words for types of books					Pps listen and skim the blog to answer ex3 individually then reread & answer qs in ex4 in groups. Tch presents extra questions for pps to answer.	10m
						Pps work on A.B. ex1,2,3 individually then compare & check with partners	10m
						Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **3 Let's read!**

Number of classes: _____

date: fromto

Lesson two: Team Talk

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: ____-

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Skim straightforward extended texts with a clear structure to get a general idea of the content	Pp's Book Activity Book Audio CD	- Direct Instruction: Qs answers Work with the book Direct reading activities	-Performance - based assessment: Performance Speech Role playing	-Chick list	Starting the lesson Tch explains the objective/s of the lesson Pps listen and skim the survey to answer ex1.	2m 4m 6m
2	Identify specific information in a simple story, if guided by questions	White Board				Pps reread the dialogue and discuss the answers for ex2 in pairs. Tch checks the answers. Tch presents extra questions for pps to answer.	11m
3	Scan a simple text to find specific information		-Groupwork: Discussion Group work Pair work	-Observation: Random observation	- Rubric		
4	Act out a short dialogue or role play, given prompts			Lollipop stick technique		Pps work for ex3 to find the expressions and act them out in pairs then, Tch asks pps to demonstrate to class.	10m
5	Understand some details in extended dialogues on familiar everyday topics					Pps work on A.B. ex1,2,3 individually then compare & check with partners	10m
6	Read a dialogue about a book survey					Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)

Class / level: 7th grade

Number of classes: _____

Previous learning: _____

Lesson Plan

date: fromto

Vertical Integration: _____

Page No (1)Unit title: **3 Let's read!**

Lesson three: Grammar

Horizontal Integration: _____ -

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Scan a simple text to find specific information	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech -Observation: Random observation Lollipop stick technique	-Chick list - Rubric	Starting the lesson	2m
2	Understand people's likes in informal conversations, if the speakers talk slowly and clearly	Audio CD				Tch explains the objective/s of the lesson	4m
3	Extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts	White Board				Pps refer to previous lesson & answer ex1 qs in pairs.	7m
4	Talk about something they like or dislike and give reasons, if guided by questions					Pps read and try to circle to complete the rule then Tch asks qs about the sentence on board to help pps. Pps write down the correct rule for ex2 and check partners.	10m
5	Use reported speech					Pps work for ex3 to find examples of the rule then ask and answer in pairs for more practice in ex4	10m
6	Understand a listening task					Pps think about ex5 & 6 then listen to audio and work out the exercises in pairs. Tch checks.	10m
						Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **3 Let's read!**

Number of classes: _____

date: fromto

Lesson four: Activity Book/ Practice

Previous learning: : _____

Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Understand people's likes in informal conversations, if the speakers talk slowly and clearly	Activity Book Audio CD	- Direct Instruction: Qs answers Work with the book	-Performance-based assessment: Performance Speech	-Chick list	Starting the lesson. Tch explains the objective/s of the lesson Pps read the qs, listen to the audio and then answer ex1	1m 1m 7m
2	Extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts	White Board	Direct reading activities	-Observation: Random observation	- Rubric	Pps work on ex2 individually, compare with partners and then volunteers read the completed sentences. Pps read and write the sentences with reported speech for ex3. Then check answers as a class.	10m 13m
3	Understand the main points of short, simple dialogues related to everyday situations, if guided by questions		-Groupwork: Discussion Group work Pair work	Three facts and a fib technique.		Pps work on Grammar reference practice ex1,2 individually then compare & check with partners	10m
4	Use reported speech					Finishing the lesson	3m
5	Understand a listening task						

