

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



**Directorate of Training, Qualification and Supervision**

**Directorate of Supervision**

# **Planning Notebook**

\* Teacher's Name: .....

\* School: .....

\* Subject/ Subjects: .....

\* Directorate: .....

\* Classes & Sections: .....

\* Scholastic Year: ..... Semester: 2<sup>nd</sup> 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.

<b>Instructional Strategies</b>	<b>1- Direct Instruction</b> 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	<b>2-Problem- solving&amp; induction</b>	<b>3-Groupwork</b> 1-Discussion 2-Interview 3-Internet 4-Roundtable 5-Peer training 6Think/Choose a peer and participate 7- Group work 8-Pairwork	<b>4-Activity –based learning</b> 1-Debate 2-Games 3-Discussion in groups 4-Narration 5-Survey 6-Recycling 7-Field visiting 8- Oral presentations 9-Simulations 10- Project-based learning	<b>5- Critical Thinking</b> 1- Meta cognitive skills 2-Optical organizers 3- Analysis	<b>6-Others</b>
<b>Assessment Strategies</b>	<b>1- Performance-based assessment</b> 1- Presentation 2- Demonstration 3- Performance 4- Speech 5- Exhibition 6- Simulation/ Role-playing 7- Debate	<b>2-Pencil&amp;Paper</b> 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	<b>3-Observation</b> 1- Random observation 2- Systematic observation	<b>4-Communication</b> 1- Conference 2- Interview 3- Questions answers	<b>5- Reflection</b> 1- Self-assessment 2- Journal 3- Student -portfolio	<b>6-Others</b>
<b>Assessment Tools</b>	<b>1-Chick list</b>	<b>2- Rating Scale</b>	<b>3-Rubric</b>	<b>4-Learning Log</b>	<b>5- Anecdotal Record</b>	<b>6-Others</b>

## 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

<b>Period</b> <b>Day</b>	<b>First</b>	<b>Second</b>	<b>Third</b>	<b>Fourth</b>	<b>Fifth</b>	<b>Sixth</b>	<b>Seventh</b>	<b>Eighth</b>
<b>Sunday</b>								
<b>Monday</b>								
<b>Tuesday</b>								
<b>Wednesday</b>								
<b>Thursday</b>								



Class/Level: Eighth Grade

Number of Classes: 5 Classes

Vertical Integration: .....

Date: From ..... to .....

Horizontal Integration: .....

Module Title: We will travel to the stars

Lesson Title: Lesson 2

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will:  1. use mnemonics to remember the names of the planets.  2. Interpret a reading text about the problem of orbital debris in order to answer questions.  3. Use context to guess the meaning of new words.  4. Use dictionaries and glossaries confirm and clarify word meaning	Student's Book pages 38–40 • Dictionaries • Glossary – Activity Book pages 67–68 • Cassette • Activity Book: Module 4 – pages 30–31	Direct teaching Work with the book           Group work           Pair work	Performance based assessment           Observation           Questions and answers	Chick list	Greeting ss. and warming them up. T explains to students that 'mnemonic' is a device like a rhyme or pattern of letters that is used to remember things T explains that this technique allows students to remember things that might be otherwise difficult to learn Eg My very easy method just speeds up naming planets' allowed people to learn the names of the planets in our solar system in order of their distance from the Sun (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto). T invites students to try to give examples about mnemonic T tells students to read the article individually before answering the question in pairs T invites several students to share their opinion and allows other students to respond students re-read the article before they attempt to answer the questions Students in groups answer the questions together T tells student to guess the meanings of the words as he plays the cassette Ss give sentences using the words in the box T. checks and helps	

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: We will travel to the stars

