

Unit :16
Lesson:1

English Lesson plan sheet

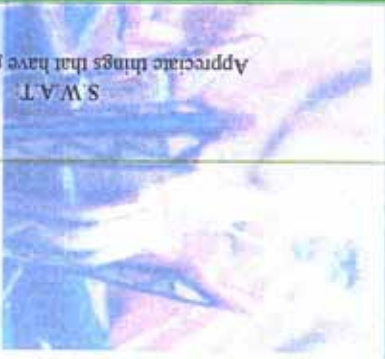

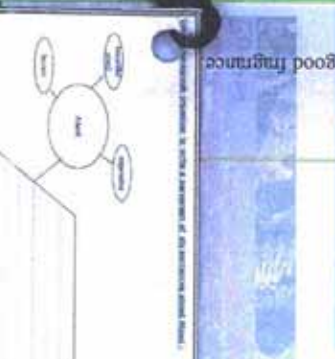


Date: 29 / 3 / 1426 H
Class: 2/2
Period: 2nd

Objectives	Introduction	Teaching Aids	Content	Procedure	Learning Strategies/Theories	Evaluation
<p>S.W.A.T: Write a paragraph about Alaud using a graphic organizer. This objective correlates to the curriculum objective:</p> <ol style="list-style-type: none"> 1-Acquire the linguistic competence necessarily required in various life situations. 2- Develop the linguistic competence that enables them to be aware of the cultural, economical and social issues of their society in order to contribute in giving solutions. 3- Develop the linguistic competence that enables them, in the future, to present the cultural and 	<p>1- A big piece of wood to be shown to the students to introduce the topic. 2- Have students name things that are made of wood. "Individually"</p>	<p>A piece of wood A piece of Alaud Flash cards</p>	<p>Discussion Vocabulary Wood Alaud</p>	<p>Students will be seated in groups upon their choices</p> <ol style="list-style-type: none"> 1- Show them a piece of Alaud and say this is wood also. ask, Can we use it to make chairs and boards? 2-give the students plain slides to draw items that are connected to Alaud. "group" 3- Tell my students: you are going to write a paragraph about Alaud but before you start let me see how much do you know about Alaud? 4-Have them answer questions about Alaud 'individually' 5-present their answers on the board to go on further discussion 6- As you've said that Alaud can't be found in your garden, so look at the pictures to know where it is found. 7-Point to the picture and say this is a forest where Alaud is found. 8-Present a map of Asia and have students try to name countries that produce Alaud. 'individually' 	<ul style="list-style-type: none"> -Make connection to real life -Use prior knowledge -Type of intelligence (Bodily) -Right side of brain -Visual learning style -Set a purpose -Make connection 	<p>Students are able to write a paragraph about Alaud.</p>



Sho'a Ismail

Prepared by: Anna AL-Buainain

<p><i>Objectives</i></p>	<p><i>Introduction</i></p>	<p><i>Teaching Aids</i></p>	<p><i>Content</i></p>	<p><i>Procedure</i></p>	<p><i>Learning strategies/Theories</i></p>	<p><i>Evaluation</i></p>
 <p>S.W.A.T Appreciate things that have good fragrance</p>		<p>Real object "Alaud" Slides of Graphic organizer</p>	<p>Dark brown Knot Bitter</p> <p>A paragraph</p>	<p>9-discuss the different quality of Alaud using a piece of it to introduce some new words. 'group'</p> <p>10-Give the students a minute to close their eyes and remember a memorable moment of experience in which they have seen or used Alaud. 'individually'</p> <p>11-Review the rules of writing a paragraph.</p> <p>12- Distribute a paragraph organizer for each group.</p> <p>13. Monitor their work and I'll provide help when needed.</p> <p>14- Present each slide for assessing. 'group'</p> <p>15-Reward each students for working together to finish the paragraph.</p>	<p>-Visualization (Right side of Brain) -Constructivism Theory Type of learner (smell and taste) Type of Intelligence (visual auditory) -Right side of brain</p>	<p>Students are able to write a paragraph about Alaud</p>
		<p>Character shaping</p>	<p>1- Is it important to you to use Alaud or any other perfume? Why? 2- What do you prefer using Alaud or perfume?</p>	 <p>supervisor: Shoaib (small)</p>	<p>Higher Thinking Skills (Judgment)</p>	