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **3 Let's read!**

Number of classes: _____

date: fromto

Lesson five: Book Club

Previous learning: _____

Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Scan a simple text to find specific information	Pp’s Book	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech Role playing. -Observation: Random observation	-Chick list - Rubric	Starting the lesson Tch explains the objective/s of the lesson	2m
2	Read a short text and predict what they think will happen next	Activity Book				Pps look at the pictures and work in pairs to complete the activity to answer ex1.	2m
3	Follow the sequence of events in a simple story or narrative, if told slowly and clearly	Audio CD				Pps listen and read then answer ex2 (before you read). Tch checks comprehension with qs	3m
4	Say what they like or dislike about a simple story	White Board				Pps discuss in groups the answer for ex33then listen again and check the answer at ex4	8m
5	Say what they think will happen next in a simple story or play					Pps work for activity book’s ex1 (after you read) in pairs to find answers related to the story. Tch checks.	8m
6	Act out parts of a picture story using simple actions and words					Pps discuss the final qs in ex6 in groups.	7m
7	Understand a reading text					Pps work on A.B. ex2,3 individually then compare & check with partners	6m
8	Use adjectives to describe places					Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **3 Let's read!**

Number of classes: _____

date: fromto

Lesson six: Vocabulary and Grammar

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: ____-

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Scan a simple text to find specific information	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech -Observation: Random observation Lollipop stick technique	-Chick list - Rubric	Starting the lesson	2m
2	Understand the order in which events happen, e.g. in diary entries or a story	Audio CD				Tch explains the objective/s of the lesson	3m
3	Extract factual information from short, simple dialogues or stories about past events	White Board				Pps look at pictures, listen to audio & answer ex1.	7m
4	Repeat phrases and short sentences, if spoken slowly and clearly					Pps work in pairs to find the words on ex2 referring to poem	7m
5	Re-tell the main points of an extended story in their own words					Pps answer the qs individually and then work with partners for ex3. Tch checks answers	10m
6	Use adjectives for places					Pps read and try to circle and complete the rule then Tch checks answers. Pps write down the correct rule for ex4.	7m
7	Use the Present simple passive and the Past simple passive					Pps listen to audio and answer the following qs in ex5.	7m
						Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **3 Let's read!**

Number of classes: _____

date: fromto

Lesson seven: Activity Book/ Practice

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: ____-

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Scan a simple text to find specific information	Activity Book	- Direct Instruction: Qs answers Work with the book Direct reading activities	-Performance-based assessment: Performance Speech	-Chick list	Starting the lesson	2m
2	Write short, simple texts on familiar topics in linked sentences	White Board				Tch explains the objective/s of the lesson	3m
3	Use reported speech					Pps read and answer ex1	7m
4	Understand a listening task					Pps listen twice and write the life events for ex2	10m
					- Rubric	Pps work individually to complete the text with the Present or Past simple passive for ex3.	10m
			-Groupwork: Discussion Group work Pair work	-Observation: Random observation		Tch monitors.	
						Pps work on Grammar reference practice ex3,4 individually then compare & complete with partners	10m
						Finishing the lesson	3m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **3 Let's read!**

Number of classes: _____

date: fromto

Lesson eight: Culture

Previous learning: ____ - ____

Vertical Integration: ____ - ____

Horizontal Integration: ____ - ____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Get the gist of short factual school texts	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities - Groupwork: Discussion Group work Pair work	-Performance - based assessment: Performance Speech. -Observation: Random observation	-Chick list - Rubric	Starting the lesson	2m
2	Scan a simple text to find specific information:	Activity Book				Tch explains the objective/s of the lesson	2m
3	Give brief reasons for opinions on familiar topics	Audio CD				Pps discuss (before you read) for ex1 & answer in pairs. Tch	3m
4	Extract the key details from extended informational monologues, if delivered in clear standard speech	White Board				Pps listen and read then read the fact for ex2. Tch checks comprehension with qs	7m
5	Learn about unexplained mysteries					Pps work for activity book's ex1 individually then in pairs to find answers related to ex3 (after you read).	7m
6	Revise vocabulary and grammar					Pps work in pairs to ask and answer for ex4. Tch checks	7m
						Tch divides pps for groups & they divide work for the project. Tch helps and facilitates	10m
						Pps work on A.B. ex2,3 individually.	6m
						Finishing the lesson	1m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **3 Let's read!**

