



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ  
لَطْفًا الرَّجَاءِ الْاِنْتِبَاهِ

هذا العمل مصري فقط لدى موقع الايمان التعليمي

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وهو متاح لجميع أعضاء الموقع بنسخته المجانية ويمنع النقل من قبل  
أي موقع تعليمي آخر وتمت طائلة المسائلة

تحضير اللغة الانجليزية فصل ثاني

فريق موقع الايمان / الاستاذ محمود شناينه



**Jordan Team Together**

**Grade 4**

**Semester 2**

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hello from Hamed	<b>Lesson Title:</b> Vocabulary	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise the unit vocabulary related to the school and the people in the school, understand the meaning of the new words through pictures and context, use the vocabulary orally in simple sentences, and pronounce the words correctly during classroom activities.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking the students to look at the pictures in the Pupil's Book, ask general questions about the school and the people in it, and activate their background knowledge	The students look at the pictures, listen to the questions, and respond using their prior knowledge	
<b>Explanation</b>	I present the new vocabulary items using the pictures, pronounce each word clearly, play the audio from the Pupil's Book, and ask the students to listen and repeat chorally and individually	The students listen to the pronunciation, repeat the words chorally and individually, and follow the pictures	
<b>Elaboration</b>	I guide the students to point to the correct pictures, match words with pictures, and use the new vocabulary in simple oral sentences related to the school	The students point to the pictures, say the words, and use the vocabulary in simple sentences	
<b>Closing</b>	I check understanding by asking quick oral questions, revising the vocabulary, correcting common mistakes, and reinforcing correct pronunciation	The students answer the questions, correct their mistakes, and pronounce the words correctly	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hello from Hamed	<b>Lesson Title:</b> Story: Hello from Hamed	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to understand the general idea of the story, recognise the main characters and events, listen attentively to the story, and answer simple comprehension questions orally.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking the students to look at the story pictures in the Pupil's Book and ask prediction questions about the characters and what might happen	The students look at the pictures, listen to the questions, and predict the story events	
<b>Explanation</b>	I present the story by playing the audio and reading the story aloud clearly, asking the students to follow the pictures while listening	The students listen to the story attentively and follow the pictures	
<b>Elaboration</b>	I extend learning by replaying parts of the story, asking simple comprehension questions, and guiding the students to identify the characters and main events	The students answer the questions and identify the characters and events	
<b>Closing</b>	I confirm learning by reviewing the story events, correcting answers, and reinforcing		

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hello from Hamed	<b>Lesson Title:</b> Story: Hello from Hamed	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to understand the general idea of the story, recognise the main characters and events, listen attentively to the story, and answer simple comprehension questions orally.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking the students to look at the story pictures in the Pupil's Book and ask prediction questions about the characters and what might happen	The students look at the pictures, listen to the questions, and predict the story events	
<b>Explanation</b>	I present the story by playing the audio and reading the story aloud clearly, asking the students to follow the pictures while listening	The students listen to the story attentively and follow the pictures	
<b>Elaboration</b>	I extend learning by replaying parts of the story, asking simple comprehension questions, and guiding the students to identify the characters and main events	The students answer the questions and identify the characters and events	
<b>Closing</b>	I confirm learning by reviewing the story events, correcting answers, and reinforcing	The students participate in the review and show understanding of the story	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hello from Hamed	<b>Lesson Title:</b> Grammar	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to use the target grammar structure from the unit correctly in simple sentences related to school and daily situations.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key vocabulary from the unit and presenting example sentences from the Pupil's Book to focus attention on the grammar form	The students listen and observe the example sentences	
<b>Explanation</b>	I explain the grammar rule clearly using examples from the book and model correct sentence structure	The students listen carefully and repeat the example sentences	
<b>Elaboration</b>	I extend learning by guiding the students to practise forming sentences orally using the target structure	The students form and say simple sentences using the grammar structure	
<b>Closing</b>	I confirm learning by asking quick oral questions, correcting mistakes, and reinforcing correct usage	The students answer the questions and use the structure correctly	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hello from Hamed	<b>Lesson Title:</b> Grammar Practice	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to practise the target grammar structure from the unit accurately, apply it in controlled activities, and use it correctly in simple written and oral tasks.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising the grammar rule from the previous lesson using examples from the Pupil's Book to activate prior learning	The students listen, recall the grammar rule, and respond to revision questions	
<b>Explanation</b>	I explain the Activity Book exercises clearly, model how to answer the first example, and guide the students step by step	The students follow the instructions and complete the exercises as guided	
<b>Elaboration</b>	I extend learning by monitoring the students while they work, providing support, and encouraging correct use of the grammar structure	The students practise the grammar structure and ask for help when needed	
<b>Closing</b>	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct grammar usage	The students correct their answers and use the grammar structure correctly	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hello from Hamed	<b>Lesson Title:</b> Vocabulary and Grammar	<b>Number of Classes</b> ( )
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to consolidate the unit vocabulary and grammar, use them together in meaningful contexts, and produce simple oral and written sentences related to school life.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key vocabulary and grammar structures from the unit through short oral questions to activate prior learning	The students listen, respond, and recall vocabulary and grammar	
<b>Explanation</b>	I explain the activities in the Pupil's Book that integrate vocabulary and grammar, model examples, and guide the students through the tasks	The students follow the examples and complete the activities	
<b>Elaboration</b>	I extend learning by encouraging the students to use vocabulary and grammar together in simple sentences and short exchanges	The students use the language to form meaningful sentences	
<b>Closing</b>	I confirm learning by checking answers, correcting errors, and reinforcing accurate use of vocabulary and grammar	The students correct their work and demonstrate correct usage	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	Unit Title: Hello from Hamed	Lesson Title: Vocabulary and Grammar Practice	Number of Classes ( )
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**Previous learning;**

## **The main outcomes:**

**By the end of the lesson, the students are expected to reinforce their understanding of the unit vocabulary and grammar, apply them accurately in Activity Book exercises, and use them correctly in simple written and oral contexts.**