Lesson Title: Lesson 3

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will: 1. Develop strategies of listening to check the use of the Future Simple tense. 2. Make predictions about the future of space travel. 3. participate in peer discussion about possible space holidays	Student's Book pages 38-40 • Book pages 67-68 • Cassette E1,2 Ex3 Ex4 Ex5 Ex 6 Ex7 A- B Module 4 – pages 30-31 Ex2,3 Ex1,2	Direct teaching Work with the book Group work Pair work	Performance based assessment Observation Questions and answers	Check list	Greeting ss. and warming them up. T Introduces the Future Simple tense. Then T Picks up a piece of classroom equipment, such as a piece of chalk, and asks students what they think he will do with it. Elicit responses such as T will write on the board T explains that using the Future Simple involves speculation, which can sometimes be wrong. T Asks students to say how they think people will travel in 100 years' time using the Future Simple T explains the grammatical the use of the simple future for prediction using will T Then, reads the rubric to students and clarify any doubts. Asks students to work individually and give them time to do the exercise. Then, T asks individual students to read their answers. And write them on the board for the class to use as a guide. T. checks and helps	

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: We will travel to the stars

Lesson Title: Lesson 4

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will: <ol style="list-style-type: none"> <li>Use pictures to make guesses</li> <li>Use context to guess the meaning of new words</li> <li>Use dictionaries and glossaries to confirm and clarify word meaning</li> <li>Use reading strategies to identify relevant information in an article about a trip to space</li> </ol>	Student's Book pages 41–42 • Dictionaries • Glossary –  Activity Book pages 67–68 • Cassette •  Activity Book: Module 4 – pages 31–32	Direct teaching Work with the book  Group work  Pair work	Performance based assessment  Observation  Questions and answers	Check list	Greeting ss. and warming them up. Students look at the picture in the page and describe what they can see Students answer the question before we start T explains and elicit the information about the picture T Plays the cassette for students to listen to the words in context and to try to guess their meanings with a partner Students work in pairs reading the definitions and matching them to the key words in exercise 1. Ss do exercise 3 page 31 Ss read the article individually, Then T asks them to work in pairs to answer the question. Ss should write a sentence or two for each method they think of T Reads the Reading Strategies with the class. makes sure students understand what is written before they start working on. Ss locate the words in the text (including the sentences from exercise 3) and then work in pairs to guess their meanings Ss read the questions before they re-read the article. And write down information that can be used to support their answers. •Discuss the answers as a class. T. checks & helps	

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: We will travel to the stars

Lesson Title: Lesson 5

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students are expected to be able to:  1. demonstrate understanding of a listening text about Muslim astronomers  2. use words and sentences to participate in a discussion about planets.	S.B Page 43  Cassette Ex 6,7  Ex 9	Direct teaching Work with the book  Group work  Pair work	Performance-based assessment  Communication  Observation 1	Check list	Greeting ss. and warming them up.  Students listen to the passage while doing the exercise individually. Then, they work in pairs, reading through the article in order to compare their answers Read the rubric and tell students that, for a long time, people have talked about what it might be like to live on another planet. Tell students that they will join in the discussion by reading the fact files and answering the questions students into small groups based on which planet they referred to in the previous exercise. discuss their answers to see if they agree about whether it might be possible to live on another planet.  T. checks & helps	

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: We will travel to the stars

Lesson Title: Lesson 6

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 a reading text  2. participate in a group discussion about messages to space.  3. Use words and sentences clearly to present greetings	Student's Book page 44  Ex1 Ex 2  Activity Book Module 4 – page 33	Direct teaching Work with the book  Group work  Pair work	Performance based assessment  Observation  Questions and answers	Check list	Greeting ss. and warming them up. Tasks Ss to read the article and look at the picture. T tells them it's about sending messages into outer space T Invites them to guess what might be in the picture and to do some research. And uses the background information to answer any questions T Reads the Speaking Strategies as a class and then gives Ss time to form groups and read the rubric together Ss. prepare their presentation; they should listen carefully to each other's ideas and write down the ones they agree on Ss . prepare pictures and drawings to use in their presentations T. Writes the following on the board: Portuguese: Peace and happiness to everyone. English: Hello from the children of Planet Earth. Arabic: Greetings to our friends in the stars. T explains that these are just three of the 55 spoken messages included on the Voyager Golden Record In pairs, they should prepare the greeting they would most like to send. Ss into groups work on exercise 1(AB). T tells Ss that this is an urgent mission and they have a limited amount of time to make their choice. T. checks & helps	