Number of classes: _____

date: fromto

Lesson nine: English in action

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Understand likes and preferences in short, simple personal texts, e.g. diary entries or emails	Pp's Book Activity Book	- Direct Instruction: Qs answers Work with the book	-Performance-based assessment: Performance Speech Role playing	-Chick list	Starting the lesson Tch explains the objective/s of the lesson	2m 3m
2	Understand the main points of short, simple dialogues related to everyday situations, if guided by questions	Audio CD White Board	Direct reading activities		- Rubric	Pps look at picture, listen to the audio then read the dialogue and answer the qs in ex1 in pairs. Tch reads out the sentences in <i>Say it! box</i> and has pps answer ex2 in pairs.	8m 6m
3	Understand people's likes in informal conversations, if the speakers talk slowly and clearly		-Groupwork: Discussion Group work Pair work	-Observation: Random observation		Pps in pairs choose a situation & act it out in a dialogue then swap roles. Tch monitors.	8m
4	Act out a short dialogue or role play, given prompts					Tch explains pronunciation box in ex4 and then check answers as a class.	8m
5	Agree and disagree					Pps work on A.B. ex1,2,3 individually then check with partners. Tch monitors	8m
6	Practise intonation for agreeing and disagreeing					Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **3 Let's read!**

Number of classes: _____

date: fromto

Lesson ten: Literacy: detective stories

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Identify key information in short, simple factual texts from the headings and illustrations	Pp's Book	- Direct Instruction: Qs answers	-Performance based assessment: Performance Speech	-Chick list	Starting the lesson	2m
2	Understand the main themes of a simplified story	Activity Book	Work with the book			Tch explains the objective/s of the lesson	5m
3	Identify specific information in a simple story, if guided by questions	Audio CD	Direct reading activities			Pps look at pictures & first paragraph to predict the answer for ex1 (before you read).	5m
4	Say what they like or dislike about a simple story	White Board	-Groupwork: Discussion Group work Pair work	-Observation: Random observation	- Rubric	Tch asks pps to find the words while they listen and read then checks comprehension with qs.	10m
5	Extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts					Pps work individually to answer the qs in ex3 (after you read). Tch checks.	7m
6						Pps discuss the story in pairs for ex4 Tch checks	3m
7	Understand a reading text					Pps work on A.B. ex1,2 (vocabularies) individually then offer answers	7m
8	Revise vocabulary and grammar					Pps work the A.B ex3 (T/F/DS) individually	4m
						Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)

Class / level: 7th grade

Number of classes: _____

Previous learning: _____ - _____

Lesson Plan

date: fromto

Vertical Integration: _____ - _____

Page No (1)Unit title: **3 Let's read!**

Lesson eleven: Writing

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Understand the main themes of a simplified story	Pp’s Book	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion	-Performance - based assessment: Performance Speech	-Chick list	Starting the lesson	2m
2	Identify specific information in a simple story, if guided by questions	White Board			- Rubric	Tch explains the objective/s of the lesson	3m
3	Write a very simple story, given prompts or a model					Pps read the story and answer the qs in ex1	10m
4	Write a detective story			Pps individually answer the qs given in the story planner.		7m	
5	Revise vocabulary and grammar			-Observation: Random observation	Pps work individually to read the <i>How to write... box</i> then use the notes to write their own detective story as asked in ex3. Tch helps.	20m	
						Finishing the lesson	3m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)

Class / level: 7th grade

Number of classes: _____

Previous learning: _____

Lesson Plan

date: fromto

Vertical Integration: _____

Page No (1)Unit title: **3 Let's read!**

Lesson twelve: Practice

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Write a very simple story, given prompts or a model	Activity Book White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion	-Performance - based assessment: Performance Speech -Observation: Random observation	-Chick list - Rubric	Starting the lesson	2m
2	Write a detective story					Tch explains the objective/s of the lesson	3m
3	Write a detective story					Pps rewrite the sentences with correct punctuation for reported speech individually for ex1	8m
3	Revise vocabulary and grammar					Pps write notes to plan a detective story then check each other's work. Tch monitors and helps with ideas. Ex2	15m
						Pps work individually to write the story then they double check their spelling and punctuation. Tch checks.	15m
						Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)

Class / level: 7th grade

Number of classes: _____

Previous learning: _____

Lesson Plan

date: fromto

Vertical Integration: _____

Page No (1)Unit title: **3 Let's read!**

Lesson thirteen: Over to you!

