**First semester lesson plan**

**10th Grade**

**2021/2022**

**Prepared by:**

**Majid Albadawi**

| **Class/Level:** 10th  **Number of Classes: 4** | **Date: from**  12/9 **to**  15/9 | **Unit Title:** starting out  **Lesson Title:** lesson 1+2 reading & vocabularies |
| --- | --- | --- |

**Previous Learning:** words related to business

**Vertical Integration:**build new vocab items **Horizontal Integration:** friendship

| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** | **Duration** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategy** | **Tool** |  |
| 1-  2-  3-  4-  5- | By the end of the class Ss should be able to:  - use dictionaries and glossaries to confirm and clarify words meaning.  -use context to guess the meaning of new words .  -use reading strategies to understand an authentic informational text by answering questions.  -consolidate the grammar learnt in Action Pack 9.  -engage in a discussion to exchange interests using meaningful sentences | note books  black board  SB  WB  Cassette  Dictionary | Direct teaching | - Observation | - Rating scale | -T greets the class.  -T asks simple questions to discuss the new module.  -T invites the Ss to look at the pictures ,talk about them .  -T asks Ss to read & listen to the text how to be a successful business person in the future then answer the questions.  -T invites the Ss to guess the meaning of the new vocabularies then check up the meaning from their dictionaries.    -In pairs the Ss are going to read the text again and match the questions with the correct paragraph.  -T with the class are going to revise what they have already learnt at 9th grade.    -The Ss are going to correct the verb between brackets.  -In pairs the Ss are going to talk about their future plans. | 5m  10 m  10m  20  25m  20m  45m  25m  20m |

**(Daily follow –up table)**

| **Day & Date** | **Section** | | | **Period** | **Fulfilled Outcomes** | **Homework** |  | **Reflection:**   1. I feel satisfied with Ss' responses PARTICIPATION 2. 2. Challenges that faced me some students cant read att all 3. Suggestions for improvement more exercises and home work |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S** | **L** | |
|  | A | | B |  |  |  |  |
|  | C | | D | 12/9 | 1,2,3,4,5 | ACTIVITY PAGE 4,5 |  |

**Teacher : Majid Albadawi Cooedinator : Maher Banat**

| **Class/Level:** 10th  **Number of Classes: 3** | **Date: from**  19/9 **to 23\9** | **Unit Title:** starting out  **Lesson Title:** lesson 3+4 reading & vocabulary |
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**Previous Learning:** words relate business

**Vertical Integration:**build new vocabulary items **Horizontal Integration:** inventors

| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** | **Duration** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategy** | **Tool** |  |
| 1-  2-  3-  4- | By the end of the class Ss should be able to:  - use pictures to participate in a simple discussion..  - demonstrate understanding of an authentic informational text by answering questions..  - make connections between a reading text about inventions and personal ideas and beliefs..  -take part in a debate about using expressions related to agreement and disagreement.. | note books  black board  SB  Dictionary  WB | Direct teaching | Observation | - Rating scale | T greets the class.  T encourages the Ss to look at the pictures and talk about these products  T invites the Ss to read the article .T skims it explains the new words .  T asks the Ss to read and answer the questions .  The Ss are going to find out the vocabulary from the text .  In pairs the Ss are going to have a debate | 5m  10m  45m  30m  25m  20m |

| **Day & Date** | **Section** | | **Period** | **Fulfilled Outcomes** | **Homework** |  | **Reflection:**   1. I feel satisfied with studenst attention and participation 2. 2. Challenges that faced me the time was short to trasfer the ideae 3. Suggestions for improvement give the students exersies and   Prepared by**: Majid Albadawi**  **Coordinator : Maher Banat** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| A | B |
| 19/9 | C | D |  |  |  |  |
|  |  |  |  | 1,2,3,4 | Sts P 7 |  |

Lesson

| **Class/Level:** 10th  **Number of Classes:3** | **Date: from**  26\9 / **to 30** /9 | **Unit Title:** starting out  **Lesson Title:** lesson 5+6 focus skill |
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**Previous Learning: starting out**

