



Directorate of Training, Qualification and Supervision

Directorate of Supervision

Planning Notebook

* Teacher's Name:

* School:

* Subject/ Subjects: *English Language*

* Directorate:

* Classes & Sections: *8th Grade*

* Scholastic Year:/..... Semester:

Introduction:

We are living in a global world that is characterized by rapid change and what it resulted in local and universal challenges such as the explosion of information and the technological development which are considered the most important. To cope with these variables, the teacher should realize that planning in its comprehensive meaning is a human inevitable necessity for encountering recent problems and the present and future challenges as well. Planning is also considered one of the distinguished factors that help and contribute in the success and the improvement of educational foundations, organizations and others. It represents the first element in every work and it prevents teachers a lot from spontaneous mistakes resulted from improvisation. It saves much time and effort essential for achieving expected outcomes in fewer expenses. Because of the developments that appeared on the teacher's role as a result of the twenty –first century intellectual and practical challenges, there was a need to put the national standards for the professional development of teachers in seven domains(which are):-

- 1- Education in Jordan.
- 2- Academic and Special pedagogical knowledge.
- 3- Planning for instruction.
- 4- Implementing Instruction.
- 5- Assessment of Student's learning and instruction.
- 6- Self-development.
- 7- Professional Ethics.

Plans for Effective Instruction can be achieved when a teacher:-

- a- Designs coherent instructional plans in light of the intended learning outcomes and in accordance with the curriculum standards of the subject(s).
- b- Demonstrates understanding of principles of student learning and development and uses them in planning for instruction.
- c- Demonstrates knowledge of accessible learning resources in schools and community, including those of (ICT), and uses them in planning for instruction.
- d- Demonstrates knowledge of instructional strategies and chooses those that match the needs and learning styles of his/her students.
- e- Designs interactive learning environments that emphasize safety, participation and cooperation.

General Outputs of Jordanian Educational System

By the end of the primary and secondary stages, students are expected to be able to:

- 1-Believe in Allah, perceive the reality of Islamic doctrine, rules, rituals, worships and transactions, and know the biography of messenger Mohammad (peace be upon him), and connect with Islamic and Arabic values by acting them and being behaviorally and morally loyal to the country and the King.
- 2-Perceive all the realities and the basic events related to Arab Islamic Nation history and to the Jordanian population, especially for its connection with Arab Islamic world and with the humanitarian dimension in general.
- 3-Love their country and be loyal and proud of it, and stand the issued responsibilities.
- 4-Seek to develop and enhance their country and to take role in solving its problems and to fulfill its security and stability.
- 5-Reveal honesty and respect when dealing with others whether they are from their culture and religion, or from other cultures and religions.
- 6-Practice their duties and rights as they are considered to be citizens who participate in the development of their community and country.
- 7-Deal consciously with international, regional, Arabic and national events and issues.
- 8-Reveal commitment to life-long learning.
- 9-Carry responsibility, self-confidence, personality independence and innovative research for new ideas.
- 10-Communicate effectively with others in many and proper ways.
- 11-Co-operate with others collaboratively.
- 12-Use information and communication technology to administer, analyze, convey, generate and apply knowledge and information.
- 13-Think deeply and creatively in important issues and cases.
- 14-Use critical thinking, problem-solving and decision-making skills effectively.
- 15-Apply basic concepts, skills, methods, requirements and rules for each school subject in different aspects of life.

Instructional Strategies	1- Direct Instruction 1- Lecture 2- Visitor 3- Questions answers 4- Workbook/Worksheet 5-Presentation 6-Seminar 7-Work with the book 8-Exercises 9-Direct reading activities 10 Flashcards	2-Problem- solving& induction	3-Groupwork 1-Discussion 2-Interview 3-Internet 4-Roundtable 5-Peer training 6Think/Choose a peer and participate 7- Group work 8-Pairwork	4-Activity –based learning 1-Debate 2-Games 3-Disscussion in groups 4-Narration 5-Survy 6-Recycling 7-Field visiting 8- Oral presentations 9-Simulations 10- Project-based learning	5- Critical Thinking 1- Meta cognitive skills 2-Optical organizers 3- Analysis	6-Others
Assessment Strategies	1- Performance-based assessment 1- Presentation 2- Demonstration 3- Performance 4- Speech 5- Exhibition 6- Simulation/ Role-playing 7- Debate	2-Pencil&Paper Test/quiz/Exam Test item types: 1-short-term questions *Multiple choice items *Match items *True/False items 2-Open-ended answer items *Completion items *Short answer *Essay and problem solving	3-Observation 1- Random observation 2- Systematic observation	4-Communication 1- Conference 2- Interview 3- Questions answers	5- Reflection 1- Self-assessment 2- Journal 3- Student -portfolio	6-Others
Assessment Tools	1-Chick list	2- Rating Scale	3-Rubric	4-Learning Log	5- Anecdotal Record	6-Others