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book Activity Book White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities	-Performance based assessment: Performance Speech	-Chick list - Rubric	Starting the lesson	1m
	Understand short, school-related messages in emails, text messages and social media postings					Tch explains the objective/s of the lesson	3m
	Give brief reasons for their opinions on familiar topics					Tch revises necessary vocabs and grammar for the lesson using different techniques.	7m
	Review unit language					Pps read the comments then answer the q in ex1. Tch checks.	10m
2	Give brief reasons for their opinions on familiar topics	Pp's Book Activity Book White Board	-Direct Instruction: Qs answers Work with the book Direct reading activities	-Performance based assessment: Performance Speech	-Chick list - Rubric	Pps reread the comments then work on the comprehension qs (ex2) in pairs then write their own comments. Tch helps.	10m
3	Review unit language					Pps discuss the WOW Question (ex3) in groups and then give feedback to the class	3m
4	Revise vocabulary and grammar					Pps work the A.B ex1,2,3,4 individually then compare.	10m
						Finishing the lesson	1m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Prepared by:

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **3 Let's read!**

Number of classes: _____

date: fromto

Lesson fourteen: Get ready for...

Previous learning: unit 3

Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: scan a simple text to find specific information	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities - Groupwork: Discussion Group work Pair work	-Performance - based assessment: Performance Speech. -Observation: Random observation	-Chick list - Rubric	Starting the lesson	2m
2	Describe the position of things in a picture using a range of fixed expressions (e.g. in the foreground/background, at the back)	Activity Book				Tch explains the objective/s of the lesson	5m
		Audio CD				Tch reads the Exam tip. Pps read the text then choose the correct options.	9m
		White Board				Tch reads the second Exam tip. Pps work in pairs to talk in turns for part 2 of the Exam.	7m
3	Provide facts or examples to support a stated opinion in a simple structured paragraph, given a model					Pps work for activity book's ex1,2,3 individually then in pairs to check answers for Exam part 2 listening activity.	10m
4	Understand some details in extended dialogues on familiar everyday topics					Pps work for activity book's ex1,2,3 individually then in pairs to check answers for Exam part 2 reading and writing.	10m
5	Revise vocabulary and grammar					Tch checks both exams. Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **4 Our planet**

Number of classes: _____

date: fromto

Lesson one: World of Wonder! Magazine

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Scan several short informational texts on the same theme to find relevant information	Pp's Book Activity Book	- Direct Instruction: Qs answers Work with the book	-Performance-based assessment: Performance Speech	-Chick list	Starting the lesson Tch explains the objective/s of the lesson	2m 4m
2	Express opinions on familiar topics, using simple language	Audio CD	Direct reading activities			Pps look at pictures, read then answer ex1 individually.	6m
3	Repeat phrases and short sentences, if spoken slowly and clearly	White Board		-Observation: Random observation	- Rubric	Pps Look and match then listen, check and repeat for ex2 in pairs. Tch checks	7m
4	Talk about everyday activities, using simple language		-Groupwork: Discussion Group work Pair work			Pps listen and skim the blog to answer ex3 individually then reread & answer qs in ex4 in groups.	7m
5	Identify clearly stated opinions in extended informal conversations on matters of personal interest, if the speakers use clear standard speech					Pps work in pairs to answer qs(ex5) Tch checks	7m
						Pps work on A.B. ex1,2,3 individually then compare & check with partners	10m
6	Use words related to environment					Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **4 Our planet**

Number of classes: _____

date: fromto

Lesson two: Team Talk

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: ____-

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp’s Book	- Direct Instruction: Qs answers Work with the book	-Performance-based assessment: Performance Speech Role playing	-Chick list	Starting the lesson	2m
	Understand the main points of short, simple dialogues related to everyday situations, if guided by questions	Activity Book				Tch explains the objective/s of the lesson	5m
2	Scan a simple text to find specific information	Audio CD	Direct reading activities		- Rubric	Pps listen and skim the dialogue to answer ex1	10m
		White Board				Pps reread the dialogue and discuss the answers for ex2 in pairs. Tch monitors	15m
3	Understand some details in extended dialogues on familiar everyday topics		-Groupwork: Discussion Group work Pair work	-Observation: Random observation		Pps work on A.B. ex1,2,3 individually then compare & check with partners	10m
4	Act out a short dialogue or role play, given prompts					Lollipop stick technique	Finishing the lesson
5	Talk about everyday activities, using simple language						
6	Read a dialogue about a competition						