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: We will travel to the stars

Lesson Title: Lesson 7

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will:  1. Use sentences in the Future Simple tense.  2. Identify words from definitions to complete a crossword puzzle	Student's Book pages 45-46 • Cassette • Ex1,2  Ex 3  Ex4  Activity Book: Module 4 – pages 34-37	Direct teaching Work with the book  Group work  Pair work	Performance based assessment  Observation  Questions and answers	Check list	Greeting ss. and warming them up. Before they begin, T makes sure Ss know that there are already vehicles that can travel faster than the speed of sound but, to date, there is no vehicle that can travel as fast as light does Ss work in pairs, and tell them to read the dialogue and fill in the gaps with the correct verb T plays the cassette twice and ask students to check their answers. T does a show of hands to see how many Ss got the correct answers When the activity is finished, T. Plays a game with the Ss, choosing different irregular verbs for individual Ss to guess their form in the Future Simple T reads the quotation to the class and tells Ss that Woody Allen is a famous American comedian T asks Ss if they think it will ever be possible to travel at the speed of light. Ss should work individually to complete the activity – writing each version of the given sentence in their notebook Page 45, Exercise 4 • T allows Ss to work in pairs to complete the activity A- B pages 34-35. • T asks Ss to work on Ex 1 on page 34 and Ex 2-4 on page 35 individually T asks Ss to solve the crossword puzzle individually. They then work in pairs. T tells them to exchange their books and check each other's corrections. T. checks & helps	

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: We will travel to the stars

Lesson Title: Project

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
It is expected that students will:  1. follow instructions to make a model of the solar system  2. take part in a well-prepared authentic presentation to the class	Student's Book page 47 •Cardboard , paper, scissors, tape, string, a compass, pencils, crayons and markers	Direct teaching Work with the book   Group work   Pair work	Performance based assessment  Observation  Questions and answers	Check list	Greeting ss. and warming them up. T makes sure all groups have all the materials they need. T asks them to read the instructions together in groups to help each other understand the assignments T points out to them the final instructions and emphasize that the main purpose of the Project is for them to give a clear oral presentation in English to the rest of their class about the solar system In groups Ss begin to make models of the Sun, Moon, planets and stars as a way of studying the universe Ss complete the Assessment Tools 6 and 7 checklists on pages 76 and 77 of the Activity Book.  T. checks and helps	

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: You can do it!

Lesson Title: 1

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students are expected to be able to: 1. Use pictures to make guesses 2. Use context to guess the meaning of new words 3. Use dictionaries and glossaries to confirm and clarify word meaning 4. Interview peers about sports 5. Use words and sentences to report to the class about each other's sports	S.B p. 48-49 Page 49, Ex 1 Ex2 A.B p. 38 Ex1  Chalk board  Glossary p. 68-69  Cassette Page 49, Ex 3,4	Direct teaching Work with the book  Group work  Pair work	Performance-based assessment  Communication  Observation 1	Check list	Talk about the picture and the title, then answer some comprehension Q. (What sports are these people doing? Do you know people who do them?) Page 49, Ex 1 Ss listen to Badria and Mariam talk about the sports they and their family practice. And take down notes. Page 49, Ex 2 •T plays the cassette once or twice. Ss guess the meanings of the key words. •They use a dictionary or the glossary to check their answers. Page 49, Ex 3 •Ss complete the table. Then, in a group, they ask and answer questions about which sports they do, which sports they like to watch and which sports they think are boring. Page 39, Ex 4 Ss report their findings to the class.  T. checks &helps	

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: .....

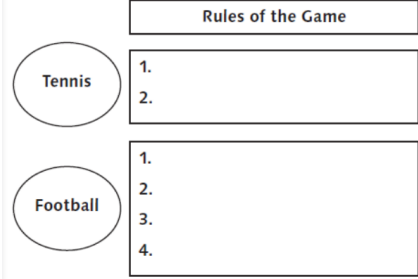
Date: From ..... to .....

