**Page No ( )**

**Semester plan No ( )**

**Class / Level : 9 grade Lesson plan**

**Number of Classes :Date : From ……… To ………….. Unit title : Starting out**

**Lesson Title : 3**

**Vertical Integration: Horizontal Integration: Previous Learning :**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| • To use context to guess the meaning of new words  • To use dictionaries and glossaries to confi rm and clarify  word meaning  • To make connections between a reading text about  friendship and personal ideas and beliefs  • To consolidate the grammar learnt in *Action Pack 8*  • To take part in a debate about the most important  qualities in a friend  • To develop tolerance and acceptance of others | • Student’s Book pages 6–7  • Dictionaries  • Glossary – Activity Book page 66  • Cassette  • Activity Book: Module 1 – pages 6–7 |  |  | **Chick list** | **Page 7, Exercise 3**  • Give students two minutes to quickly read the story.  Then, go through the fi rst question with the class.  Ask students to draw the table in their notebook  and complete it individually. When they’re fi nished,  ask them to check their answers in pairs.  • Keep the students working in pairs and help them  with the second question. Give them an example  **Page 7, Exercise 2**  • Students should work individually to think of  advice for Mazen. If you notice that there are  individuals who are struggling, give prompts to the  whole class such as *Should Mazen study all night?*  *Does he have to do his work all in one day? If he*  *wants to do well in the test, should he leave his work*  *until the last minute?* **Page 7, Exercise 4**  • Have students read the rubric and then tick (✓)  the information that is true about Ziad and cross  (✗) the information that isn’t true. While they are  working, you can write an abbreviated version of  the table up on the board, for example *takes risks,*  *trustworthy, never late,* etc.  • Then have students come to the front of the class  to complete the table on the board. If a student  puts an incorrect answer on the board, discourage  other students from shouting out that a mistake  has been made. To deal with the situation tactfully,  ask for a show of hands to see how many students  think there should be a tick and how many a cross. |  | |

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| **Day & Date** | **Section** | **Period** | **Fulfilled Outcomes** | **Homework** |
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|  |  |  |  |  |

**Reflection :**

**I feel satisfied with ……………………………………**

**Challenges that faced me ……………………………...**

**Suggestion for improvement ………………………….**

**Prepared by : Rasha Ahmad School principle Date :………………..**

**Signature : Supervisor Date :………………..Signature :**