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

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Semester Plan No (1)

Class / level: 7th grade

Number of classes: _____

Previous learning: _____

Lesson Plan

date: fromto

Vertical Integration: _____

Page No (1)Unit title: **4 Our planet**

Lesson three: Grammar

Horizontal Integration: _____ -

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Understand the main points of short, simple dialogues related to everyday situations, if guided by questions	Pp's Book Audio CD	- Direct Instruction: Qs answers Work with the book	-Performance-based assessment: Performance Speech	-Chick list	Starting the lesson Tch explains the objective/s of the lesson	2m 4m
2	Scan a simple text to find specific information	White Board	Direct reading activities		- Rubric	Pps refer to previous lesson & answer ex1 qs in pairs.	5m
3	Identify specific information in short, simple dialogues, if there is some repetition and rephrasing			-Observation: Random observation		Pps read and try to circle to complete the rule then Tch asks qs about the sentence on board to help pps. Pps write down the correct rule for ex2 and check partners.	8m
4	Talk about matters of personal information and interest in some detail		-Groupwork: Discussion Group work Pair work	Lollipop stick technique		Pps work for ex3 to find examples of the rule then ask and answer in pairs for more practice in ex4	8m
5	Use modals of obligation					Pps think about ex5 & 6 then listen to audio and work out the exercises in pairs. Tch checks.	8m
6	Understand a listening task					Pps write the list, exchange with partners and discuss solutions (ex7). Tch helps.	8m
						Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **4 Our planet**

Number of classes: _____

date: fromto

Lesson four: Activity Book/ Practice

Previous learning : _____

Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Identify specific information in short, simple dialogues, if there is some repetition and rephrasing	Activity Book Audio CD	- Direct Instruction: Qs answers Work with the book	-Performance-based assessment: Performance Speech	-Chick list	Starting the lesson. Tch explains the objective/s of the lesson Pps read the qs, listen to the audio and then answer ex1	1m 1m 6m
2	Talk about matters of personal information and interest in some detail	White Board	Direct reading activities	-Observation: Random observation	- Rubric	Pps work on ex2 individually, compare with partners and then volunteers read the completed sentences. Pps rewrite the sentences with modals for ex3. Then check answers as a class.	9m 9m
3	Use modals of obligation		-Groupwork: Discussion Group work Pair work	Three facts and a fib technique.		Pps order the words then discuss resulted sentences. Pps work on Grammar reference practice ex1,2 individually then compare & check with partners	9m 7m
4	Understand a listening task					Finishing the lesson	3m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **4 Our planet**

Number of classes: _____

date: fromto

Lesson five: Book Club

Previous learning: _____

Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Identify specific information in a simple story, if guided by questions	Pp’s Book	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech Role playing.	-Chick list	Starting the lesson	2m
2	Talk about matters of personal information and interest in some detail	Activity Book				Tch explains the objective/s of the lesson	2m
3	Write a short description of a trip or event	Audio CD				Pps look at the pictures and work in pairs to complete the activity to answer ex1. (before you read).	8m
4	Extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly and guided by questions or prompts	White Board				Pps listen and read then answer ex2	3m
5	Understand a reading text					Tch checks comprehension with qs then activity book’s ex1(after you read) in pairs to find answers to the story	8m
6	Use extreme weather words					Pps discuss in groups the answers for ex4 then check.	7m
			Pps write a paragraph for ex6 individually.	7m			
			Pps work on A.B. ex2,3 individually then compare & check with partners	6m			
						Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **4 Our planet**

Number of classes: _____

date: fromto

Lesson six: Vocabulary and Grammar

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: ____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Scan a simple text to find specific information	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech -Observation: Random observation Lollipop stick technique	-Chick list - Rubric	Starting the lesson	2m
2	Understand the order in which events happen, e.g. in diary entries or a story	Audio CD				Tch explains the objective/s of the lesson	3m
3	Extract factual information from short, simple dialogues or stories about past events	White Board				Pps look at pictures, listen to audio & answer ex1.	7m
4	Repeat phrases and short sentences, if spoken slowly and clearly					Pps work in pairs to find the words on ex2 referring to diary	7m
5	Give an opinion in a structured discussion, if guided by qs					Pps answer the qs individually and then work with partners for ex3. Tch checks answers	10m
6	Use words for extreme weather					Pps read and try to circle and complete the rule then Tch checks answers. Pps write down the correct rule for ex4.	7m
7	Use reported questions and commands					Pps listen to audio and answer the following qs in ex5 then work in pairs to answer qs of ex6 relating the same topic	7m
						Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **4 Our planet**