Horizontal Integration: .....

Module Title: You can do it!

Lesson Title: 2

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students are expected to be able to: 1. Analyze a text about the rules of different sports to make inferences 2. Use context to guess the meaning of new words 3. Use dictionaries and glossaries to confirm and clarify word meaning	S.B Page 50, Exercise 1  Chalk board Page 50, Exercise 2  Glossary p. 67-68  Page 50, Exercise 3	Direct teaching Work with the book  Group work  Pair work	Performance-based assessment  Communication  Observation 1	Check list	Introduction and warming the class up by doing the 'Before you start' activity.  •Ss read about the rules of some games and answer the Q. (Do you think these rules will change in the future? Why/Why not?)  •Ss read the text again. Then, answer the questions in pairs. • T encourages Ss to use a graphic organizer for band c such as the following:    •Listen to the words below in context. Try to guess their meanings. T. checks and helps	

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: You can do it!

Lesson Title: 3

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students are expected to be able to:  • Use have to/don't have to and can/can't to discuss the rules of different sports  • Demonstrate understanding of a listening text about a Jordanian athlete to answer questions  • Interview peers about what one has to/doesn't have to or can/can't do at home	S.B p. 50  Chalk board  Page 51, Exercise 1  Page 51, Exercise 2,3  Glossary p. 67-68  Page 51, Exercise 4  Ex 5,6 Ex 8,9 ,10 A.B p. 38-39 Ex 2,3 Ex 1	Direct teaching Work with the book       Group work       Pair work       Work book	Performance-based assessment       Communication       Observation 1	Check list	- T plays a quick game to introduce students to the difference between have to/don't have to and can/can't by asking a volunteer to come to the front. T tells the class that she was selected to go on a space mission, but they have to help her get ready for it by saying what she has to/doesn't have to, can/can't do to be able to travel to space. for example, she has to learn about flying. She can't go without training at a space centre first. She doesn't have to wear a spacesuit all the time. She can take her favourite shirt with her. •T reads the rubric to the class and stress that they must not look at the article on page 50 again until they have completed the activity. •Ss complete the exercise and then look at the article in pairs to help mark each other's work. •Ss complete the text with the correct forms of can/can't. •Ss listen to the text and check their answers. Ss look at the pictures and use the phrases from the box to write school rules using have to/don't have to and can/can't. Then, they write their own sentences using the words in brackets. Ss complete the text with the correct form, then Ss listen and check their answers. T, checks & helps	

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: You can do it!

Lesson Title: 4

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students are expected to be able to: 1. Use pictures to make guesses. 2. Use context to guess the meaning of new words. 3. Use dictionaries and glossaries to confirm and clarify word meaning. 4. Analyse a text about the modern and ancient Olympic Games to make inferences.	<ul style="list-style-type: none"> <li>Student's Book pages 53–55</li> <li>Dictionaries</li> <li>Glossary – Activity Book pages 68–69</li> <li>Cassette</li> <li>Page 54, Exercise 1</li> <li>Page 54, Exercise 2</li> <li>Page 55, Exercise 3</li> </ul>	Direct teaching Work with the book  Group work  Pair work  Work book	Performance-based assessment  Communication  Observation 1	Check list	Ask students to guess what the five rings represent. Ask them if they have ever seen them before. What do they think they might symbolize? ask students to discuss what the 'Skills focus' title, "Faster, Higher, Stronger", might be referring to Page 53, Exercise 1 Play the cassette and give students time to guess the meanings of the key words. • Allow students to compare their answers with a partner before playing the cassette a second time. Then, allow them to check their guesses in a dictionary or the glossary. -Give students time to read the article and discuss the question. They should then make a note of their chosen two differences. Finally, have students share their answers. -Once they have read the questions, instruct them to refer to the article on page 54 to find the answers. Encourage students to use a graphic organizer -Make sure students understand each definition before they start working on the activity. • Walk around monitoring the activity. T. checks & helps	

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: You can do it!