Directions

Dear teacher,

Firstly: when preparing for the Lesson Plan, you can benefit from:

- 1- Reading the lesson and analyzing its content.
- 2- Benefiting from the teacher's book.
- 3- Making sure that all the materials and the resources needed for achieving the outcomes are available.

Secondly: Filling the Lesson Plan sample.

A: Filling the header as the following:

- Class/level : Classes are meant for the basic stage from(1-10)while levels are meant for secondary stage for levels(L1,L2,L3,L4)
- Subject: name of the subject the teacher teaches.
- Unit title: the title of the unit
- Lesson title: the title of the lesson
- Number of classes: the number of classes needed for implementing the lesson
- Date from: the expected date for starting implementing the lesson to the expected date for ending it
- Previous learning: prerequisite requirements for the new learning such as (concepts, skills, facts, rules...etc.)
- Horizontal integration: locating integration areas among the same subject showing (the subject title, the book, the unit...)
- Vertical integration: locating integration with other subjects showing (subject name, the book, the unit...)
- Page" ": for putting the number of the page.

B. Filling Plan Elements

- Number: the number of the outcomes (1, 2...)
- Specific outcomes: knowledge, skills, attitudes expected to be fulfilled at the end of the lesson
- Materials, tools and equipment (instructional resources): all what is needed to achieve the outcome such as (technological & instructional aids, textbooks, samples, modals, movies...)
- Instructional strategies: writing the number of the instructional strategy mentioned in page (d) which is suitable for achieving the outcome. In case of using strategy number (6), the teacher mentions its name.

- Evaluation:
 - The Strategy: writing the number of the evaluation strategy mentioned in page (d) which is suitable for achieving the outcome and in case of using strategy number (6) the teacher mentions its name.
 - The tool: writing the number of the tool mentioned in page (d) that suits the evaluation strategy and in case of using tool number (6) the teacher mentions its name.

- The implementation
 - Procedures: a description of the process of implementing the activities of the lesson
 - Time: the expected period for implementing each procedure alone.

C. Reflection (should be filled during implementing the lesson and after finishing it).

- I feel satisfied with: the teacher writes his impressions about positive situations.
- Challenges that faced me : documenting the challenges that faced the implementation process
- Suggestions for improvement: documenting what the teacher believes suitable for improving the instructional process.

D: Daily Follow-up Table:

Day and date: for writing down the day and the date of implementing each class/period.

Section: Symbol of the section where the lesson was implemented.

Achieved outcomes: writing the number of the achieved outcome

Homework: a description of the homework

Done by: writing the name of the teacher who prepared the plan. In case more than one teacher prepares it, their names should be written.

E: A teacher should keep a kit of all the activities, the worksheets and the evaluation tools used in implementing the lesson.

Subjects Weekly Timetable

Period Day	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth
Sunday								
Monday								
Tuesday								
Wednesday								
Thursday								

Class/Level: Eighth Grade

Number of Classes: 5 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: Starting Out