**Vertical Integration:**---- **Horizontal Integration:**

| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** | **Duration** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategy** | **Tool** |  |
| 1-  2-  3-  4-  5- | By the end of this class students should be able to:  - synthesise information after listening to an authentic text.  - transform information to a visual text .  - engage in a discussion to exchange information about routine tasks.  -write two paragraphs describing a new product .  -read functional material ( job advertisements) for a variety of purposes. | Ss book  Work book  Board  Cassette | Direct teaching  Pair work | - Performance based assessment  - Observation | - Chick list  - Rating scale | \*Put Ss in pairs and ask them to make a discussion about the most .  \*Put Ss in pairs and ask them to listen to the conversation and discuss the questions. After all ask them to complete the box .  \*Put Ss in groups and ask them to write a list of the tasks they have to do at home or at school then ask them to design a product that helps them to do their tasks T asks them to describe the product into two paragraphs . \*T reads with the class the advertisements and discusses the questions and answers them .  \*The Ss are going to write an advertisement for an ideal job | 10 m  15m  5m  20m  10m |

**(Daily follow –up table)**

| **Day & Date** | **Section** | | **Period** | **Fulfilled Outcomes** | **Homework** |  | **Reflection:**   1. I feel satisfied with  participation 2. 2. Challenges that faced me none   3.Suggestions for improvement more exercises  Prepared by : Majid Albadawi Coordinator :Maher Banat |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S** | **L** |
|  | A | B | 26/9 |  |  |  |
|  | /C | D | 26 | 1,2,3,4,5 | page 5 act |  |

Lesson

| **Class/Level:**10th  **Number of Classes: 2** | **Date: from**  2\10 / **to 6/10** / | **Unit Title:** starting out  **Lesson Title: lesson 7** project |
| --- | --- | --- |

**Previous Learning:**

**Vertical Integration: Horizontal Integration:**

| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** | **Duration** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategy** | **Tool** |  |
| 1-  2-  3-  4-  5- | By the end of this class students should be able to:  - read the details of the competition.  -answer the questions.  -design and describe their new product or service.    -prepare a talk about their product or service for the rest of the class.  -evaluate and vote for the winning idea. | SB  Board  Drawings    Realia  pictures | cooperative work  Pair work | - Performance based assessment  - Observation | - Chick list  - Rating scale | -T greets the class.  - ask Ss to read the details of the competition , with a partner ,try to win it.  -put Ss in pairs to choose the suitable idea after explaining the task..  -The Ss are going to read the questions then answer them .  -T invites the Ss to prepare and start working on their products.  -T asks the Ss to prepare a talk and description for their product or service in front of the class.  -T with the class are going to evaluate and vote for the winning idea . | 5m  5 m  5m  15 m  5m  10m  5m |

**(Daily follow –up table)**

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Lesson

| **Class/Level:** 10th  **Number of Classes: 4** | **Date: from**  10/10 / **to** /14/10 | **Unit Title:** Module2 The natural world  **Lesson Title:** unit 1 Rainforests  Lesson1+2 |
| --- | --- | --- |

**Previous Learning: present perfect simple**

**Vertical Integration: using ( yet / already) Horizontal Integration:**

| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** | **Duration** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategy** | **Tool** |  |
| 1-  2-  3- | By the end of this class students should be able to:  - use context to guess the meaning of new words .  -respond to analytical questions before , during and after listening to an article about rainforests.  -use the present perfect simple with yet and already to engage in a discussion about household tasks. | Ss book  Work book  Board  Drawing  Pictures  Realia  Cassette  dictionary  notebook | Direct teaching  Pair work | - Performance based assessment  - Observation | - Chick list  - Rating scale | T discusses with the Ss the pictures talk about what the rainforests  -explains the meaning of the new words through context then encourage the Ss to confirm and clarify word meaning from the dictionary.  -Ss write the meaning in their notebooks.  - The Ss are going to listen and read the article then answer the questions .  --T explains how to form the present perfect simple tense and when the Ss can use ( yet / already )  -The Ss are going to form sentences then in pairs the are going to do the exercises in the book .  -T checks up the Ss answers .  -In groups the Ss are going to have discussion about household task using the present perfect simple tense with yet & already. | 10 m  25 m  10m  45m  45  15m  15m  15m |

**(Daily follow –up table)**

| **Day & Date** | **Section** | | **Period** | **Fulfilled Outcomes** | **Homework** |  | **Reflection:**   1. I feel satisfied with students participation 2. 2. Challenges that faced me none   3.Suggestions for improvement -more exersices  Prepared by**: Majid Albadawi**  **Coordinator : Maher Banat** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S** | **L** |
|  | A | B |  |  |  |  |
| 10/10 11/10 | A,B | C. |  |  |  |  |
| 12/10 13/10  14/ |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Lesson

| **Class/Level:** 10th  **Number of Classes: 3** | **Date: from**  17/10 / **to 21** /10 | **Unit Title:** rainforests  **Lesson Title:** lesson 3+4 focus skills |
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**Previous Learning: animals**

**Vertical Integration: animals groups  Horizontal Integration:**

| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** | **Duration** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategy** | **Tool** |  |
| 1-  2-  3-  4-  5-  6 | By the end of this class students should be able to:  - demonstrate understanding of new vocabulary by matching information with pictures.  -develop strategies of active listening to answer questions about life on Earth .  — pronounce final -r.  -use new context to understand new vocabulary.  - engage in a small discussion about saving rainforests.  -write a short paragraph with a solution to a problem. | Ss book  Work book  Board  Drawing  Pictures  Realia  Cassette  dictionary | Direct teaching  Pair work | - Performance based assessment  - Observation | - Chick list  - Rating scale | -T greets the class.  - T tells the Ss to look at the pictures of the animals and try describing them.  -The Ss are going to identify the animals group and put them under the correct column.  -listen to the radio programme about life on Earth then the Ss are expected to answer the questions.  -The Ss are going to listen to the cassette listen to the words in the box and notice the pronunciation of the final(r) try to repeat the words.  -ask Ss to read the article and try to complete it with words from the box.  - T goes through it helps the Ss to understand it and ask them if they need help.  -T divides the class into groups in order to let them discuss this question (What can people do to save the rainforests ?).  -The Ss are going to write a paragraph with a solution for this problem. | 5m  10 m  10 m  10m  05m  10m  5m  10m  15m |

**(Daily follow –up table)**

| **Day & Date** | **Section** | | **Period** | **Fulfilled Outcomes** | **Homework** |  | **Reflection:**   1. I feel satisfied with students participation 2. 2. Challenges that faced me none   3.Suggestions for improvement -more exersices  Prepared by**: Majid Albadawi**  **Coordinator : Maher Banat** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S** | **L** |
|  | A,B | A,B |  |  |  |  |
| 17/10 18/10 | A | B |  | 1,2 | Activity p15 |  |
| 19/10 20/10 | C | D |  | 3,4 |  |  |
| 21/10 |  |  |  | 5,6 |  |  |

Lesson

| **Class/Level:** 10th  **Number of Classes: 2** | **Date: from**  24 /10 **to 28** /10 | **Unit Title:** unit 1 rainforests  **Lesson Title:** lesson5+6 reading & vocabulary |
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**Previous Learning: present perfect simple tense**

**Vertical Integration: Horizontal Integration**

| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** | **Duration** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategy** | **Tool** |  |
| 1-  2-  3-  4-  5-  6- | By the end of this class students should be able to:  - use pictures to make guesses.  - develop reading strategies to find specific information in an email about a visit to Jordan .  -sort , organize and classify data into a table .  -compare and contrast relevant notes in pairs after reading an article about old trees.  -take part in a simple authentic presentation to the class about the oldest trees in the world.  -transform notes and information to a linear text. | Ss book  Work book  Board  notebooks  Pictures | Direct teaching  Pair work | - Performance based assessment  - Observation | - Chick list  - Rating scale | - T invites the Ss to look at the pictures and guess where are these places ? Why would visitors like to visit these places?.  -The Ss are going to read the email .  -The Ss are going to underline the mistakes and correct them.  -The Ss are going to write sentences about the places they have visited and the places they haven’t visited.  -The Ss are going to complete the table by adding words from the email.  -T reads the leaflet about two types of trees and with the class they are going to discuss why are they special?.  -The Ss are going to read the information and take notes to make comparison and contrast about different types of trees.  -The Ss are going to write a leaflet about two other old trees in the world . | 10m  5 m  10m  5m  10m  05m  10m  10m |

**(Daily follow –up table)**

| **Day & Date** | **Section** | | **Period** | **Fulfilled Outcomes** | **Homework** |  | **Reflection:**   1. I feel satisfied with students participation 2. 2. Challenges that faced me none   3.Suggestions for improvement -more exersices  Prepared by**: Majid Albadawi**  **Coordinator : Maher Banat** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S** | **L** |
|  |  |  |  |  |  |  |
| 24 , 25 26/10 | A | C | 24/10 | 1 , 2 ,3 |  |  |
| 27 , 28/10 | B | D | 28/10 | 4 , 5 ,, 6 |  |  |

Lesson

| **Class/Level:** 10th  **Number of Classes: 3** | **Date: from**  31/10 / **to** /4/11 | **Unit Title:** unit 2 treasures of the earth  **Lesson Title:** lesson1+2 reading + vocabulary & grammar |
| --- | --- | --- |

**Previous Learning: modal verbs**

**Vertical Integration: modal verbs of possibility Horizontal Integration:**

| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** | **Duration** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategy** | **Tool** |  |
| 1-  2-  3-  4-  5-  6- | By the end of this class students should be able to:  - use photographs to answer the questions .  -use dictionaries and glossaries to clarify word meaning .  -demonstrate understanding of new vocabulary by answering a quiz about precious stones .  - respond to analytical questions before , during and after listening to a quiz,  - use classroom objects to participate in a guessing game . | Ss book  Work book  Board  Drawing  Pictures  Realia  Cassette  dictionary | Direct teaching  Pair work | - Performance based assessment  - Observation | - Chick list  - Rating scale | - T discusses with the Ss the pictures talk about the title of the lesson.  -explains the meaning of the new words through context then encourage the Ss to confirm and clarify word meaning from the dictionary.  -the Ss are going to follow the reading strategies to read the text and answer the questions.  -T divides the Ss into pairs to read the text and do the exercises.  -The Ss are going to read, listen and answer the quiz.  -discuss the meaning of the modal verbs and use them to make possibilities .  -The Ss are going to do the exercises by choosing the correct answers .  -In groups the Ss are going to choose objects they see in the class describe it for their friends the other Ss must guess this object by using the modal verbs in their answers. | 1. 10m   15m  25 m  25m  15m  30m  10m  5m |

**(Daily follow –up table)**

| **Day & Date** | **Section** | | **Period** | **Fulfilled Outcomes** | **Homework** |  | **Reflection:**   1. I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. 2. Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   3.Suggestions for improvement -------------------------------------------------  Prepared by**: Majid Albadawi**  **Coordinator : Maher Banat** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S** | **L** |
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Lesson

| **Class/Level:** 10th  **Number of Classes: 3** | **Date: from**  / **to** / | **Unit Title:** Unit 2 Treasures of the earth  **Lesson Title:** lesson3+4 skill focus |
| --- | --- | --- |

**Previous Learning:**

**Vertical Integration: Horizontal Integration:**

| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** | **Duration** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategy** | **Tool** |  |
| 1-  2-  3-  4-  5- | By the end of this class students should be able to:  - demonstrate understanding of listening text by answering questions.  - develop reading strategies to complete a text with gaps .  -respond to analytical questions after reading an informational article .  -engage in a discussion to encourage all members in a group to take part in a speaking activity .  -write a short description about a chosen precious stone. | Ss book  Work book  Board  Drawing  Pictures  Cassette | Direct teaching  Pair work | - Performance based assessment  - Observation | - Chick list  - Rating scale | - T explains the tasks then plays the cassette ask the Ss to listen carefully then answer the questions.  -In groups the Ss are going to read the text for more than once to get the general idea after that they are going to read the text and fill the spaces with the correct words from the box .  -T with the class are going to read the article about emeralds in Egypt , scan it explain the new and difficult words -answer the following questions.  -In groups the Ss are going to talk about their stones if they are expensive or not by giving reasons.  -The Ss are going to take notes and use them to write a short description of their precious stones. | 25 m  20m  25m  20m  20m  25m |

**(Daily follow –up table)**

|  |  | |  |  |  |  | **Day & Date** | **Section** | | **Period** | **Fulfilled Outcomes** | **Homework** |  | **Reflection:**   1. I feel satisfied with students participation 2. 2. Challenges that faced me none   3.Suggestions for improvement -more exersices  Prepared by**: Majid Albadawi**  **Coordinator : Maher Banat** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **S** | **L** |
|  |  |  |  |  |  |  |  | A,B | A,B |  |  |  |  |
|  |  |  |  |  |  |  | 17/10 18/10 | A | B |  | 1,2 | Activity p15 |  |
|  |  |  |  |  |  |  | 19/10 20/10 | C | D |  | 3,4 |  |  |
|  |  |  |  |  |  |  | 21/10 |  |  |  | 5,6 |  |  |

Lesson

| **Class/Level:** 10th  **Number of Classes: 2** | **Date: from**  / **to** / | **Unit Title:** Unit 2 Treasures of the earth  **Lesson Title:** lesson 5+6 reading , pronunciation &vocabulary |
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**Previous Learning:**

**Vertical Integration: Horizontal Integration:**

| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | |  |  |
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**(Daily follow –up table)**

| **Day & Date** | **Section** | | **Period** | **Fulfilled Outcomes** | **Homework** |  | **Reflection:**   1. I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. 2. Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   3.Suggestions for improvement -------------------------------------------------  **Majid Albadawi**  **Coordinator : Maher Banat** |
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Lesson

| **Class/Level:** 10th  **Number of Classes: 2** | **Date: from**  / **to** / | **Unit Title:** Unit 2 Treasures of the earth  **Lesson Title:** lesson 7 project |
| --- | --- | --- |

**Previous Learning:**

**Vertical Integration: Horizontal Integration:**

| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** | **Duration** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategy** | **Tool** |  |
| 1-  2-  3-  4- | By the end of this class students should be able to:  - make research about the discovery of a treasure anywhere in the world..  -answer questions , take notes and use their own words .  -write a newspaper article describing the discovery of the treasure .  -read the article and discuss it . | Ss book  Work book  Board  Drawing  Pictures  Realia | Direct teaching  Pair work  Group works | - Performance based assessment  - Observation | - Chick list  - Rating scale | - T explains the purposes of the project by giving instructions and notes for the Ss.  -in groups the Ss are going to making research using books , magazines , the school library , a public library and the internet..  -In groups the Ss are going to discuss the data and sort it out to write a n article in the newspaper . | 10 m  35m  45m |

**(Daily follow –up table)**

| **Day & Date** | **Section** | | **Period** | **Fulfilled Outcomes** | **Homework** |  | **Reflection:**   1. I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. 2. Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   3.Suggestions for improvement ------------------------------------------------- |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S** | **L** |
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Lesson

| **Class/Level:** 10th  **Number of Classes: 3** | **Date: from**  / **to** / | **Unit Title:** Module 3 Science  **Lesson Title:** unit 3/lesson 1 The Noble Prize  Reading ,vocabulary & grammar |
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**Previous Learning: Present Continuous**

**Vertical Integration: Horizontal Integration:**

| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** | **Duration** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategy** | **Tool** |  |
| 1-  2-  3-  4-  5- | By the end of this class students should be able to:  - participate in a group discussion about scientists.  - use dictionaries and glossaries to confirm the meaning of new words .  -respond to analytical questions before , during and after listening to an article about Noble –Prize winning scientists.  -Pronounce a in different ways.  -engage in a discussion about annoying habits using the present continuous. | Ss book  Work book  Board  Drawing  Pictures  Realia  Cassette  dictionary | Direct teaching  Pair work | - Performance based assessment  - Observation | - Chick list  - Rating scale | - T discusses with the Ss the pictures talk famous scientists.  -explains the meaning of the new words through context by listening and guessing then encourage the Ss to confirm and clarify word meaning from the dictionary.  -The Ss are going to read and listen to the article .T scans it explains the main ideas on it.  -In groups the Ss are going to answers the questions .  -T plays the cassette the Ss listen carefully and notice how to pronounce the letter ( a) in different ways after that the Ss are going to put the words in the correct columns in the table.  -T explains the uses and the form of the present continuous tense .  -The Ss are going to form sentences using the present continuous tense  -In pairs the Ss are going to talk about bad habits that annoy you by using ( always) with the present continuous tense | 10 m  25 m  25m  10m  10m  30m  10m  15m |

**(Daily follow –up table)**

| **Day & Date** | **Section** | | **Period** | **Fulfilled Outcomes** | **Homework** |  | **Reflection:**   1. I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. 2. Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   3.Suggestions for improvement ------------------------------------------------- |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S** | **L** |
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| **Class/Level:** 10th  **Number of Classes: 3** | **Date: from**  / **to** / | **Unit Title:** Science  **Lesson Title:** lesson 3+4(focus skills) |
| --- | --- | --- |

**Previous Learning:**

**Vertical Integration:  Horizontal Integration:**

| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** | **Duration** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategy** | **Tool** |  |
| 1-  2-  3-  4-  5-  6- | By the end of this class students should be able to:  - demonstrate understanding of an informational text by completing a summary of it .  - transform information from visual to a linear text  -demonstrate understanding of a listening text by answering questions .  -respond to analytical questions before , during and after reading a text about Noble Prize conferences in Petra.  -engage in a discussion about Noble Prize winners and exchange ideas .  -write a short text about a chosen Noble Prize winner. | Ss book  Work book  Board  Drawing  Pictures  Realia  Cassette  dictionary | Direct teaching  Pair work | - Performance based assessment  - Observation | - Chick list  - Rating scale | - T asks the Ss to read the summary of the text carefully and try fill in the missing words from the box.  -T invites the Ss to work in pairs to form sentences talk about famous figures who won the Noble Prize..  -T discuss with the class what they have already known about Alfred Noble then T plays the cassette the Ss listen and complete the table.  -The Ss are going to answer the questions T checks up their answers.  -T with the class are going to read the text about the Noble Prize conferences ,scan the text and answer the questions.  -The Ss are going to make discussions by asking and answering questions in groups ,they are going to suggest who would they award a Noble Prize to and in what Field and Why?.  -T asks the Ss to write a short paragraph about a chosen Noble Prize winner. | 10 m  25 m  20m  20m  25m  20m  25 |

**(Daily follow –up table)**

| **Day & Date** | **Section** | | **Period** | **Fulfilled Outcomes** | **Homework** |  | **Reflection:**   1. I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. 2. Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   3.Suggestions for improvement ------------------------------------------------- |
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| **Class/Level:** 10th  **Number of Classes: 3** | **Date: from**  / **to** / | **Unit Title:** Science  **Lesson Title:** lesson 5+6  Skill focus |
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**Previous Learning: present continuous**

**Vertical Integration: Horizontal Integration:**

| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** | **Duration** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategy** | **Tool** |  |
| 1-  2-  3-  4- | By the end of this class students should be able to:.  - use dictionaries and glossaries to confirm and clarify word meaning .  -identify the main idea in a letter and explain how the details support the main idea.  -engage in a discussion to understand and clarify main ideas using the Present Continuous and pictures .  -write a letter about a school project. | Ss book  Work book  Board  Drawing  Pictures  Realia  Cassette  dictionary | Direct teaching  Pair work | - Performance based assessment  - Observation | - Chick list  - Rating scale | - T asks the Ss to read the sentences and find out the mistakes by putting the words in bold in their correct place.  -T invites the Ss to read the letter then they are going to scan it after that they are going to order the events .  -T revises with the class the uses and form of the Present continuous tense .  -in groups the Ss are going to use clues from the letter in order to describe what the people are doing in each picture .  -in pairs the Ss are going to ask and answer questions about the pictures using the Present Continuous tense.  -T gives the Ss instructions how to write a letter , the SS write the letters then the T checks up their writings. | 10 m  25 m  35m  20m  20m  25m |

**(Daily follow –up table)**

| **Day & Date** | **Section** | | **Period** | **Fulfilled Outcomes** | **Homework** |  | **Reflection:**   1. I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. 2. Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   3.Suggestions for improvement ------------------------------------------------- |
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| **Class/Level:** 10th  **Number of Classes: 3** | **Date: from**  / **to** / | **Unit Title:** Unit 4 science and scientists  **Lesson Title:** lesson 1+2 ( reading & grammar) |
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**Previous Learning:**

**Vertical Integration:state & dynamic verbs  Horizontal Integration:**

| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** | **Duration** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategy** | **Tool** |  |
| 1-  2-  3-  4-  5- | By the end of this class students should be able to:  - use pictures to make guesses..  - use context to guess the meaning of new words then check them up from the dictionaries.  -listen to informational text to get background information on science.  -respond to analytical questions after reading an informational article about science.  -identify the difference between state and dynamic verbs. | Ss book  Work book  Board  Cassette  Dictionaries | Direct teaching  Pair work | - Performance based assessment  - Observation | - Chick list  - Rating scale | - T discusses with the Ss some questions as an introduction to the lesson.  -The Ss are going to read the words in the box and guess their meanings after all they are going to check the meanings from the dictionary .  -T invites the Ss to read and listen to the text , they are going to scan the text to understand the main ideas.  -The Ss are going to answer the questions.  -T explains the differences between state and dynamic verbs.  -The Ss are going to do the exercises in their SB & WB. | 10 m  25m  35m  20m  25m  20m |

**(Daily follow –up table)**

| **Day & Date** | **Section** | | **Period** | **Fulfilled Outcomes** | **Homework** |  | **Reflection:**   1. I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. 2. Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   3.Suggestions for improvement -------------------------------------------------  Prepared by |
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| **Class/Level:** 10th  **Number of Classes: 2** | **Date: from**  / **to** / | **Unit Title:** Unit 4  **Lesson Title:** lesson 3+4(focus skill) |
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**Previous Learning: state & dynamic verbs**

**Vertical Integration: Horizontal Integration:**

| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** | **Duration** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategy** | **Tool** |  |
| 1-  2-  3-  4-  5-  6- | By the end of this class students should be able to:  - engage in a peer discussion to exchange interests and experiences using state and dynamic verbs.  - demonstrate understanding of a listening text about science by answering true and false questions.  -develop speaking strategies by giving opinion and supporting ideas with reasons .  -engage in a peer discussion about kinds of scientist.  -develop reading strategies to find specific informational in a text .  -respond to analytical questions after reading an informational text about Ibn AL Haitham. | Ss book  Work book  Board  Cassette  dictionary | Direct teaching  Pair work | - Performance based assessment  - Observation | - Chick list  - Rating scale | - T revises with the Ss the state & dynamic verbs then in pairs the Ss are going to ask and answer the questions using the correct form of the verbs.  -T plays the cassette the Ss are going to listen carefully ,take notes then answer the questions.  -The Ss are going to complete the summary by putting the verbs in the box in the correct form of the verbs  -In groups the Ss are going to express their opinions if Science is exciting by giving explanations to their answers.  -The Ss are going to read about famous scientist .. | 20 m  15m  10m  15m  30m |

**(Daily follow –up table)**

| **Day & Date** | **Section** | | **Period** | **Fulfilled Outcomes** | **Homework** |  | **Reflection:**   1. I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. 2. Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. Suggestions for improvement ------------------------------------------------- |
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| **Class/Level:** 10th  **Number of Classes: 3** | **Date: from**  / **to** / | **Unit Title: Unit 4 science**  **Lesson Title:** lesson 5+6 (focus skills) |
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**Previous Learning:**

**Vertical Integration: Horizontal Integration:**

| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** | **Duration** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategy** | **Tool** |  |
| 1-  2-  3-  4-  5-  6-  7- | By the end of this class students should be able to:  - use pictures to make guesses.  - use context to guess the meanings of new words then check up the meaning from the dictionary .  -identify the objectivity of information provided by a speaker .  -interpret reading material about higher education in Jordan by answering questions.  -pronounce words in a proverb.  -paraphrases information , ideas and opinions in written reading material about higher education in Jordan.  -develop writing strategies by writing a short report about a scientific experiment. | Ss book  Work book  Board  Drawing  Pictures  Realia  Cassette  dictionar | Direct teaching  Pair work | - Performance based assessment  - Observation | - Chick list  - Rating scale | - T asks the Ss to look at the pictures and the Ss are going to make guesses about the pictures.  -The Ss are going to learn new meanings.  -T reads the article explains it then T invites to read it again and answer the questions.  -The Ss are expected to pronounce the proverb then they are going to explain its meaning and translate it in their language.  -In pairs the Ss are going to talk about themselves what would they like to study at university?  -The Ss are going to read the instructions for the experiment then carry it out.  -The Ss are going to take notes during doing the experiment then write a report .  -T checks up the Ss writings. | 10 m  15m  20m  10m  15m.  25m  20m  20m |

**(Daily follow –up table)**

| **Day & Date** | **Section** | | **Period** | **Fulfilled Outcomes** | **Homework** |  | **Reflection:**   1. I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. 2. Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. Suggestions for improvement ------------------------------------------------- |
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| **Class/Level:**10th  **Number of Classes: 1** | **Date: from**  / **to** / | **Unit Title:revision**  **Lesson Title: revision modules (1-3)** |
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**Previous Learning:**

**Vertical Integration: Horizontal Integration:**

| **No.** | **Specific Outcomes** | **Material/**  **Resources** | **Instructional Strategy** | **Assessment** | | **Procedures** | **Duration** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Strategy** | **Tool** |  |
| 1-  2- | By the end of this class students should be able to:  - Develop the skills introduced in the context of business , science, precious stones, life on Earth and professions .  - Review the grammar learnt in modules 1-3 . | Ss book  Work book  Board  Drawing  Pictures  Realia  Cassette  dictionary | Direct teaching  Pair work | - Performance based assessment  - Observation | - Chick list  - Rating scale | - The Ss are going to listen and check up the information.  -The Ss are going to write a letter to a friend describing a visit.  -explains the main grammar rules they have learnt T divides the class into groups in order to answer the exercises . t evaluate the Ss work by checking up their answers . | 10 m  10m  25 m  / |

**(Daily follow –up table)**

| **Day & Date** | **Section** | | **Period** | **Fulfilled Outcomes** | **Homework** |  | **Reflection:**   1. I feel satisfied with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. 2. Challenges that faced me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. Suggestions for improvement ------------------------------------------------- |
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**Note:** Keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson. Prepared by**:**