<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key vocabulary and grammar from the unit through brief oral questions to activate prior learning	The students listen, respond, and recall the vocabulary and grammar	
<b>Explanation</b>	I explain the Activity Book tasks clearly, model how to complete the first exercise, and guide the students step by step	The students follow the instructions and complete the exercises	
<b>Elaboration</b>	I extend learning by monitoring the students' work, providing support, and encouraging accurate use of vocabulary and grammar	The students practise the language, ask questions, and complete the tasks	
<b>Closing</b>	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct usage	The students correct their answers and demonstrate accurate use of the language	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


**Teacher's Name and Signature :**

**Supervisor's signature:**

**Principle's signature:**

**School Development consultant:**

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hello from Hamed	<b>Lesson Title:</b> Culture	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise cultural aspects related to school life, understand similarities and differences between schools, and use simple language to talk about school routines and activities.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking general questions about school life and daily routines to activate the students' background knowledge and prepare them for the cultural topic	The students listen to the questions and respond by talking about their own school routines	
<b>Explanation</b>	I present the cultural content using the pictures and information in the Pupil's Book, explain the main ideas clearly, and highlight key vocabulary	The students look at the pictures, listen carefully, and follow the explanation	
<b>Elaboration</b>	I extend learning by asking guided questions, encouraging discussion, and prompting the students to compare their school with the one presented in the lesson	The students answer the questions and participate in simple discussions	
<b>Closing</b>	I confirm learning by reviewing the main cultural ideas, correcting misunderstandings, and reinforcing key vocabulary and concepts	The students respond to the review questions and show understanding of the cultural content <span style="float: right;">□</span>	

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

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

**Teacher's Name and Signature :**

**Supervisor's signature:**

**Principle's signature:**

**School Development consultant:**

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hello from Hamed	<b>Lesson Title:</b> English in Action and Pronunciation	<b>Number of Classes ( )</b>
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**Previous learning;**

**The main outcomes:**

By the end of the lesson, the students are expected to use the target language from the unit in simple real-life conversations, practise functional expressions related to school situations, and pronounce key sounds and words accurately.

The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I introduce the lesson by revising key vocabulary and functional expressions from the unit and directing the students' attention to the dialogue in the Pupil's Book	The students listen, look at the dialogue, and recall familiar expressions	
<b>Explanation</b>	I present the dialogue by playing the audio, modelling correct pronunciation and intonation, and asking the students to repeat the sentences chorally and individually	The students listen carefully, repeat the dialogue, and practise pronunciation	
<b>Elaboration</b>	I extend learning by guiding the students to role-play the dialogue in pairs or small groups and practise the target expressions in meaningful situations	The students participate in role-play and use the expressions in short conversations	
<b>Closing</b>	I confirm learning by monitoring pronunciation, correcting errors, and reinforcing accurate use of language and sounds	The students correct their pronunciation and demonstrate confident spoken use	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hello from Hamed	<b>Lesson Title:</b> Reading	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to read the text related to the unit, understand the main idea and specific information, answer comprehension questions correctly, and use reading strategies such as skimming and scanning with guidance.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking pre-reading questions, drawing attention to the title and pictures, and encouraging the students to predict the content of the text	The students look at the title and pictures, listen to the questions, and make predictions	
<b>Explanation</b>	I guide the students through the first reading of the text, read aloud when needed, and explain difficult words using context and visuals	The students read the text silently or aloud and follow the reading	
<b>Elaboration</b>	I extend learning by asking comprehension questions, guiding the students to find specific information, and encouraging discussion about the text	The students answer the questions and identify information from the text	
<b>Closing</b>	I confirm learning by reviewing the answers, correcting misunderstandings, and reinforcing key vocabulary and ideas from the reading	The students correct their answers and demonstrate understanding of the text □	

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

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

**Teacher’s Name and Signature :**

**Supervisor’s signature:**

**Principle’s signature:**

**School Development consultant:**

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hello from Hamed	<b>Lesson Title:</b> Listening, Speaking and Writing	<b>Number of Classes ( )</b>
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**Previous learning;**

**The main outcomes:**

By the end of the lesson, the students are expected to listen to short texts related to the unit and understand key information, use the target language in guided speaking activities, and produce simple written sentences using the vocabulary and grammar of the unit.

The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I introduce the lesson by revising the unit vocabulary and grammar through short oral questions to activate prior learning and prepare the students for the integrated skills lesson	The students listen, respond, and recall vocabulary and grammar from the unit	
<b>Explanation</b>	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on key information while listening	The students listen carefully and complete the listening task	
<b>Elaboration</b>	I extend learning by guiding the students through speaking activities and supported writing tasks in the Pupil's Book and Activity Book	The students speak using the target language and write simple sentences	
<b>Closing</b>	I confirm learning by checking the students' spoken and written work, correcting errors, and reinforcing correct language use	The students correct their work and demonstrate accurate use of language	

Self – Reflection on Learning and Teaching:

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

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hobbies	<b>Lesson Title:</b> Listening, Speaking and Writing	<b>Number of Classes ( )</b>
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**Previous learning;**

**The main outcomes:**

By the end of the lesson, the students are expected to recognise and understand vocabulary related to hobbies, identify the meaning of new words through pictures and context, use hobby words orally in simple sentences, and pronounce the vocabulary accurately during classroom activities.

The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I introduce the lesson by asking the students to look at the pictures of different hobbies in the Pupil's Book, ask guiding questions to activate prior knowledge, and link the pictures to their daily activities	The students look at the pictures, listen to the questions, and talk about hobbies they already know	
<b>Explanation</b>	I present the new hobby vocabulary using the pictures, pronounce each word clearly, play the audio, and ask the students to listen and repeat chorally and individually	The students listen carefully, repeat the words chorally and individually, and follow the pictures	
<b>Elaboration</b>	I guide the students to match the hobby words with the correct pictures, point to the pictures, and use the new vocabulary in simple oral sentences	The students point to the pictures, say the words, and use them in simple sentences	
<b>Closing</b>	I check understanding by asking quick oral questions, revising the vocabulary, correcting common pronunciation mistakes, and reinforcing accurate use of the words	The students answer the questions, correct their mistakes, and pronounce the words correctly	

Self – Reflection on Learning and Teaching:

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

Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hobbies	<b>Lesson Title:</b> Story	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to understand the general idea of the story related to hobbies, recognise the main characters and events, listen attentively, and answer simple comprehension questions orally.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking the students to look at the story pictures in the Pupil's Book and ask prediction questions about the hobbies shown and what might happen in the story	The students look at the pictures, listen to the questions, and predict the story events	
<b>Explanation</b>	I present the story by playing the audio and reading the text aloud clearly, asking the students to follow the pictures while listening	The students listen attentively to the story and follow the pictures	
<b>Elaboration</b>	I extend learning by replaying parts of the story, asking simple comprehension questions, and guiding the students to identify the hobbies and characters	The students answer the questions and identify the hobbies and characters	
<b>Closing</b>	I confirm learning by reviewing the story events, correcting answers, and reinforcing understanding of the story	The students participate in the review and show understanding of the story	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hobbies	<b>Lesson Title:</b> Grammar	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to use the target grammar structure related to hobbies correctly, form simple sentences to talk about what they like to do, and apply the structure accurately in oral contexts.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key hobby vocabulary and presenting example sentences from the Pupil's Book to draw attention to the grammar form	The students listen carefully and observe the example sentences	
<b>Explanation</b>	I explain the grammar rule clearly using examples related to hobbies and model correct sentence structure and pronunciation	The students listen attentively and repeat the example sentences	
<b>Elaboration</b>	I extend learning by guiding the students to practise forming simple sentences orally using the target grammar structure	The students form and say simple sentences about hobbies	
<b>Closing</b>	I confirm learning by asking quick oral questions, correcting mistakes, and reinforcing correct use of the grammar structure	The students answer the questions and use the structure correctly	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hobbies	<b>Lesson Title:</b> Grammar Practice	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to practise the target grammar structure related to hobbies, apply it correctly in controlled activities, and use it accurately in simple oral and written tasks.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising the grammar rule from the previous lesson using examples related to hobbies to activate prior learning	The students listen, recall the grammar rule, and respond to revision questions	
<b>Explanation</b>	I explain the Activity Book exercises clearly, model how to answer the first example, and guide the students step by step	The students follow the instructions and complete the exercises	
<b>Elaboration</b>	I extend learning by monitoring the students while they work, providing support, and encouraging accurate use of the grammar structure	The students practise the grammar structure and ask for help when needed	
<b>Closing</b>	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct grammar usage	The students correct their answers and use the grammar structure correctly	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hobbies	<b>Lesson Title:</b> Vocabulary and Grammar	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to consolidate the unit vocabulary related to hobbies and the target grammar structure, use them together in meaningful contexts, and produce simple oral and written sentences about hobbies.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising the hobby vocabulary and grammar structure through short oral questions to activate prior learning	The students listen, respond, and recall the vocabulary and grammar	
<b>Explanation</b>	I present the integrated activities in the Pupil's Book, explain the tasks clearly, model examples, and guide the students step by step	The students follow the examples and complete the activities	
<b>Elaboration</b>	I extend learning by encouraging the students to use vocabulary and grammar together in simple sentences and short exchanges about hobbies	The students use the language to form meaningful sentences about hobbies	
<b>Closing</b>	I confirm learning by checking answers, correcting errors, and reinforcing accurate use of vocabulary and grammar	The students correct their work and demonstrate correct language use	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hobbies	<b>Lesson Title:</b> Vocabulary and Grammar Practice	<b>Number of Classes ( )</b>
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**Previous learning;**

## The main outcomes:

By the end of the lesson, the students are expected to reinforce their understanding of the unit vocabulary related to hobbies and the target grammar structure, apply them accurately in Activity Book exercises, and use them correctly in simple oral and written contexts.