Number of classes: _____

date: fromto

Lesson seven: Activity Book/ Practice

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: ____-

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Scan a simple text to find specific information	Activity Book	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech -Observation: Random observation	-Chick list - Rubric	Starting the lesson	2m
2	Understand the order in which events happen, e.g. in diary entries or a story	White Board				Tch explains the objective/s of the lesson	3m
3	Extract factual information from short, simple dialogues or stories about past events					Pps label the pictures for ex1	5m
4	Use words for extreme weather					Pps listen and answer for ex2 then listen again to complete the text in ex3	11m
5	Use reported questions and commands					Pps work individually to read and complete the reported qs for ex4 Tch monitors.	11m
						Pps work on Grammar reference practice ex3,4 individually then compare & complete with partners	10m
						Finishing the lesson	3m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **4 Our planet**

Number of classes: _____

date: fromto

Lesson eight: Culture

Previous learning: ____ - ____

Vertical Integration: ____ - ____

Horizontal Integration: ____ - ____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Get the gist of short factual school texts	Pp's Book	- Direct Instruction: Qs answers	-Performance - based assessment:	-Chick list	Starting the lesson	2m
2	Scan a simple text to find specific information	Activity Book	Work with the book	Performance Speech.		Tch explains the objective/s of the lesson	2m
3	Express opinions on familiar topics, using simple language	Audio CD	Direct reading activities			Pps discuss (before you read) for ex1 & answer in pairs. Tch	3m
4	Give brief reasons for opinions on familiar topics	White Board		-Observation: Random observation	- Rubric	Pps listen and read the texts then read the fact for ex2. Tch checks comprehension with qs	7m
5	Identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly		- Groupwork: Discussion Group work Pair work			Pps work for activity book's ex1 individually then in pairs to find answers related to ex3 (after you read).	7m
6	Learn about climate change and endangered animals					Pps work in pairs to discuss and answer for ex4. Tch checks	7m
7	Revise vocabs and grammar					Tch divides pps for groups & they divide work for the project. Tch helps and facilitates	10m
						Pps work on A.B. ex2,3 individually.	6m
						Finishing the lesson	1m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **4 Our planet**

Number of classes: _____

date: fromto

Lesson nine: English in action

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Understand the main points of short, simple dialogues related to everyday situations, if guided by questions	Pp's Book Activity Book	- Direct Instruction: Qs answers Work with the book	-Performance-based assessment: Performance Speech Role playing	-Chick list	Starting the lesson Tch explains the objective/s of the lesson	2m 3m
2	Scan a simple text to find specific information	Audio CD	Direct reading activities			Pps look at picture, listen to the audio then read the dialogue and answer the qs in ex1 in pairs	8m
3	Act out a short dialogue or role play, given prompts	White Board			- Rubric	Tch reads out the advice in <i>Say it!</i> box and has pps work on ex2 in pairs.	8m
4	Understand some details in longer dialogues on familiar everyday topics, if guided by questions or prompts		-Groupwork: Discussion Group work Pair work	-Observation: Random observation		Pps in pairs choose a situation & act it out in a dialogue then swap roles for ex3. Tch monitors.	8m
5	Learn to give advice					Tch explains pronunciation box in ex4 and then check answers as a class.	7m
6	Practise letters that are not pronounced in modals					Pps work on A.B. ex1,2,3 individually then check with partners. Tch monitors	8m
						Finishing the lesson	1m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **4 Our planet**

Number of classes: _____

date: fromto

Lesson ten: Literacy: reports

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Identify key information in short, simple factual texts from the headings and illustrations	Pp's Book	- Direct Instruction: Qs answers	-Performance based assessment: Performance Speech	-Chick list	Starting the lesson Tch explains the objective/s of the lesson	2m 2m
2	Get the gist of short, factual school texts	Activity Book	Work with the book			Pps look at diagrams & title to predict the answer for ex1 (before you read).	5m
3	Scan a simple text to find specific info.		Direct reading activities			Tch asks pps to find the words while they listen and read then checks comprehension with qs.	10m
4	Connect the information in a text with the information given in charts, graphs or diagrams	Audio CD			- Rubric	Pps work individually to answer the qs in ex3 (after you read). Tch checks.	7m
5	Give brief reasons for their opinions on familiar topics	White Board	-Groupwork: Discussion Group work Pair work	-Observation: Random observation		Pps discuss about diagrams for ex4 then discuss more about pollution. Tch helps	5m
6	Extract the key details from extended informational monologues, if delivered in clear standard speech					Pps work on A.B. ex1,2 (vocabularies) individually then offer answers	7m
7	Understand a reading text					Pps work the A.B ex3 individually using complete sentences.	4m
8	Revise vocabulary and grammar					Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **4 Our planet**

Number of classes: _____

date: fromto

Lesson eleven: Writing

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions	Pp's Book White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities	-Performance - based assessment: Performance Speech	-Chick list	Starting the lesson Tch explains the objective/s of the lesson	2m 5m
2	Give brief reasons for their opinions on familiar topics				- Rubric	Pps read the report and the diagram and answer ex1 Tch reads <i>how to write... box</i> then pps read the report and match for ex2	10m 10m
3	Integrate numerical information into an informational text to give more precise details, given a model		-Groupwork: Discussion	-Observation: Random observation		Pps work individually to read the <i>How to write... box</i> again and the <i>tip for writing... box</i> then use the notes to write their own report as asked in ex3. Tch helps.	15m
4	Write a report						
5	Revise vocabulary and grammar					Finishing the lesson	3m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **4 Our planet**

Number of classes: _____

date: fromto

Lesson twelve: Practice

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions	Activity Book White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities	-Performance - based assessment: Performance Speech	-Chick list	Starting the lesson Tch explains the objective/s of the lesson	2m 3m
2	Integrate numerical information into an informational text to give more precise details, given a model				- Rubric	Pps read and complete the sentences with <i>while or however</i> individually for ex1 Pps answer qs about a diagram in ex2. Tch checks	8m 15m
3	Write a report		-Groupwork: Discussion	-Observation: Random observation		Pps write notes to plan a report about a survey provided as a diagram then check each other's work. Tch monitors and helps with ideas for ex3	15m
4	Revise vocabulary and grammar					Pps work individually to write the report then they double check their spelling and punctuation. Tch checks. Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **4 Our planet**

Number of classes: _____

date: fromto

Lesson thirteen: Over to you!

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Understand short, school-related messages in emails, text messages and social media postings	Pp's Book Activity Book	- Direct Instruction: Qs answers Work with the book	-Performance based assessment: Performance Speech	-Chick list	Starting the lesson Tch explains the objective/s of the lesson	1m 3m
2	Express opinions on familiar topics, using simple language	White Board	Direct reading activities			Tch revises necessary vocabs and grammar for the lesson using different techniques.	7m
3	Review unit language		-Groupwork: Discussion Group work	-Observation: Random observation	- Rubric	Pps read the comments then answer the q in ex1. Tch checks.	10m
4	Revise vocabulary and grammar		Pair work			Pps reread the comments then work on the comprehension qs (ex2) in pairs then write their own comments. Tch helps.	10m
						Pps discuss the WOW Question (ex3) in groups and then give feedback to the class	3m
						Pps work the A.B ex1,2,3,4 individually then compare.	10m
						Finishing the lesson	1m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

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Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **4 Our planet**

Number of classes: _____

date: fromto

Lesson fourteen: Get ready for...

Previous learning: unit 4

Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Scan a simple text to find specific information	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities	-Performance - based assessment: Performance Speech.	-Chick list	Starting the lesson	2m
2	Understand most of the concrete details in informal conversations on familiar everyday topics, if the speaker talks slowly and clearly	Activity Book				Tch explains the objective/s of the lesson	5m
		Audio CD				Tch reads the Exam tip. Pps read the text then choose the correct options.	9m
		White Board				Tch reads the second Exam tip. Pps listen and choose the correct picture for part 2 of the Exam.	7m
3	Write simple sentences to describe what's happening in a sequence of pictures		- Groupwork: Discussion Group work Pair work	-Observation: Random observation	- Rubric	Pps work for activity book's ex1,2,3 individually then in pairs to check answers for Exam part 2 listening activity.	10m
4	Revise vocabulary and grammar					Pps work for activity book's ex1,2,3 individually then in pairs to check answers for Exam part 2 reading and writing.	10m
						Tch checks both exams.	
						Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Signature

Supervisor

Date

Signature

Semester Plan No (1)**Lesson Plan****Page No (1)**

Class / level: 7th grade

Unit title: **Language booster 2**

Number of classes: _____

date: fromto

Lesson one: language booster 2

Previous learning: units 3,4

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Consolidate and extend vocabulary and grammar from Units 3,4	Pp’s Book	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion Group work Pair work	-Performance - based assessment: Performance Speech	-Chick list	Starting the lesson	2m
2	Understand some details in extended dialogues on familiar everyday topics	Activity Book				Tch explains the objective/s of the lesson	3m
3	Find a word in a sentence that has the same meaning as another given word or phrase	Audio CD				Pps work on different exercise individually, in pairs and in groups as needed	20m
4	Identify specific information in detailed written dialogues	White Board		-Observation: Random observation	- Rubric	Tch monitors, checks and helps whenever needed	15m
5	Find relevant internet texts on specific topics and extract the most important information, e.g. for school projects						
6	Use ‘should(n’t)’ to offer or ask for advice or suggestions						
7	Use reflexive pronouns as objects or complements					Pps work on A.B. exercises individually then compare & check with partners	5m
8	Write simple factual descriptions of animals (e.g. habitat, abilities), given prompts or a model					Finishing the lesson	
9	Act out a simple role-play or dialogue with correct intonation						

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Prepared by : School principle Date Signature

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Semester Plan No (1)

Class / level: 7th grade

Number of classes: _____

Previous learning: _____

Lesson Plan

date: fromto

Vertical Integration: _____ - _____

Page No (1)Unit title: **Think like a scientist 2**

Lesson one: Social studies, science.

Horizontal Integration: Social studies

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Learn how to give an explanation	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech -Observation: Random observation	-Chick list - Rubric	Starting the lesson	2m
2	Connect the information in a text with the information given in charts, graphs or diagrams	Audio CD				Tch explains the objective/s of the lesson	3m
3	Express their opinions on familiar topics, using simple language	White Board				Pps work on different exercise individually, in pairs and in groups as needed	35m
4	Identify key details (e.g. name, number) in factual talks on familiar topics, if spoken slowly and clearly					Tch monitors, checks and helps whenever needed	5m
5	Use linking words such as “when”, “if”, “that” and “because” to join clauses and sentences together					Finishing the lesson	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

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Semester Plan No (1)

Class / level: 7th grade

Number of classes: _____

Previous learning: _____

Lesson Plan

date: fromto

Vertical Integration: _____ - _____

Page No (2)Unit title: **Think like a scientist 2**

Lesson one: Social studies, science.

Horizontal Integration: Social studies

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Learn about rainforests	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech -Observation: Random observation	-Chick list - Rubric	Starting the lesson	2m
2	Get the gist of short, simple texts on familiar topics, if supported by pictures	Audio CD				Tch explains the objective/s of the lesson	3m
3	Identify main paragraph topics in simple texts on familiar subjects, if supported by prompts or questions	White Board				Pps work on different exercise individually, in pairs and in groups as needed	35m
4	Use linking words such as “when”, “if”, “that” and “because” to join clauses and sentences together					Tch monitors, checks and helps whenever needed Finishing the lesson	5m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me

*Suggestions for improvement

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This preparation was achieved by a member in

JT-EG

(Jordan Teachers of English Group)

<https://t.me/+B2Efd4MSUcczYmNk>

For the sake of all 7th Grade teachers in our beloved kingdom

Please forgive us for any mistake for we did our best