Lesson Title: 5

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students are expected to be able to:  1. Discuss solutions related to raising money for charity	S.B Page 55  Cassette Ex 4, 5  Ex 6  Activity Book: Module 5 – pages 40– 41	Direct teaching Work with the book  Group work  Pair work  Work book	Performance-based assessment  Communication  Observation	Check list	Talk about the picture and the title, then T asks the students about the marathon -Allow students to read through the letter quickly before playing the cassette. Then, play the cassette and give them time to fill in the blanks by pausing when necessary -Play the cassette again for students to check their answers together. Then, write the answers on the board so that students can be sure they haven't made any mistakes. -Ask students to form groups and tell them that they will be having a discussion based on the letter they have just read Tell them to read the rubric and work through the questions together tell students to assess their own performance by filling in the Assessment Tool 8 on page 77 of the Activity Book <i>Activity Book page 41.</i> tell students to use the picture clues to complete the puzzle before finding the hidden sentence for number 7.  T. checks and helps	

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: You can do it!

Lesson Title: 6

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students are expected to be able to:  1. Read a conversation to identify relevant information  2. Write an argument using organizational patterns  3. Take part in a debate to present different ideas	Student's Book page 56 Exercise 1  Exercise 2  Exercise 3  • Activity Book: Module 5 – pages 42–44	Direct teaching Work with the book          Group work          Work book	Performance-based assessment  Communication  Observation 1	Check list	Before you start Tell students to read the conversation individually and to think about who they agree with and why -Read the rubric to the class and then put students into an even number of groups. • Instruct the students in each group to work together to come up with a suitable list based on the conversation. Encourage them to use a graphic organizer such as the one below to arrange their arguments. • Then, tell students that they must add some ideas of their own Ask them: What do you think about the use of technology in sports where things happen more quickly than in football, e.g., car racing? -Allow students to remain in their groups to read the Writing Strategies. • Go around the classroom allocating groups to one of the two sides of the argument – for and against the use of technology in sports -Read the rubric and tell students that they must use the Strategies to prepare a written argument. Their aim is to persuade a group with the opposing argument that their point of view is the correct one. T. checks and helps	

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: You can do it!

Lesson Title: 7

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students are expected to be able to:  1. Participate in a peer discussion about the rules of different sports and games.  2. Identify words from definitions to complete a crossword puzzle	<ul style="list-style-type: none"> <li>Student's Book pages 57-58</li> <li>Exercise 1</li> <li>Exercise 2</li> <li>Exercise 3</li> <li>Exercise 4</li> <li>Activity Book: Module 5 – pages 45-46</li> </ul>	Direct teaching Work with the book  Group work  Pair work  Work book	Performance-based assessment  Communication  Observation 1	Check list	Ask Ss if they know some sports and their rules Ask Ss to complete the exercise in pairs. Once they have finished, they should swap their answers with a different pair and mark them Ss listen to an audio script to check their answers <ul style="list-style-type: none"> <li>Read the rubric and put Ss into different pairs. One student should be 'A' and the other 'B' as in the example.</li> <li>Ask each pair to look at pictures 3 and 4 and discuss what the rules for each sport might be. Tell them to make notes based on their conversation using the example for pictures 1 and 2 as a guide. Discuss answers as a class.</li> <li>Read the rubric and clarify any doubts.</li> <li>Tell Ss to work individually, reading the text in order to complete the table. Go around the classroom offering help while Ss are working. Then, draw the table on the board. When Ss have completed the activity, ask for volunteers to fill in the table you drew on the board with their answers. Correct any mistakes as you go along. Tell Ss to form pairs to ask and answer each other questions in order to complete the table</li> </ul> Page 58, Crossword puzzle T. checks & helps	

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: You can do it!

Lesson Title: Project

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students are expected to be able to:  3. Write the rules of a new game  4. Use words and sentences clearly to present the game to the class	<ul style="list-style-type: none"> <li>A large sheet of construction paper per group, magazine cutouts of various sporting activities, marker pens and crayons</li> <li>Student's Book page 59</li> </ul>	Direct teaching Work with the book   Group work   Pair work   Work book	Performance-based assessment  Communication  Observation 1	Check list	- Divide the class into groups of three or four. Explain that each group will have to review the module's content and use what they have learnt to invent a game and make the rules. They can combine old ideas from the module with new ideas of their own. • Have students discuss ideas and make notes before they create their poster. Write some questions on the board as a hint to students. For example, what do you have to do? How many people can play at one time? What can't you do? Would your game benefit from the use of technology to enforce the rules? Remind students that they must use can/can't and have to/don't have to. • When you are confident that a group has a good idea and clear rules, tell them to begin creating their poster. Encourage them to be as creative as possible, as long as their ideas are presented clearly. Make sure their poster includes a picture of the pitch or board their game is played on. They can use the picture of a pitch as a guide, but they must adapt it to match their own ideas. • Invite each group to take turns presenting their game to the class. Allow other students to ask questions, e.g. Can you run with the ball? for the presenting group to answer Yes, you can. • Praise students for their contributions and congratulate them for completing the Project.	

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: They have endured centuries

Lesson Title: 1

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students are expected to be able to: 1. Demonstrate understanding of a listening text by matching information with pictures 2. Use context to guess the meaning of new words 3. Use dictionaries and glossaries to confirm and clarify word meaning 4. Participate in a group discussion about familiar historical buildings	Student's Book pages 60–61 Ex1  •Dictionaries • Glossary – Activity Book page 69 • Cassette Ex2  Ex3  • A -B page 47  Ex1	Direct teaching Work with the book  Pair work  Group work  Work book	Performance-based assessment  Communication  Observation 1	Check list	Make sure students understand the module title before answering the 'Before you start' questions. Have a class vote to see which suggested building they think would be most likely to last for centuries. -Play the cassette and tell students to write down any key words or expressions that might help them to identify the buildings in the pictures -Read the rubric and then play the cassette. Pause at the end of each sentence to give students time to think about the meaning. -Discuss meanings as a class. Ask students to give answers for the meanings they know and to listen carefully to understand the ones they don't before checking in a dictionary or the glossary. -Tell students to form groups. Each group should follow the instructions in the rubric to make notes about the historic places in the city -Invite groups to present their ideas. Correct any mistakes at the end of each presentation.	

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: They have endured centuries

Lesson Title: 2

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students are expected to be able to: 1. Use a picture to make guesses 2. Use context to guess the meaning of new words 3. Use dictionaries and glossaries to confirm and clarify word meaning 4. Develop strategies of active listening to a text about Machu Picchu to identify information	Student's Book pages 62-64  Ex 1  •Dictionaries  • Glossary – Activity Book page 69  Cassette  Ex 2  Ex 3	Direct teaching Work with the book          Pair work          Group work          Work book	Performance-based assessment   Communication   Observation 1	Check list	Before you start • Tell students to look at the picture carefully and then allow volunteers to give answers as you ask. -Tell students that this activity features a discussion between two friends after one of them has been on holiday -Play the cassette and pause frequently to give students the chance to complete the dialogue with the correct words. -Play the cassette again to give students a chance to check their guesses. Then, write the numbers 1 to 6 on the board and invite students to the front to write the correct answers -Play the cassette, pausing where necessary for students to discuss possible meanings in pairs -Play the cassette a second time before allowing students to check their answers using the glossary or a dictionary Give students time to read the text again before answering the questions (group work) Walk around the classroom monitoring the activity while students are working. T, checks & helps	

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: They have endured centuries

Lesson Title: 3

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students are expected to be able to:  1. use the Present Perfect Simple tense to ask and answer questions.  2. Participate in a class discussion about daily activities.	S.B p. 63 Ex1  A.B p. 38–39  Chalk board Ex 2  Ex3  Worksheet  • Activity Book: pages 47–48 Ex 1,2,,3	Direct teaching Work with the book   Group work   Pair work   Work book	Performance-based assessment  Communication  Observation 1	Check list	-T greets the Ss and asks them about their activities -Read the rubric and explain to students that they are looking for grammatical clues in order to identify the odd verb. Once they have found the odd verb, encourage them to write down why it is different to the other verbs in the same column -T explains the grammatical rule of the present perfect - In groups Ss do the exercises in their worksheets -Once Ss have read the instructions for the exercise, have them take a brief look at the factfile to begin -Ss fill in the gaps with the correct form of the Present Perfect Simple. -Read the rubric to students and clarify any doubts. Remind them that they have had practice in extracting meanings from pictures -Ss work in pairs. If they disagree about something, refer them back to the example to see what kind of things they should be writing -Tell students to work in pairs, asking and answering questions in order to complete the table. T. checks and helps	

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: They have endured centuries

Lesson Title: 4

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students are expected to be able to:  1. use the Present Perfect Simple tense to ask and answer questions.  2. Participate in a class discussion about daily activities.  3. Write a dialogue by expanding notes	S.B p. 64  Ex4  Ex 5  Ex6  Ex7  • A-B– pages 48– 49 Ex 1,2,3	Direct teaching Work with the book          Group work          Pair work          Work book	Performance-based assessment          Communication          Observation 1	Check list	Page 64, Exercise4 -Introduce the Present Perfect Simple tense by writing the names of eight places in Jordan on the board, with a tick or a cross above each of them. -Say I have visited Ma'an (for example) but I haven't visited the Dead Sea (for example). -Ss to say where else they have or haven't visited using the Present Perfect Simple. -Direct Ss' attention to the table and explain the activity to them. Tell them that in order to practice the Present Perfect Simple they must first identify the mistake. -students should write the correction in the right-hand column. -Tell students to work in pairs, asking and answering questions in order to complete the table.          T. checks & helps	

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: They have endured centuries

Lesson Title: 5

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students are expected to be able to: Use pictures to make guesses.  1. Use context to guess the meaning of new words  2. Use dictionaries and glossaries to confirm and clarify word meaning  3. Skim and scan an article about Jerash to identify relevant information	Student's Book pages 65-67 Ex1  •Dictionaries • Glossary – A- B page 69  • Cassette Ex2 Ex3 Ex4  • Activity Book: Module 6 – page 50 Ex 4,5,6	Direct teaching Work with the book          Group work          Pair work          Work book	Performance-based assessment          Communication          Observation 1	Check list	Before you start -Read the box to Ss and ask them to work in small groups to come up with answers to each of the questions - Have Ss work in pairs to guess the meanings of the key words as you play the cassette, pausing, when necessary, Find the words -Have some Ss read the definitions aloud and find the corresponding key words to match them. -Have Ss read the article individually and think about the question. Ask them to underline any words they do not know the meanings of (not including the ones given in exercise ask students to work in pairs to help each other check the meanings of the underlined words. Allow them to use a dictionary or the glossary. -Ss to work individually to find the words in the text and match them with their meanings. - Ss to read through the sentences again one by one and fill in the gaps with the matching word in its appropriate form   T. checks & helps	

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: They have endured centuries

Lesson Title: 6

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students are expected to be able to:  1. Respond to simple questions during and after listening to an interview  2. Interview peers about civilizations	S.B Page67  Ex5  Ex6 Ex7  Ex 8	Direct teaching Work with the book    Group work   Pair work   Work book	Performance-based assessment  Communication  Observation 1	Check list	-Ss read the sentences once before correcting them as they read them for the second time  -Play the cassette and ask students to write down the correct answers as they listen.  -Ss choose the civilization they are interested in. Ask Ss to research their chosen civilization carefully in order to create a table like one in the S.B .Ss should check the information and their answers using several different sources ( books, websites...etc.)  In groups. Ss have discussion about their choices based on the instructions in the rubric. T. walks around the classroom monitoring the activity.  T. checks & helps	

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: They have endured centuries

Lesson Title: 7

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students are expected to be able to:  1. Use picture to compare and contrast a monument then and now  2. Make connections between prior knowledge and information material about the buildings in one's city.  3. Use appropriate organizational pattern to write a report about building	S.B Page 68  Ex 1  Ex2  Ex3  A.B pages 51-53 Ex 1,2,3 Ex 1,2,3,4	Direct teaching Work with the book   Group work   Pair work   Work book	Performance-based assessment   Communication   Observation 1	Check list	Before you start - Draw two columns on the board as part of a graphic organizer, one labelled Old and the other New. As one student suggests a well-known building in your city, have other students say which column it belongs to - have a class discussion about the similarities and differences between the two pictures Page 68, Exercise 1 - Read the rubric. Make sure students know that 'renovated' refers to the process of restoring something so it is as good as it first Page 68, Exercise 2 Explain the activity to students and give them time to pick the renovated building they would like to research Page 68, Exercise 3 Ss work in pairs to write their report and prepare their presentation -When they have finished, invite each pair to the front of the class to give their presentation  T. checks & helps	

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: They have endured centuries

Lesson Title: Practise

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students are expected to be able to:  1. Use of the Present Perfect Simple tense to ask and answer questions  2. Identify words from meanings to complete a crossword puzzle	S. B  Pages 69- 70  Cassette  Ex1,2  Ex3  Ex4  Ex5,6  A.B Pages 54-55	Direct teaching Work with the book  Group work  Pair work  Work book	Performance-based assessment  Communication  Observation 1	Check list	Make sure Ss are confident in using the Present Perfect Simple before starting the activity.  Ask Ss complete the interview between a T V presenter and an archaeologist.  Ss listen to the interviewer and check their answers. Ask Ss to choose a famous person. Ss make notes about What he /she has done during his/her life.  Ss ask and answer questions in pairs to guess their friend's person.  Ss use the words to write definitions Ss match the nouns to the definitions.  T. checks & helps	

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: They have endured centuries

Lesson Title: Communication & Project

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students are expected to be able to: 1. Participate in a group discussion about the old and new parts of one's school. 2. Make a renovation plan 3. Take part in a well-prepared authentic presentation to the class	Student's Book page 71  • Paper, colored paper, scissors, marker pens, glue sticks, sticky tape	Direct teaching Work with the book  Group work  Pair work  Work book	Performance-based assessment  Communication  Observation 1	Check list	• Start by discussing students' answers to the question about the Great Pyramid of Giza from the previous lesson Arrange the class into groups. Then, ask each group to read through their first assignment and go through each of the points in a discussion -They should then work together to discuss each of the points, make notes, and collect or make interesting pictures of the school - By the time they get to points 3 and 4, tell them to imagine that their suggestions will be automatically implemented so they have a great responsibility to make the school as good as possible for all its students - When students have finished making their renovation plans, ask each group to come to the front to give their presentation according to the instructions of the second assignment.	

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: Revision

Lesson Title: Revision

Previous Learning: .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students are expected to be able to:  1. Review vocabulary relating to the universe, sports & buildings  2. Review the grammar learnt in Modules 4-6	S. B pages 72-73  A.B Pages 56-57	Direct teaching Work with the book  Group work  Pair work  Work book	Performance-based assessment  Communication  Observation 1	Check list	Give Ss time to go over their notes & the pages of Modules 4- 6 to do revision in class. Ask questions about different parts of Modules 4-6 in order to start revising the Future Simple, can /can't, have to /don't have to & the Present Perfect Simple.  Ss use words in columns A & B to make complete sentences with <i>Will / won't</i> .  Ss put the expressions in the correct column. Then write sentences using the Correct form of have to & can  Ss listen twice and fill in the blanks. then check their answers Ss find 10 words from Modules 4-6 and write them.  T. checks and helps	

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: .....