The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I introduce the lesson by revising the key hobby vocabulary and grammar structure through brief oral questions to activate prior learning	The students listen, respond, and recall the vocabulary and grammar	
<b>Explanation</b>	I explain the Activity Book tasks clearly, model how to complete the first exercise, and guide the students step by step	The students follow the instructions and complete the exercises	
<b>Elaboration</b>	I extend learning by monitoring the students' work, providing support, and encouraging accurate use of vocabulary and grammar	The students practise the language, ask questions when needed, and complete the tasks	
<b>Closing</b>	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct usage of vocabulary and grammar	The students correct their answers and demonstrate accurate use of the language	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hobbies	<b>Lesson Title:</b> Culture	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise cultural aspects related to hobbies, understand how hobbies can be different in different places, and use simple language to talk about hobbies they like and practise.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking general questions about hobbies and free-time activities to activate the students' background knowledge and prepare them for the cultural topic	The students listen to the questions and talk about hobbies they like or know	
<b>Explanation</b>	I present the cultural content using the pictures and information in the Pupil's Book, explain the main ideas clearly, and highlight key vocabulary related to hobbies	The students look at the pictures, listen carefully, and follow the explanation	
<b>Elaboration</b>	I extend learning by asking guided questions, encouraging discussion, and prompting the students to compare their hobbies with those presented in the lesson	The students answer the questions and participate in simple discussions	
<b>Closing</b>	I confirm learning by reviewing the main cultural ideas, correcting misunderstandings, and reinforcing key vocabulary and concepts	The students respond to the review questions and show understanding of the cultural content	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hobbies	<b>Lesson Title:</b> English in Action and Pronunciation	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to use the target language related to hobbies in simple real-life conversations, practise functional expressions about free-time activities, and pronounce key sounds and words accurately.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key vocabulary and functional expressions related to hobbies and directing the students' attention to the dialogue in the Pupil's Book	The students listen, look at the dialogue, and recall familiar expressions	
<b>Explanation</b>	I present the dialogue by playing the audio, modelling correct pronunciation and intonation, and asking the students to repeat the sentences chorally and individually	The students listen carefully, repeat the dialogue, and practise pronunciation	
<b>Elaboration</b>	I extend learning by guiding the students to role-play the dialogue in pairs or small groups and practise the target expressions in meaningful situations	The students participate in role-play and use the expressions in short conversations	
<b>Closing</b>	I confirm learning by monitoring pronunciation, correcting errors, and reinforcing accurate use of language and sounds	The students correct their pronunciation and demonstrate confident spoken use	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hobbies	<b>Lesson Title:</b> Reading	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to read the text related to hobbies, understand the main idea and specific details, answer comprehension questions accurately, and use guided reading strategies to support understanding.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking pre-reading questions, drawing attention to the title and pictures, and encouraging the students to predict the content of the text	The students look at the title and pictures, listen to the questions, and make predictions	
<b>Explanation</b>	I guide the students through the first reading of the text, read aloud when needed, and explain new words using pictures and context	The students read the text silently or aloud and follow the reading	
<b>Elaboration</b>	I extend learning by asking comprehension questions, guiding the students to locate specific information, and encouraging discussion about the text	The students answer the questions and identify information from the text	
<b>Closing</b>	I confirm learning by reviewing the answers, correcting misunderstandings, and reinforcing key vocabulary and ideas from the reading	The students correct their answers and demonstrate understanding of the text	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Hobbies	<b>Lesson Title:</b> Listening, Speaking and Writing	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to listen to short texts related to hobbies and understand key information, use the target language in guided speaking activities, and write simple sentences about their hobbies using the vocabulary and grammar of the unit.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising the unit vocabulary and grammar through short oral questions to activate prior learning and prepare the students for the integrated skills lesson	The students listen, respond, and recall vocabulary and grammar from the unit	
<b>Explanation</b>	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on key information while listening	The students listen carefully and complete the listening task	
<b>Elaboration</b>	I extend learning by guiding the students through speaking activities and supported writing tasks in the Pupil's Book and Activity Book	The students speak using the target language and write simple sentences	
<b>Closing</b>	I confirm learning by checking the students' spoken and written work, correcting errors, and reinforcing correct language use	The students correct their work and demonstrate accurate use of language	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> Vocabulary	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise and understand vocabulary related to places in the town, identify the meaning of new words through pictures and context, use town vocabulary orally in simple sentences, and pronounce the words accurately.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking the students to look at the pictures of different places in the town in the Pupil's Book, ask guiding questions to activate prior knowledge, and link the pictures to places they know	The students look at the pictures, listen to the questions, and talk about places in their town	
<b>Explanation</b>	I present the new town vocabulary using the pictures, pronounce each word clearly, play the audio, and ask the students to listen and repeat chorally and individually	The students listen carefully, repeat the words chorally and individually, and follow the pictures	
<b>Elaboration</b>	I guide the students to match the place names with the correct pictures, point to the pictures, and use the new vocabulary in simple oral sentences	The students point to the pictures, say the words, and use them in simple sentences	
<b>Closing</b>	I confirm learning by asking quick oral questions, revising the vocabulary, correcting common pronunciation mistakes, and reinforcing accurate use of the words	The students answer the questions, correct their mistakes, and pronounce the words correctly	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> Story: Our Town	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to understand the general idea of the story about the town, recognise the main places and characters, listen attentively to the story, and answer simple comprehension questions orally.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking the students to look at the story pictures in the Pupil's Book, ask prediction questions about the places in the town and what might happen in the story, and activate their background knowledge	The students look at the pictures, listen to the questions, and predict the events of the story	
<b>Explanation</b>	I present the story by playing the audio and reading the text aloud clearly, asking the students to follow the pictures while listening	The students listen attentively to the story and follow the pictures	
<b>Elaboration</b>	I extend learning by replaying parts of the story, asking simple comprehension questions, and guiding the students to identify the places and main events	The students answer the questions and identify the places and events	
<b>Closing</b>	I confirm learning by reviewing the story events, correcting answers, and reinforcing overall understanding of the story	The students participate in the review and show understanding of the story	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> Grammar	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to use the target grammar structure related to places in the town correctly, form simple sentences to talk about where places are, and apply the structure accurately in oral contexts.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key town vocabulary and presenting example sentences from the Pupil's Book to focus the students' attention on the grammar form	The students listen carefully and observe the example sentences	
<b>Explanation</b>	I explain the grammar rule clearly using examples related to places in the town and model correct sentence structure and pronunciation	The students listen attentively and repeat the example sentences	
<b>Elaboration</b>	I extend learning by guiding the students to practise forming simple sentences orally using the target grammar structure to talk about places	The students form and say simple sentences about places in the town	
<b>Closing</b>	I confirm learning by asking quick oral questions, correcting mistakes, and reinforcing correct use of the grammar structure	The students answer the questions and use the structure correctly	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> Grammar Practice	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to practise the target grammar structure related to places in the town, apply it accurately in controlled Activity Book exercises, and use it correctly in simple oral and written contexts.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising the grammar rule from the previous lesson using example sentences about places in the town to activate prior learning	The students listen, recall the grammar rule, and respond to revision questions	
<b>Explanation</b>	I explain the Activity Book exercises clearly, model how to answer the first example, and guide the students step by step	The students follow the instructions and complete the exercises	
<b>Elaboration</b>	I extend learning by monitoring the students while they work, providing support, and encouraging accurate use of the grammar structure	The students practise the grammar structure, ask questions when needed, and complete the tasks	
<b>Closing</b>	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct grammar usage	The students correct their answers and demonstrate accurate use of the grammar structure	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> Vocabulary and Grammar	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to consolidate the vocabulary related to places in the town and the target grammar structure, use them together in meaningful contexts, and produce simple oral and written sentences about places in the town.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising town vocabulary and the grammar structure through short oral questions to activate prior learning	The students listen, respond, and recall the vocabulary and grammar	
<b>Explanation</b>	I present the integrated activities in the Pupil's Book, explain the tasks clearly, model examples, and guide the students step by step	The students follow the examples and complete the activities	
<b>Elaboration</b>	I extend learning by encouraging the students to use vocabulary and grammar together in simple sentences and short exchanges about places in the town	The students use the language to form meaningful sentences	
<b>Closing</b>	I confirm learning by checking answers, correcting errors, and reinforcing accurate use of vocabulary and grammar	The students correct their work and demonstrate correct language use	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> Vocabulary and Grammar Practice	<b>Number of Classes ( )</b>
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**Previous learning;**

**The main outcomes:**

**By the end of the lesson, the students are expected to reinforce their understanding of the vocabulary related to places in the town and the target grammar structure, apply them accurately in Activity Book exercises, and use them correctly in simple oral and written contexts.**

The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I introduce the lesson by revising key town vocabulary and the grammar structure through brief oral questions to activate prior learning	The students listen, respond, and recall the vocabulary and grammar	
<b>Explanation</b>	I explain the Activity Book tasks clearly, model how to complete the first exercise, and guide the students step by step	The students follow the instructions and complete the exercises	
<b>Elaboration</b>	I extend learning by monitoring the students' work, providing support, and encouraging accurate use of vocabulary and grammar	The students practise the language, ask questions when needed, and complete the tasks	
<b>Closing</b>	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct usage of vocabulary and grammar	The students correct their answers and demonstrate accurate use of the language	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


**Teacher's Name and Signature :**

**Supervisor's signature:**

**Principle's signature:**

**School Development consultant:**

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> Culture	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
y the end of the lesson, the students are expected to recognise cultural aspects related to life in the town, understand the importance of different places in the community, and use simple language to talk about their town.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking general questions about the students' town and familiar places to activate their background knowledge and prepare them for the cultural topic	The students listen to the questions and talk about places in their town	
<b>Explanation</b>	I present the cultural content using the pictures and information in the Pupil's Book, explain the main ideas clearly, and highlight key vocabulary related to the town	The students look at the pictures, listen carefully, and follow the explanation	
<b>Elaboration</b>	I extend learning by asking guided questions, encouraging discussion, and prompting the students to compare their town with the one presented in the lesson	The students answer the questions and participate in simple discussions	
<b>Closing</b>	I confirm learning by reviewing the main cultural ideas, correcting misunderstandings, and reinforcing key vocabulary and concepts	The students respond to the review questions and show understanding of the cultural content	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> English in Action and Pronunciation	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to use the target language related to places in the town in simple real-life conversations, practise functional expressions for asking about and giving directions or locations, and pronounce key sounds and words accurately.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key vocabulary and functional expressions related to places in the town and directing the students' attention to the dialogue in the Pupil's Book	The students listen, look at the dialogue, and recall familiar expressions	
<b>Explanation</b>	I present the dialogue by playing the audio, modelling correct pronunciation and intonation, and asking the students to repeat the sentences chorally and individually	The students listen carefully, repeat the dialogue, and practise pronunciation	
<b>Elaboration</b>	I extend learning by guiding the students to role-play the dialogue in pairs or small groups and practise asking and answering about places in the town	The students participate in role-play and use the expressions in short conversations	
<b>Closing</b>	I confirm learning by monitoring pronunciation, correcting errors, and reinforcing accurate use of language and sounds	The students correct their pronunciation and demonstrate confident spoken use	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> Reading	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to read the text about the town, understand the main idea and specific details, answer comprehension questions correctly, and use guided reading strategies to support understanding.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking pre-reading questions, drawing attention to the title and pictures, and encouraging the students to predict the content of the text	The students look at the title and pictures, listen to the questions, and make predictions	
<b>Explanation</b>	I guide the students through the first reading of the text, read aloud when needed, and explain new words using pictures and context	The students read the text silently or aloud and follow the reading	
<b>Elaboration</b>	I extend learning by asking comprehension questions, guiding the students to find specific information, and encouraging discussion about the text	The students answer the questions and identify information from the text	
<b>Closing</b>	I confirm learning by reviewing the answers, correcting misunderstandings, and reinforcing key vocabulary and ideas from the reading	The students correct their answers and demonstrate understanding of the text	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> Listening, Speaking and Writing	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to listen to short texts related to places in the town and understand key information, use the target language in guided speaking activities to talk about locations and places, and write simple sentences about their town using the vocabulary and grammar of the unit.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising the unit vocabulary and grammar through short oral questions to activate prior learning and prepare the students for the integrated skills lesson	The students listen, respond, and recall vocabulary and grammar from the unit	
<b>Explanation</b>	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on key information while listening	The students listen carefully and complete the listening task	
<b>Elaboration</b>	I extend learning by guiding the students through speaking activities about places in the town and supported writing tasks in the Pupil's Book and Activity Book	The students speak using the target language and write simple sentences about their town	
<b>Closing</b>	I confirm learning by checking the students' spoken and written work, correcting errors, and reinforcing correct language use	The students correct their work and demonstrate accurate use of language	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> Our History	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise and understand vocabulary related to history and the past, identify the meaning of new words through pictures and context, use history-related vocabulary orally in simple sentences, and pronounce the words accurately.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking the students to look at the pictures related to history in the Pupil's Book, ask guiding questions to activate prior knowledge, and connect the topic to things from the past they know	The students look at the pictures, listen to the questions, and talk about things from the past	
<b>Explanation</b>	I present the new history-related vocabulary using the pictures, pronounce each word clearly, play the audio, and ask the students to listen and repeat chorally and individually	The students listen carefully, repeat the words chorally and individually, and follow the pictures	
<b>Elaboration</b>	I guide the students to match the vocabulary with the correct pictures, point to the pictures, and use the new words in simple oral sentences about the past	The students point to the pictures, say the words, and use them in simple sentences	
<b>Closing</b>	I confirm learning by asking quick oral questions, revising the vocabulary, correcting common pronunciation mistakes, and reinforcing accurate use of the words	The students answer the questions, correct their mistakes, and pronounce the words correctly	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> Story: Our History	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to understand the general idea of the story related to history, recognise the main characters and events from the past, listen attentively to the story, and answer simple comprehension questions orally.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking the students to look at the story pictures in the Pupil's Book, ask prediction questions about the past and what might happen in the story, and activate their background knowledge	The students look at the pictures, listen to the questions, and predict the events of the story	
<b>Explanation</b>	I present the story by playing the audio and reading the text aloud clearly, asking the students to follow the pictures while listening	The students listen attentively to the story and follow the pictures	
<b>Elaboration</b>	I extend learning by replaying parts of the story, asking simple comprehension questions, and guiding the students to identify events and people from the past	The students answer the questions and identify the events and characters	
<b>Closing</b>	I confirm learning by reviewing the story events, correcting answers, and reinforcing overall understanding of the story	The students participate in the review and show understanding of the story	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> Grammar	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise and use the target grammar structure related to the past correctly, form simple sentences about past events and people, and apply the structure accurately in oral contexts.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key vocabulary related to history and presenting example sentences from the Pupil's Book to focus attention on the grammar form	The students listen carefully and observe the example sentences	
<b>Explanation</b>	I explain the grammar rule clearly using examples about the past, model correct sentence structure, and highlight key forms	The students listen attentively and repeat the example sentences	
<b>Elaboration</b>	I extend learning by guiding the students to practise forming simple sentences orally using the target grammar structure to talk about past events	The students form and say simple sentences about the past	
<b>Closing</b>	I confirm learning by asking quick oral questions, correcting mistakes, and reinforcing correct use of the grammar structure	The students answer the questions and use the structure correctly	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> Grammar Practice	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to practise the target grammar structure related to the past, apply it accurately in controlled Activity Book exercises, and use it correctly in simple oral and written contexts.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising the grammar rule from the previous lesson using example sentences about the past to activate prior learning	The students listen, recall the grammar rule, and respond to revision questions	
<b>Explanation</b>	I explain the Activity Book exercises clearly, model how to answer the first example, and guide the students step by step	The students follow the instructions and complete the exercises	
<b>Elaboration</b>	I extend learning by monitoring the students while they work, providing support, and encouraging accurate use of the grammar structure	The students practise the grammar structure, ask questions when needed, and complete the tasks	
<b>Closing</b>	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct grammar usage	The students correct their answers and demonstrate accurate use of the grammar structure	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> Our History	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to consolidate the vocabulary related to history and the past with the target grammar structure, use them together in meaningful contexts, and produce simple oral and written sentences about past events and people.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising history-related vocabulary and the grammar structure through short oral questions to activate prior learning	The students listen, respond, and recall the vocabulary and grammar	
<b>Explanation</b>	I present the integrated activities in the Pupil's Book, explain the tasks clearly, model examples, and guide the students step by step	The students follow the examples and complete the activities	
<b>Elaboration</b>	I extend learning by encouraging the students to use vocabulary and grammar together in simple sentences and short exchanges about the past	The students use the language to form meaningful sentences	
<b>Closing</b>	I confirm learning by checking answers, correcting errors, and reinforcing accurate use of vocabulary and grammar	The students correct their work and demonstrate correct language use	

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

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

**Teacher's Name and Signature :**

**Supervisor's signature:**

**Principle's signature:**

**School Development consultant:**

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> Vocabulary and Grammar Practice	<b>Number of Classes ( )</b>
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Previous learning;

## The main outcomes:

By the end of the lesson, the students are expected to reinforce their understanding of history-related vocabulary and the target grammar structure, apply them accurately in Activity Book exercises, and use them correctly in simple oral and written contexts.

The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I introduce the lesson by revising key history vocabulary and the grammar structure through brief oral questions to activate prior learning	The students listen, respond, and recall the vocabulary and grammar	
<b>Explanation</b>	I explain the Activity Book tasks clearly, model how to complete the first exercise, and guide the students step by step	The students follow the instructions and complete the exercises	
<b>Elaboration</b>	I extend learning by monitoring the students' work, providing support, and encouraging accurate use of vocabulary and grammar	The students practise the language, ask questions when needed, and complete the tasks	
<b>Closing</b>	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct usage of vocabulary and grammar	The students correct their answers and demonstrate accurate use of the language	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> Culture	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise cultural aspects related to history, understand how people lived in the past, and use simple language to talk about life long ago compared with life today.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking general questions about life in the past and present to activate the students' background knowledge and prepare them for the cultural topic	The students listen to the questions and talk about what they know about the past	
<b>Explanation</b>	I present the cultural content using pictures and information from the Pupil's Book, explain the main ideas clearly, and highlight key vocabulary related to history	The students look at the pictures, listen carefully, and follow the explanation	
<b>Elaboration</b>	I extend learning by asking guided questions, encouraging discussion, and prompting the students to compare life in the past with life today	The students answer the questions and participate in simple discussions	
<b>Closing</b>	I confirm learning by reviewing the main cultural ideas, correcting misunderstandings, and reinforcing key vocabulary and concepts	The students respond to the review questions and show understanding of the cultural content	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> English in Action and Pronunciation	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to use language related to the past in simple real-life conversations, practise functional expressions for talking about history and past events, and pronounce key sounds and words accurately.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key vocabulary and functional expressions related to the past and directing the students' attention to the dialogue in the Pupil's Book	The students listen, look at the dialogue, and recall familiar expressions	
<b>Explanation</b>	I present the dialogue by playing the audio, modelling correct pronunciation and intonation, and asking the students to repeat the sentences chorally and individually	The students listen carefully, repeat the dialogue, and practise pronunciation	
<b>Elaboration</b>	I extend learning by guiding the students to role-play the dialogue in pairs or small groups and practise talking about past events in meaningful situations	The students participate in role-play and use the expressions in short conversations	
<b>Closing</b>	I confirm learning by monitoring pronunciation, correcting errors, and reinforcing accurate use of language and sounds	The students correct their pronunciation and demonstrate confident spoken use	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> Our History	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to read a text related to history, understand the main idea and specific details about past events and people, answer comprehension questions correctly, and use guided reading strategies to support understanding.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking pre-reading questions, drawing attention to the title and pictures, and encouraging the students to predict the content of the historical text	The students look at the title and pictures, listen to the questions, and make predictions	
<b>Explanation</b>	I guide the students through the first reading of the text, read aloud when necessary, and explain new or difficult words using pictures, context, and examples	The students read the text silently or aloud and follow the reading	
<b>Elaboration</b>	I extend learning by asking comprehension questions, guiding the students to find specific information about the past, and encouraging discussion about the text	The students answer the questions and identify information from the text	
<b>Closing</b>	I confirm learning by reviewing the answers, correcting misunderstandings, and reinforcing key vocabulary and ideas from the reading	The students correct their answers and demonstrate understanding of the text	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher’s Name and Signature :

Supervisor’s signature:

Principle’s signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> Listening, Speaking and Writing	<b>Number of Classes ( )</b>
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**Previous learning;**

## The main outcomes:

By the end of the lesson, the students are expected to listen to short texts about the past and understand key information, use the target language in guided speaking activities to talk about past events and people, and write simple sentences about history using the vocabulary and grammar of the unit.

