

بسم الله الرحمن الرحيم



Directorate of Training, Qualification and Supervision
Directorate of Supervision

Planning Notebook

* Teacher's Name Walid ABU SAMAK

* School: ...Abu/obedia.....

* Subject/ Subjects: ...E.....

* Directorate:.....

* Classes & Sections:1.st grate.....

* Scholastic Year.2008... Semester...first...

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 to be 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.

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

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 it is prepared by more than one teacher; their names should be written.

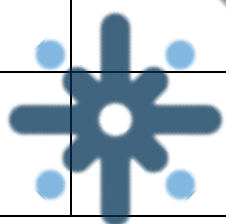
E: A teacher should keep a kit of all the activities, the worksheets and the evaluation tools used in implementing the lesson.



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Subjects Weekly Timetable

Period Day	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth
Sunday								
Monday								
Tuesday								
Wednesday								
Thursday								



Content Analysis

Subject.....English Language.....

Class/ Level...1.st grate..... Unit Title...Town and cities..... Pages.....4.....

OUTCOMES	SKILLS	STRUCTURE	FUNCTION	VALUES	ATTIDUES
<p>.....</p> <p>.....</p> <p>-)...To identify The letters A.a ...Z.z with examples....</p> <p>.....</p> <p>.....</p> <p>-) To greet and introduce each other.</p> <p>.....</p> <p>.....</p> <p>-) To say the new Words correctly</p>	<p>-) Writng the lesson</p> <p>-) Listing the lesson</p> <p>-) Speaking the lesson</p> <p>-) Reading the lesson</p>	<p>.....</p> <p>-) Using the (I- we-they-he-she- it) with verbs.....</p> <p>.....</p> <p>(is –are – am).....</p> <p>...</p> <p>.....</p> <p>-) agreement the subject with the verbs</p>	<p>.....</p> <p>.....</p> <p>-) Using the letters Aa to Zz with colors number.....</p> <p>.....</p> <p>.....</p> <p>-) Say Hello – greeting new words.....</p> <p>.....</p> <p>-) Say –What's your name? my name-boy- girl</p>	<p>.....</p> <p>.....</p> <p>-) To know the letters from (A) to (Z).....</p> <p>.</p> <p>.....</p> <p>.....</p> <p>-) to greet and introduce</p>	<p>.....</p> <p>.....</p> <p>-) Handwriting exercises.....</p> <p>.....</p> <p>.....</p> <p>-) what's your name? What's this?.....</p> <p>.....</p> <p>.....</p> <p>-) work book exercises</p>

Subject...English languag.....

Class/ Level...1.st grate..... Unit Title.....The family..... Pages.....4.....

OUTCOMES	SKILLS	STRUCTURE	FUNCTION	VALUES	ATTIDUES
.....
.....
-) To say the family words correctly.	-) Writing the lesson.....	-) Using the (I-we-they-he-she-it) with verbs.....	-) Say the family members-friends Father- mother sister – brother.....	-) To say the family words correctly.	...-) Do exercises.....
.....
.....
-) To read correctly and meaningfully....	-) Listing the lesson.....	(is –are – am).....	.....	-) To read correctly and meaningfully	-) handwriting exercises.....
.....
.....
-) To identify singular and plural cloths....	-) Speaking the lesson.....	-) agreement the subject with the verbs.....	-) To say singular and plural cloths.....	.....	.....
To read correctly and meaningfully	.....	.....	.....	To read correctly and meaningfully	-) short tests.....
.....	-) Reading the lesson.....	.....	.....	.....	.....
.....
.....

Semester Plan

Class/ Level-----1.st grate-----

Semester-----first-----

Subject---E----- Unit Title---unite 1/2/3----- Pages-----3-----Number of Classes---4---

Duration: from---24/ 8-----to-----15/ 9-----

No	Outcomes	Resources& Material	Instructional Strategies	Assessment		Associated Activities	Reflection
				Strategy	Tool		
1)	To identify the letters (Aa)-to (Zz)-with examples.	student book (1--/-4--) flash cards. pictures. teacher's book.(6)	(1 / 3) (1 / 4) (-1 / 5) (1 / 8)	(1 / 1) (1 / 3) (1 / 4) (1 / 7)	1) 2) 3)	Say the letters from Aa to Zz in the class. Say ,Hello, greeting and say new words. learn numbers correctly.	I feel cont Challeng Suggestio

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General information about students:

-
-
-

Prepared by:

- 1-
- 2-
- 3



school items such as book / pencil / board)--

-----To count from 1/10 loudly and correctly and should write numbers.



General information about students:

-

Prepared by:

1-

-
-

2-
3-



	singular and plural clothes.- ----- -----				----- -----	----- ----- ----- ----- ----- ----- -----
--	--	--	--	--	----------------	---

General information about students:

-
-
-

Prepared by:

- 1-
- 2-

Semester Plan

Class/ Level-----

Semester-----

Subject----- **Unit Title**----- **Pages**----- **Number of Classes**-----

Duration: from----- **to**-----

No	Outcomes	Resources & Material	Instructional Strategies