Lesson Title: Lesson 1

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will: 1. Use words and sentences to participate in a discussion about learning styles.	Student's Book pages 4–5 • Cassette • Activity Book: Module 1 – pages 4–6	Direct teaching Work with the book	Performance based assessment	Chick list	Greeting my ss. establishing a friendly environment through preparing a FIND SOMEONE WHO survey activity to get them involved with each other. And then T. introduces Action Pack 8 to them. They complete the first two pages in the AB to revise the vocabulary and structures from Action Pack 7 and start with L1. T. asks students to read the title and to look at the introductory pictures to guess the meaning of the title and how the pictures relate to the title, answering some questions given by T. / T. leads a discussion on what the module might be about. Then, read through the outcomes and see how accurate students' guesses were. T. reads through the questionnaire with students. Ss. put a mark next to the answers that best describe their preferences. T. tells ss. to work in pairs to discuss each other's answers and make notes each student should then try to guess what type of learner they are.	15 - 20 M
			Observation	Rating scale	In pairs, ss. read the description of learning styles and discuss them and describe the way they like to learn.	10 M
		Group work	Questions and answers			5-10 M
		Pair work				15-20 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 5 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: Starting Out

Lesson Title: Lesson 1

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will: 2. Demonstrate understanding of a listening text about learning styles.	Student's Book pages 4–5 • Cassette • Activity Book: Module 1 – pages 4–6	Direct teaching Work with the book Group work Pair work	Performance based assessment	Chick list	Greeting my ss. warming them up by doing an activity so that they can talk about their favourite way of learning and the best way to study English.	10 M
			Observation	Rating scale	T. reads the instructions of the listening task about some advice on learning styles descriptions. Ss. listen and make notes. Then they share their ideas.	10 M
			Questions and answers		T. refers to Activity Book page 6.T. ask ss. to use what they have learnt in the lesson to solve both exercises. The first ex. ss. work in pairs but the next one individually. They check work as a whole class	20 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 5 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: Starting Out

Lesson Title: 2 & 3

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will: 1. Use a picture to make guesses about Hamzah's routines. 2. use the Present Simple and the Present Continuous tenses.	Student's Book pages 6–7 • Cassette • Activity Book: Module 1 – pages 7–8	Direct teaching Work with the book	Performance based assessment	Chick list	- Greeting ss. and warming them up by interviewing a student and let her talk about her routines. A student reports what her classmate is used to doing. Students look at the picture and answer the questions. Ss. look at the picture and answer the questions and then some of them share their ideas. They check their answers as a class after reading. Ss. complete ex1 with the correct verb forms individually, then they compare their answers. T. plays the cassette and give students time to check their answers from exercise. In pairs, ss. choose a verb and put it in a meaningful sentence.	5-10 M
			Observation	Rating scale		5 M
		Group work	Questions and answers			15 M
						15 M
		Pair work			- After greeting ss. T. encourages them to practice present simple through Q and Answers. Now, ss. have a chance to talk about themselves answering the same questions using the present simple and present continuous. – T. Refer to A.B page 7, exercises 3–4. T. clarifies the ex. 1- Grammar- ss. take some time to complete the activity. T. double checks their work by Walking around them. Students use the table individually to make questions and they talk in turn.	15 M
						10 M
						10-15 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 5 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: Starting Out

Lesson Title: 2 & 3

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration		
			Strategy	Tool				
It is expected that students will: 3. Use listening strategies to take notes about a profile. 4. Write a paragraph for a specific purpose: a profile about a friend.	Student's Book pages 6–7 • Cassette • Activity Book: Module 1 – pages 7–8 Ex.3+4 Ex 5+6	Direct teaching Work with the book	Performance based assessment	Chick list	- Greeting ss. and warming them up by playing a board game so as to form sentences on both present simple and present continuous. - T. reads the Listening Strategies with the class and make sure students have a clear understanding of them. Ss. write down the important information while listening. T. plays the cassette and ss. listen and take notes. – In pairs, ss. of different LS work together in order to Ask each pair to compare their notes on Hamidah's profile and see if they are able to find the five mistakes in the text and correct them. Ss. listen to the audio again, checking their answers. In this class after greeting ss. T. refers them to the A.B to complete ex.5. The paragraph they write should be of similar length and detail to Hamidah's. They work individually to complete ex. 6	10-15 M		
			Observation			10-15 M		
		Group work	Questions and answers	Rating scale		15 M		
						15 M		
		Pair work				5-10 M		
						5 M		
			5 M					

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 5 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: Starting Out