The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I introduce the lesson by revising the unit vocabulary and grammar related to the past through short oral questions to activate prior learning and prepare the students for the integrated skills lesson	The students listen, respond, and recall vocabulary and grammar from the unit	
<b>Explanation</b>	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on key information while listening	The students listen carefully and complete the listening task	
<b>Elaboration</b>	I extend learning by guiding the students through speaking activities about past events and supported writing tasks in the Pupil's Book and Activity Book	The students speak using the target language and write simple sentences about the past	
<b>Closing</b>	I confirm learning by checking the students' spoken and written work, correcting errors, and reinforcing correct language use	The students correct their work and demonstrate accurate use of language	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> Our Town	<b>Lesson Title:</b> Listening, Speaking and Writing	<b>Number of Classes ( )</b>
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**Previous learning;**

## The main outcomes:

By the end of the lesson, the students are expected to listen to short texts about the past and understand key information, use the target language in guided speaking activities to talk about past events and people, and write simple sentences about history using the vocabulary and grammar of the unit.

<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising the unit vocabulary and grammar related to the past through short oral questions to activate prior learning and prepare the students for the integrated skills lesson	The students listen, respond, and recall vocabulary and grammar from the unit	
<b>Explanation</b>	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on key information while listening	The students listen carefully and complete the listening task	
<b>Elaboration</b>	I extend learning by guiding the students through speaking activities about past events and supported writing tasks in the Pupil's Book and Activity Book	The students speak using the target language and write simple sentences about the past	
<b>Closing</b>	I confirm learning by checking the students' spoken and written work, correcting errors, and reinforcing correct language use	The students correct their work and demonstrate accurate use of language	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> let's Celebrate	<b>Lesson Title:</b> Vocabulary	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise and understand vocabulary related to celebrations and special occasions, identify the meaning of new words through pictures and context, use celebration-related vocabulary orally in simple sentences, and pronounce the words accurately.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking the students to look at the pictures of different celebrations in the Pupil's Book, ask guiding questions to activate prior knowledge, and connect the topic to celebrations they know	The students look at the pictures, listen to the questions, and talk about celebrations they have experienced	
<b>Explanation</b>	I present the new celebration vocabulary using the pictures, pronounce each word clearly, play the audio, and ask the students to listen and repeat chorally and individually	The students listen carefully, repeat the words chorally and individually, and follow the pictures	
<b>Elaboration</b>	I guide the students to match the celebration words with the correct pictures, point to the pictures, and use the new vocabulary in simple oral sentences	The students point to the pictures, say the words, and use them in simple sentences	
<b>Closing</b>	I confirm learning by asking quick oral questions, revising the vocabulary, correcting common pronunciation mistakes, and reinforcing accurate use of the words	The students answer the questions, correct their mistakes, and pronounce the words correctly	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> let's Celebrate	<b>Lesson Title:</b> Story: Let's Celebrate	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to understand the general idea of the story about celebrations, recognise the main characters and events, listen attentively to the story, and answer simple comprehension questions orally.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking the students to look at the story pictures in the Pupil's Book, ask prediction questions about the celebration shown and what might happen in the story, and activate their background knowledge	The students look at the pictures, listen to the questions, and predict the events of the story	
<b>Explanation</b>	I present the story by playing the audio and reading the text aloud clearly, asking the students to follow the pictures while listening	The students listen attentively to the story and follow the pictures	
<b>Elaboration</b>	I extend learning by replaying parts of the story, asking simple comprehension questions, and guiding the students to identify the celebration, characters, and main events	The students answer the questions and identify the celebration and characters	
<b>Closing</b>	I confirm learning by reviewing the story events, correcting answers, and reinforcing overall understanding of the story	The students participate in the review and show understanding of the story	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> let's Celebrate	<b>Lesson Title:</b> Grammar	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise and use the target grammar structure related to celebrations correctly, form simple sentences to talk about events and activities, and apply the structure accurately in oral contexts.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key celebration vocabulary and presenting example sentences from the Pupil's Book to focus the students' attention on the grammar form	The students listen carefully and observe the example sentences	
<b>Explanation</b>	I explain the grammar rule clearly using examples related to celebrations, model correct sentence structure, and highlight key forms	The students listen attentively and repeat the example sentences	
<b>Elaboration</b>	I extend learning by guiding the students to practise forming simple sentences orally using the target grammar structure to talk about celebrations	The students form and say simple sentences about celebrations	
<b>Closing</b>	I confirm learning by asking quick oral questions, correcting mistakes, and reinforcing correct use of the grammar structure	The students answer the questions and use the structure correctly	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> let's Celebrate	<b>Lesson Title:</b> Grammar Practice	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
y the end of the lesson, the students are expected to practise the target grammar structure related to celebrations, apply it accurately in controlled Activity Book exercises, and use it correctly in simple oral and written contexts			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising the grammar rule from the previous lesson using example sentences about celebrations to activate prior learning	The students listen, recall the grammar rule, and respond to revision questions	
<b>Explanation</b>	I explain the Activity Book exercises clearly, model how to answer the first example, and guide the students step by step	The students follow the instructions and complete the exercises	
<b>Elaboration</b>	I extend learning by monitoring the students while they work, providing support, and encouraging accurate use of the grammar structure	The students practise the grammar structure, ask questions when needed, and complete the tasks	
<b>Closing</b>	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct grammar usage	The students correct their answers and demonstrate accurate use of the grammar structure	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> let's Celebrate	<b>Lesson Title:</b> Vocabulary and Grammar	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to consolidate the vocabulary related to celebrations and the target grammar structure, use them together in meaningful contexts, and produce simple oral and written sentences about celebrations and special events.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising celebration vocabulary and the grammar structure through short oral questions to activate prior learning	The students listen, respond, and recall the vocabulary and grammar	
<b>Explanation</b>	I present the integrated activities in the Pupil's Book, explain the tasks clearly, model examples, and guide the students step by step	The students follow the examples and complete the activities	
<b>Elaboration</b>	I extend learning by encouraging the students to use vocabulary and grammar together in simple sentences and short exchanges about celebrations	The students use the language to form meaningful sentences	
<b>Closing</b>	I confirm learning by checking answers, correcting errors, and reinforcing accurate use of vocabulary and grammar	The students correct their work and demonstrate correct language use	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> let's Celebrate	<b>Lesson Title:</b> Vocabulary and Grammar	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to reinforce their understanding of celebration-related vocabulary and the target grammar structure, apply them accurately in Activity Book exercises, and use them correctly in simple oral and written contexts.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key celebration vocabulary and the grammar structure through brief oral questions to activate prior learning	The students listen, respond, and recall the vocabulary and grammar	
<b>Explanation</b>	I explain the Activity Book tasks clearly, model how to complete the first exercise, and guide the students step by step	The students follow the instructions and complete the exercises	
<b>Elaboration</b>	I extend learning by monitoring the students' work, providing support, and encouraging accurate use of vocabulary and grammar	The students practise the language, ask questions when needed, and complete the tasks	
<b>Closing</b>	I confirm learning by checking answers with the class, correcting common mistakes, and reinforcing correct usage of vocabulary and grammar	The students correct their answers and demonstrate accurate use of the language	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> let's Celebrate	<b>Lesson Title:</b> Culture	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to recognise different celebrations and festivals, understand how people celebrate special occasions in different cultures, and use simple language to talk about celebrations they know.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking general questions about celebrations and special occasions to activate the students' background knowledge and prepare them for the cultural topic	The students listen to the questions and talk about celebrations they know or have experienced	
<b>Explanation</b>	I present the cultural content using pictures and information from the Pupil's Book, explain the main ideas clearly, and highlight key vocabulary related to celebrations	The students look at the pictures, listen carefully, and follow the explanation	
<b>Elaboration</b>	I extend learning by asking guided questions, encouraging discussion, and prompting the students to compare different celebrations and how they are celebrated	The students answer the questions and participate in simple discussions	
<b>Closing</b>	I confirm learning by reviewing the main cultural ideas, correcting misunderstandings, and reinforcing key vocabulary and concepts	The students respond to the review questions and show understanding of the cultural content	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> let's Celebrate	<b>Lesson Title:</b> English in Action and Pronunciation	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to use language related to celebrations in simple real-life conversations, practise functional expressions for congratulating and talking about special occasions, and pronounce key sounds and words accurately.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by revising key vocabulary and functional expressions related to celebrations and directing the students' attention to the dialogue in the Pupil's Book	The students listen, look at the dialogue, and recall familiar expressions	
<b>Explanation</b>	I present the dialogue by playing the audio, modelling correct pronunciation and intonation, and asking the students to repeat the sentences chorally and individually	The students listen carefully, repeat the dialogue, and practise pronunciation	
<b>Elaboration</b>	I extend learning by guiding the students to role-play the dialogue in pairs or small groups and practise congratulating and talking about celebrations	The students participate in role-play and use the expressions in short conversations	
<b>Closing</b>	I confirm learning by monitoring pronunciation, correcting errors, and reinforcing accurate use of language and sounds	The students correct their pronunciation and demonstrate confident spoken use	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> let's Celebrate	<b>Lesson Title:</b> Reading	<b>Number of Classes ( )</b>
<b>Previous learning;</b>			
<b>The main outcomes:</b>			
By the end of the lesson, the students are expected to read a text about celebrations, understand the main idea and specific details, answer comprehension questions accurately, and use guided reading strategies to support understanding.			
<b>The stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>Engagement</b>	I introduce the lesson by asking pre-reading questions, drawing attention to the title and pictures, and encouraging the students to predict the content of the text	The students look at the title and pictures, listen to the questions, and make predictions	
<b>Explanation</b>	I guide the students through the first reading of the text, read aloud when necessary, and explain new words using pictures and context	The students read the text silently or aloud and follow the reading	
<b>Elaboration</b>	I extend learning by asking comprehension questions, guiding the students to find specific information about the celebration, and encouraging discussion about the text	The students answer the questions and identify information from the text	
<b>Closing</b>	I confirm learning by reviewing the answers, correcting misunderstandings, and reinforcing key vocabulary and ideas from the reading	The students correct their answers and demonstrate understanding of the text	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant:

# Lesson plan

<b>Subject:</b> Jordan team together / Grade 4	<b>Unit Title:</b> let's Celebrate	<b>Lesson Title:</b> Listening, Speaking and Writing	<b>Number of Classes ( )</b>
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Previous learning;

## The main outcomes:

By the end of the lesson, the students are expected to listen to short texts about celebrations and understand key information, use the target language in guided speaking activities to talk about special occasions, and write simple sentences about celebrations using the vocabulary and grammar of the unit.

The stages	Teacher Action	Learner Action	Time
<b>Engagement</b>	I introduce the lesson by revising the unit vocabulary and grammar related to celebrations through short oral questions to activate prior learning and prepare the students for the integrated skills lesson	The students listen, respond, and recall vocabulary and grammar from the unit	
<b>Explanation</b>	I present the listening activity by explaining the task, playing the audio, and guiding the students to focus on key information while listening	The students listen carefully and complete the listening task	
<b>Elaboration</b>	I extend learning by guiding the students through speaking activities about celebrations and supported writing tasks in the Pupil's Book and Activity Book	The students speak using the target language and write simple sentences about celebrations	
<b>Closing</b>	I confirm learning by checking the students' spoken and written work, correcting errors, and reinforcing correct language use	The students correct their work and demonstrate accurate use of language	

Self – Reflection on Learning and Teaching:

Class/ section

Number of absent students / Total number

The class order in the timetable

Day/ Date:


Teacher's Name and Signature :

Supervisor's signature:

Principle's signature:

School Development consultant: