Semester Plan No ( 1 ) Lesson Plan 25TB No ( 1 )

Unit Title : Welcome back

Class/Level 5th grade Lesson Title: lesson 1

Number of classes: 3 Date : From \_\_/\_\_ To \_\_/\_\_

Previous Learning: Vertical Integration: Horizontal Integration:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Duration | Procedures | Assessment | | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
|  | \* greeting Ss  \*Warm up qs.   * \*Starting the lesson with Writing Discovery Team on the board. Ask pupils to tell you the namesof the team and say what they know about them.   \*Explain that in this lesson pupils will meet the Discovery Team  again and revise free-time activities.  \*Listen and read  \*Read the sentences and write the missing words.  Act out the story\*  **Look, read and match. On AB**  Listen and complete **On AB**  \*Read the sentences and write the missing words  \*Pupils draw a planner for the weekend and write two questions and answers for it  .Finishing the lesson | Rating scale | Performance  observation | presentation  Discussion  pair work | S. B  Dictionary  Glossary  Cassette  A.B  A stopwatch  a ball  Yes/No response cards | to describe free-time activities and talk about appearance  **Lesson aims:** to revise free-time activities vocabulary, to  reintroduce the characters with the story  **• Target language:** *play football, play basketball, go swimming,*  *Science Club, visit Granny, tennis lesson*  **• Skills:** Reading, Listening, Speaking | 1 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester Plan No ( 1 ) Lesson Plan No ( 1 )

Semester Plan No ( 2 ) Lesson Plan 27TB

Unit Title : **Welcome back**

Class/Level 5th grade Lesson Title: lesson 2

Number of classes: 3 Date : From \_\_/\_\_ To \_\_/\_\_

Previous Learning: -------------------------- Vertical Integration: --------------------------- Horizontal Integration:---------------------------

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| Duration | Procedures | Assessment | | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
|  | 1- greeting Ss  Write Monday, Tuesday and Wednesday on the board. Tell pupils to  think of one activity they do each day. They can make notes.  • Tell pupils to listen carefully to their friends’ answers.  • Using the Basketball technique, ask What do you do on Mondays/  Tuesdays/Wednesdays? Elicit answers.  • Ask pupils if they were listening carefully to their friends. Using  the Basketball technique again, ask What does (name) do on Mondays/  Tuesdays/Wednesdays? Elicit answers. Ask (name), is that correct?  \*Explain that in this lesson pupils will use the Present simple with when, before and after  \*Look back! Tick (✔) the sentence in this picture  \*Listen and repeat.  \*Look and circle the correct word.  \*Listen and check.  \*Tell them to look at the line on the board  from Pupil’s Book Activity 2. Ask different pupils to say sentences  using the actions above the line.  • Then ask pupils to say their own sentences with their own ideas.  Encourage them to use their imagination. | Rating scale | Performance  observation | presentation  Discussion  pair work | S.B  A.B  Dictionary  Glossary  a ball  sheets of A4 paper, enough for each pupil (fast finishers) | To use the Present simple with when/before/after  To identify specific information in a simple story  To recognise familiar key words and phrases in  short, basic descriptions  To describe their daily routines in a simple way | 1  2  3  4 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_