Lesson Title: 4 & 5

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will: 1. skim a text about someone's story 2. scan a text about someone's story 3. use context to guess the meaning of new words	• Student's Book pages 8–9 • Dictionaries • Glossary – Activity Book page 66 • Cassette • Activity Book: Module 1 – pages 8–9 - Worksheet	Direct teaching Work with the book	Performance based assessment	Chick list	- Greeting ss. and warming them up by showing ss. some photos of traditional Arabian crafts and asking them about the objects in the picture and what the title means. Ss. read Um Issam's story, completing the correct form of the verbs, then check their guesses from the previous ex. They read the article and complete it correctly. T. walks around the class monitoring the activity. Ss. listen to the cassette to check their answers.	5 M
			Observation	Rating scale	- Ss. listen and guess the meanings of the words in context. They use a dictionary or the Activity Book glossary and they check their work in groups.	5-10 M
		Group work	Questions and answers		- T. reads the sentences asking the ss. to listen for the mistakes in each one. They read each sentence again and underline the mistakes and then they check the answers. Now, a student asks the question, and the other writes down the answer in a full sentence. They should refer back to the text to make sure their answers are correct.	5 M
		Pair work				10 M
						10 M
						20 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 5 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: Starting Out

Lesson Title: 4 & 5

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will: 4. use the Past Simple 5. use words and sentences to participate in a debate about traditional crafts and modern art	- Student's Book pages 8–9 - Dictionaries - Glossary – Activity Book page 66 - Cassette - Activity Book: Module 1 – pages 8–9	Direct teaching Work with the book	Performance based assessment	Chick list	- Two confident ss. read the dialogue. When they reach the blanks, ask different students to suggest the correct form of the verb. They complete the ex. in their notebooks and check it together. Now, they listen to the audio and check their answers. - Ss. read the Speaking Strategies. T. explains that such expressions indicate opinion. T. divides the class into groups tell them which point of view they will be defending. Ss. prepare their ideas and make notes. A few ss. from each group presents their opening argument.	15-20 M
		Group work	Observation	Rating scale	T. refers to the AB ex. 8-9 Ex. 8 and 9. Ss. will practise using the correct verbs. Ss. choose a new vocabulary word from the module, Then, they should think of other English words they know that begin with each letter of their chosen word.	15-20 M
		Pair work	Questions and answers		After they finish, ask for volunteers to give the answers	15- 20M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 5 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: Different cultures, diff. lifestyles

Lesson Title: 1

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will: 1. use pictures to make guesses about people's lifestyles 2. use the sequence of sentences to identify the main idea while listening to people talk about their culture and lifestyle 3. use context to guess the meaning of new words	• Student's Book pages 10–11 • Dictionaries • Glossary – Activity Book page 66 • Cassette • Activity Book: Module 2 – page 10	Direct teaching Work with the book	Performance based assessment	Chick list	Greeting ss. and warming them up. T. reads through the questions with ss. They try to identify where the people in the photographs might live. T. plays the cassette and gives students time to take notes. Ss. listen again to check their answers. They have a discussion.	10
			Observation	Rating scale	- T. plays the cassette and ask ss. to work out the meanings of the key words from the context. They work in groups checking their answers using a dictionary or the glossary. Then they choose the correct definition.	10 M
		Group work	Questions and answers		- T. plays the cassette and ask ss. to work out the meanings of the key words from the context. They work in groups checking their answers using a dictionary or the glossary. Then they choose the correct definition.	20
		Pair work			- They should now use the new vocabulary to discuss the differences between their lives and those of the characters on the cassette. - T. refers to Activity Book page 10, exercise 1. Ss. complete the exercise. T. walks around to check and help ss.	15 M 15 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 5 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: Different cultures, diff. lifestyles

Lesson Title: 2

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will:	Student's Book pages 12–14 • Dictionaries • Glossary – Activity Book page 66 • Cassette • Activity Book: Module 2 – pages 10–12	Direct teaching	Performance based assessment	Chick list	Greeting ss. and warming them up - students guess where the man is and what he might be doing there. students discuss their comparisons in groups. students read the article. students discuss the questions. students work in pairs read the key words and guess their meanings. students refer to the article so they can see how the words are used in context before they look them up in a dictionary or the glossary. Ss use the words correctly by writing a sentence in their notebooks for each given word. - Ss Play a quick game with the students in order to remind them of the Present Simple and Present Continuous tenses. T gives students a few examples to make sure they understand the difference between the two tenses. Ss do exercise 1. In pairs Ss identify the correct and incorrect sentences. - Ss have a discussion about what might make the lives of the Nyangatom easier. - Students read the rubric individually and the combine their knowledge of the Present Simple and Present Continuous tenses with what they have read in the text to work out what each sentence means.	5
1. use a picture to make guesses for a reading task		Work with the book				10
2. interpret an article about a documentary maker by answering critical-thinking questions.			Observation	Rating scale		10
3. use context to guess the meaning of new words		Group work				10
4. use dictionaries and glossaries to confirm and clarify the meaning of words.			Questions and answers			10
5. use the Present Simple and the Present Continuous tenses to ask and answer questions		Pair work				5
						10
						5
						5
						10

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 5 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: Different cultures, diff. lifestyles

Lesson Title: 2 & 3

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will:	Student's Book pages 15–17 • Dictionaries • Glossary – Activity Book page 66 • Cassette • Activity Book: Module 2 – pages 12–13	Direct teaching Work with the book	Performance based assessment	Chick list	Greeting ss. and warming them up	5 M
1. use context to guess the meaning of new words					- students to look at the picture and have a discussion about it. Ss have a discussion on the types of things they think they will read about in the section. T tells students that this lesson is about different kinds of stories from around the world and the key words in the box are related to this topic. - students work in pairs to guess the meaning of the key word. students work in pairs. match the Find the words' definitions with the correct word from their new vocabulary. -Ss read the Reading Strategies with the class and make sure students understand that it is important to distinguish between facts and opinions when reading texts. - T gives students time to read the article on writing from around the world. Ask them to underline any words they do not know. - T asks students to read and answer then questions from the rubric, basing their opinions on facts from the text. -T puts the students in pairs to discuss their answers. - T asks students to read the rubric and gives them time to work individually answering the questions. - Students listen to the dialogue while doing the exercise individually. - students think carefully about whom they would describe as exceptional. It could be a famous Jordanian or somebody they know personally.	10 M
2. use dictionaries and glossaries to confirm and clarify the meaning of words			Observation	Rating scale		10 M
3. identify facts and opinions						10 M
4. develop strategies of listening about an exceptional poet		Group work	Questions and answers			5 M
5. write notes about a person to use them in a presentation						15 M
6. speak clearly about an exceptional Jordanian person		Pair work				10 M
						10 M
						5 M
						10 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 5 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: Different cultures, diff. lifestyles

Lesson Title: 4 Communication Workshop

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will: 1. use organisational patterns to identify parts of a letter 2. write a letter about one's life in a city 3. revise written work for clarity, correctness and coherence	Student's Book page 18 Activity Book: Module 2 – pages 14–16	Direct teaching Work with the book Group work Pair work	Performance based assessment	Chick list	Greeting ss. and warming them up	5 M
			Observation	Rating scale	- students read the letter and work through the questions in pairs.	10 M
					students read the Writing Strategies and plan their own letter or email	10 M
			Questions and answers		- students read through the headings individually.	5 M
					- T makes sure students understand what each of the headings means.	5 M
					- students read through the letter again with each of the headings in mind. In their notebooks, they should match each paragraph number with the letter of the corresponding heading.	10 M
					- students work in pairs choose the city they will imagine living in and make notes about their imaginary life in this city, using the listed questions as a guide	10 M
					- T reads the rubric and make sure students understand that they should make use of their notes and the feedback from the previous exercise.	10 M
					- students use their Writing Strategies plan to write a full letter, including the elements in Mustafa's letter (address, date, questions, etc.) - students complete Assessment Tool 2 on page 73 of the Activity Book.	10 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 5 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: Different cultures, diff. lifestyles

Lesson Title: 5 Language Development

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will:						
1. To use sentences in the Present Simple and the Present Continuous tenses	Student's Book pages 19–20	Direct teaching Work with the book	Performance based assessment	Chick list	Greeting ss. and warming them up - The class review the Present Continuous and the Present Simple tenses. And working with the worksheet. - Students work individually or in pairs to complete the activity -T plays the cassette and tells students to check their own answers.	5 M 20 M
2. To use sentences in the negative and interrogative forms	• Cassette		Observation	Rating scale	- T reads the rubric and makes sure students understand the activity. Then writes two examples on the board and works through them as a class. - students read the rubric and complete the activity in pairs	10 M 5 M 5 M
3. To identify words from definitions to complete a crossword puzzle	• Activity Book: Module 2 – pages 17–18	Group work	Questions and answers		- T Puts students into small groups to match each word with the correct definition - Once groups have had time to complete the activity, T invites several students to connect each word to the correct definition by drawing a line between them. T Puts the students into groups of four and explains that crossword puzzles are a fun way to keep the vocabulary words in mind. - T Then, asks them to complete the task. And reminds them that there is a time limit for solving the puzzle. - T asks students to guess the answer to the question and then to do research to correct or justify their answers. -Ss do the exercises in their AB pages 17 and 19	5 M 10 M 10 M 10 M 15 M
	Worksheet	Pair work				

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 5 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: Different cultures, diff. lifestyles

Lesson Title: 6 Project

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will: 1. use simple English reference material in the school to do some research 2. write notes guided by a set of questions 3. write a report by expanding notes 4. take part in a well-prepared authentic presentation to the class	Student's Book page 21 Paper, marker pens, scissors, glue sticks	Direct teaching Work with the book Group work Pair work	Performance based assessment	Chick list	Greeting ss. and warming them up	5 M
			Observation	Rating scale	T directs students' attention to the miniature report on Amazon children	5 M
			Questions and answers		T tells students to pay attention to the kinds of information and pictures they like. This might give them ideas about what to include in their own reports.	5 M
					Ss work in pairs, each pair should choose a region where indigenous people live	10 M
					Ss should do research, using the Internet	10 M
					Ss use their notes to write a report	10 M
					Ss should get pictures (or maybe draw them) to include in their report.	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 5 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: What's a hero?

Lesson Title: 1 What's a hero?

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will	Student's Book pages 22–23	Direct teaching	Performance based assessment	Chick list	-Teacher reads the questions with the students.	5 M
1. use pictures to make guesses about different heroes					- teacher asks the students to describe who or what they can see in the picture	5 M
2. develop strategies of active listening to confirm meaning in authentic descriptions of heroes	Dictionaries	Pair work	Observation	Rating scale	Teacher read the rubric to the class and make sure, first of all, that students understand what the word 'hero' means.	10 M
3. use context to guess the meaning of new words	Glossary – Activity Book page 67	Group work	Questions and answers		-Teacher plays the cassette and asks students to pay attention to the characteristics of each person being described to see which description of 'hero' matches them best.	5 M
4. participate in a group discussion about heroes and their qualities	Cassette				- Students Read the words in the box Try to guess their meanings. Ex2 page 23	5 M
	Activity Book: Module 3 – page 19				- teacher Plays the cassette a second time and Tells students that this time, they're listening to see which adjectives from exercise 2 describe each person.	5 M
					-students read the rubric and make sure they understand the instructions	5 M
					- students do exercise 1 page 17	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 5 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: What's a hero?

Lesson Title: 2 A True hero

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will: 1. develop reading strategies to understand an authentic informational article 2. use context to guess the meaning of new words 3. use dictionaries and glossaries to confirm word meaning and clarify meaning	Student's Book pages 24–26	Direct teaching	Performance based assessment	Chick list	-Teacher reads the rubric and asks students to answer the questions in pairs, asks them to think of several possible answers for each question.	10 M
	Dictionaries	Pair work	Observation	Rating scale	Teacher reads the title of the article to the class. Ask: What does 'seven-year-old' refer to? What does the word 'family' refer to?	10 M
	Glossary – Activity Book page 67				- students read the Reading Strategies box	5 M 10 M
	Cassette				- the students skim through the article first to write the headline as a full sentence in their notebooks	10 M
					The students work in pairs and answer whether the sentences are true or false and to explain why.	15 M
					-The class Hold a class discussion about the facts in the article.	10 M
					Students read the words in the box and guess their meanings	10 M
Students listen to the cassette and write the definition of each word using the dictionaries						

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 5 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: What's a hero?

Lesson Title: 3

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will:	Student's Book pages 24–26	Direct teaching	Performance based assessment	Chick list	Teacher ensures students understand the difference between the Past Simple and Past Continuous. Teacher asks two students to come up to the board. Tells them to write the name of one of their favourite heroes	10 M
1. differentiate between the uses of the Past Continuous and the Past Simple tenses		Group work	Observation	Rating scale	- Then, say Five seconds ago, they were writing their heroes' names on the board. Ask students which sentence indicates something that happened and ended in the past (the first sentence) and which one describes something as it was happening I the past (the second sentence).	5 M
		Pair work				
2. roleplay a situation to offer solutions	worksheet				Ask students which sentence indicates something that happened and ended in the past (the first sentence) and which one describes something as it was happening I the past (the second sentence).	10 M
3. use connecting words (This morning, next, in the end...) to help comprehension of the listener when presenting information	Activity Book: Module 3 – pages 20–21				- students work in pairs to complete the activity in exercise1 page 24	15 M
					- students work in pairs to complete the activity. - Students should be able to identify the Past Simple and the Past Continuous. (ex3 page25). - Read the rubric and explain to students that they need to write a sentence for each of the clues given beneath the picture.	10 M
					• Remind them that they must use the Past Simple or the Past Continuous tense.	5 M
					• Students should work alone to fill in the gaps using the correct form of the verbs in brackets. (Page 26, Exercise 5). Students do exercise 3 and 4 in their AB page 20 and 21	10 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 5 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: What's a hero?

Lesson Title: 4

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will	Student's Book pages 27–29	Direct teaching	Performance based assessment	Chick list	Teacher asks students to consider the questions and discuss their ideas with a partner	5 M
1. To use a picture to express an opinion					- teacher Plays the cassette, pausing after each sentence to give students time to guess meanings and allows them to use a dictionary or the glossary if they are unsure of any of the meanings.	10 M
2. To use context to guess the meaning of new words	Dictionaries	Pair work	Observation	Rating scale	- Students read the meaning and then find the correct word.	10 M
3. use dictionaries and glossaries to confirm word meaning and clarify meaning	Glossary – Activity Book page 67	Group work			- students read the article about Rufaida Al Aslamiya in pairs. They should then discuss whether any adjectives from page 23, exercise 3 could be used to describe her.	10 M
4. interpret an article to make inferences about Rufaida Al-Aslamiya's qualities.	Cassette				Students work in pairs so that they can help each other to answer the questions.	10 M
5. participate in a group discussion to express an opinion	Activity Book: Module 3 – page 227				- Students look at underlined words in the paragraph in ex4 page 24 and decide whether they are nouns verb s or adjectives	10 M
					- teacher plays the cassette and tells students to fill in the gaps with the new information.	10 M
					- students form groups. Members should compare their answers and come to an agreement about what they think the correct answer is.ex6 p25 .- teacher puts students in pairs to read the rubric and discuss each of the questions 2x7 p25	10 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 5 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: What's a hero?

Lesson Title: 5 Communication Workshop

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will	Student's Book page 30	Direct teaching	Performance based assessment	Chick list	- Teacher ask your students to read the newspaper article and work in pairs to check any vocabulary they are uncertain of	10 M
1. skim and scan an article about a hero to identify information		Pair work	Observation	Rating scale	- the class have a discussion about whether Robert is a true hero or not.	10 M
2. outline a sequence of events in a story	Activity Book: Module 3 – pages 23–25	Group work			-After reading the rubric students should think about which question each paragraph is answering.	5 M
3. To write a rescue story for a newspaper					-Using the story in their student's books as a guide, they will work in groups and write their own rescue story.	5 M
4. read sentences clearly, correctly and fluently					- students use their plans to begin writing their stories.	5 M
					- Each group member should read their stories aloud to the rest of the group	
					- When students have read their stories, the teacher tells the groups to have a discussion about the best bits in each story and, eventually, which story/stories was/ were the best.	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 5 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: What's a hero?

Lesson Title: 6 Language Development

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will 1. use sentences in the Past Simple and the Past Continuous tenses 2. identify words from definitions to complete a crossword puzzle	Student's Book pages 31–32 Cassette Activity Book: Module 3 – pages 26–27	Direct teaching Pair work Group work	Performance based assessment	Chick list	-The teacher starts the lesson by having students present their newspaper front pages (from page 25 of the Activity Book). - Teacher reads the task aloud and clarifies any doubts then asks students to work individually.	10 M
			Observation	Rating scale	- Teacher plays the cassette and tell students to check their own answers individually	10 M
					- Teacher plays the cassette and tell students to check their own answers individually	15 M
					- Students read the rubric and make sure they understand that they have to reorder the words to make sentences.	10 M
					- In pairs, students answer the questions on the dialogue, EX 2 P30	5 M
					- Students work in twos or threes to read the rubric and complete the exercise 5 PAGE 31	5 M
					- Students read all the clues before starting to write their answers in the grid. (Cross puzzle) p31	15 M
					- Students complete all the exercises on page 26 individually or in pairs.	20 M
						10 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 1 Class

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: What's a hero?

Lesson Title: 7 Project

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will	Student's Book page 33	Direct teaching	Performance based assessment	Chick list	-The teacher prepares all the materials students will need in order to complete the Project. Make sure there is enough for each group.	10 M
1. participate in a group discussion to decide on a hero	Construction paper, coloured paper, cardboard, scissors, marker pens, a glue stick and sticky tape	Pair work	Observation	Rating scale	- The teacher reads out the explanation of the task and tells students that this is supposed to be a fun activity to celebrate the heroes and heroines they have heard of.	10 M
2. write notes to explain the choice of a hero		Group work			- Students should have a discussion in order to decide which heroes they are going to focus on.	5 M
3. use sentences to communicate with the class clearly and effectively					- Each group should take notes explaining their choices.	5 M
4. take part in a well-prepared authentic presentation to the class					- the teacher asks one or two representatives from each group to explain their group's choices and have a class discussion.	5 M
					- the teacher Then, tells students they can begin making their signs and murals.	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 3 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: I now know

Lesson Title: Revision

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will 1. To use vocabulary relating to heroism and different cultures 2. To review the grammar learnt in Modules 1–3	• Student's Book pages 34–35 Activity Book: I now know ... – pages 28–29	Direct teaching Pair work Group work	Performance based assessment Observation	Chick list Rating scale	-The teacher gives students time to go over their notes and the pages of Modules 1–3 in pairs	- 10
					- the teacher begins the revision of the Past Simple, Present Simple and Present Continuous by asking questions about the different points of Modules 1–3.	10
					- the teacher read the instructions and asks students to begin by finding the correct form of the verbs in brackets. They should keep each sentence in mind for the next part of the activity. (ex1 page 35)	10
					- the teacher draws the table for this exercise on the board and make sure students understand the task, gives them enough time to complete the activity in pairs. (Ex 2 page 35)	10
						10
						10
						10

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature:

Class/Level: Eighth Grade

Number of Classes: 2 Classes

Vertical Integration:

Date: From to

Horizontal Integration:

Module Title: I now know

Lesson Title: Revision

Previous Learning:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will 1. To use vocabulary relating to heroism and different cultures 2. To review the grammar learnt in Modules 1–3	Student's Book pages 34–35 Activity Book: I now know ... – pages 28–29	Direct teaching Pair work Group work	Performance based assessment	Chick list	- the teacher asks students to use the table from exercise 2 to write meaningful sentences which are recognizably based on either facts or opinions. (Ex 3 page 35)	20 M
			Observation	Rating scale	-The teacher reads the rubric and tells students that they must work individually to describe their superhero in one paragraph using some of the adjectives from Module 3	15 M
					- Students work in pairs to complete the activity. They should take it in turns to ask questions about their partner's hero.	10 M
					- the grid contains 10 words from Modules 1–3. Students should circle each of the words as they find them and then write them down.	5 M
						20 M
						15 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared By:

Reflection:

I feel satisfied with

Challenges that faced me

Suggestion for improvement

School Principal: Date: Signature:

Supervisor: Date: Signature: