

# CONNECT ONE PRIMARY PREPARATION



**SECOND TERM**

**By Mr. .Ekramy Ramadan**



# Time table

Morning	Afternoon	Days	1 <sup>st</sup> Period	2 <sup>nd</sup> Period	3 <sup>rd</sup> Period	4 <sup>th</sup> Period	5 <sup>th</sup> Period	6 <sup>th</sup> Period	7 <sup>th</sup> Period	8 <sup>th</sup> Period
		Saturday								
		Sunday								
		Monday								
		Tuesday								
		Wednesday								
		Thursday								

## Notes:

Periods	Time	Study Time			
		Morning		Afternoon	
		From	To	From	To
Queue					
1 <sup>st</sup> Period					
2 <sup>nd</sup> Period					
3 <sup>rd</sup> Period					
4 <sup>th</sup> Period					
5 <sup>th</sup> Period					
6 <sup>th</sup> Period					
7 <sup>th</sup> Period					
8 <sup>th</sup> Period					

**Syllabus Distribution**  
**Plan of Education year**  
 20..... / 20.....

Primary .....			
Months	Term	Sections	Remarks
<i>September</i> <i>October</i> <i>November</i> <i>December</i> <i>January</i>	First Term	Units..... Units..... Units..... Units..... Units.....	<b>Connect</b> Student's book
<i>February</i> <i>March</i> <i>April</i> <i>May</i>	Second Term	Units..... Units..... Units..... Units.....	<b>Connect</b> Student's book

**Teacher**  
 .....

**Supervisor**  
 .....

**School manager**  
 .....



## ***Objectives of Teaching English as a foreign Language in The Primary Stage***

***By the end of the Elementary Stage and within the assigned structures and vocabulary for this stage: students should be able to:***

1. Learn the basics of the English language that would form the foundation for its mastery in the future.
2. Use the basic structures of English sentences.
3. Learn the core vocabulary assigned for this stage.
4. Listen to and understand English.
5. Express themselves orally using English.
6. Read and understand simple English materials.
7. Write sentences and short paragraphs in English.
8. Develop an awareness of the importance of the English language as an international mean of communication.
9. To experience language awareness in terms of how English works and differs from Arabic.

### ***1- Listening :***

- Distinguish between English and other languages.
- Identify and name all the sounds of English.
- Carry out simple oral instructions - class routine.
- Listen to and understand the time on the hours.



### ***2- Speaking :***

- Produce consonant clusters as well as different sounds accurately.
- Use greetings and leave takings.
- Memorize and recite songs and rhymes.
- Give personal information "name, age ....."

### ***3- Reading :***

- Identify sound - letter correspondences.
- Read the written forms of the numbers 1: 100.
- Read the names of self and class members.
- Sight - read vocabulary in context.

### ***4- Writing :***

- Write the letters of the alphabet.
- Write the numbers 1: 100.
- Write your own name and the names of the things.
- Copy neatly from core vocabulary.



<b>Content (unit)</b>	<b>Objectives</b>	<b>Teaching Strategies</b>	<b>Activities</b>	<b>Assessment</b>	<b>Evidence</b>
Unit 10 She's an engineer	To identify jobs To use verb to Be To use E & I words	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Listen and find Listen and point Read and answer	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
Unit 11 It's rainy	Ask questions Talk about the weather To use W & M words	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Listen and find Listen and point Read and answer	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
Unit 12 Let's go shopping	Identify kinds of clothes To ask and answer To ask about the price To use J & V words	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Listen and find Listen and point Read and answer	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
Unit 13 I can see a rocket	Identify means of transport To use (I can see) To use X, Y & Z words	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Listen and find Listen and point Read and answer	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books
Review 4	Revision from units 10 - 13	Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing	Listen and find Listen and point Read and answer	Oral Exercises written exercises observation	Preparation notes (absence) Mark register Student's book Note books



Unit 14 At the library	<i>Identify kinds of animals</i> <i>Describe pictures</i> <i>Ask and answer</i>	<i>Brain storming – G.work</i> – p.work – Discussion – <i>C. thinking</i> – co – <i>operative learning</i> – role <i>playing</i>	<i>Listen and find</i> <i>Listen and point</i> <i>Read and answer</i>	<i>Oral Exercises</i> <i>written exercises</i> <i>observation</i>	<i>Preparation notes</i> (absence) <i>Mark register</i> <i>Student's book</i> <i>Note books</i>
Unit 15 At the market	<i>Point to different pictures</i> <i>and name it</i> <i>Identify kinds of fruits</i> <i>Ask about the price</i>	<i>Brain storming – G.work</i> – p.work – Discussion – <i>C. thinking</i> – co – <i>operative learning</i> – role <i>playing</i>	<i>Listen and find</i> <i>Listen and point</i> <i>Read and answer</i>	<i>Oral Exercises</i> <i>written exercises</i> <i>observation</i>	<i>Preparation notes</i> (absence) <i>Mark register</i> <i>Student's book</i> <i>Note books</i>
Unit 16 It's ten o'clock	<i>To tell the time</i> <i>Ask and answer</i> <i>Identify different places</i>	<i>Brain storming – G.work</i> – p.work – Discussion – <i>C. thinking</i> – co – <i>operative learning</i> – role <i>playing</i>	<i>Listen and find</i> <i>Listen and point</i> <i>Read and answer</i>	<i>Oral Exercises</i> <i>written exercises</i> <i>observation</i>	<i>Preparation notes</i> (absence) <i>Mark register</i> <i>Student's book</i> <i>Note books</i>
Unit 17 Let's read a story	<i>To read a story</i> <i>Identify characters</i> <i>Point to the speakers</i>	<i>Brain storming – G.work</i> – p.work – Discussion – <i>C. thinking</i> – co – <i>operative learning</i> – role <i>playing</i>	<i>Listen and find</i> <i>Listen and point</i> <i>Read and answer</i>	<i>Oral Exercises</i> <i>written exercises</i> <i>observation</i>	<i>Preparation notes</i> (absence) <i>Mark register</i> <i>Student's book</i> <i>Note books</i>
Reviews 5	<i>Revision from units 14 - 17</i>	<i>Brain storming – G.work</i> – p.work – Discussion – <i>C. thinking</i> – co – <i>operative learning</i> – role <i>playing</i>	<i>Listen and find</i> <i>Listen and point</i> <i>Read and answer</i>	<i>Oral Exercises</i> <i>written exercises</i> <i>observation</i>	<i>Preparation notes</i> (absence) <i>Mark register</i> <i>Student's book</i> <i>Note books</i>

*Teacher's signature*

*Senior teacher's signature*

*Headmaster's signature*



Date			
Period			
Class			



<u>Contents</u>	Unit 10	She is an engineer	Lesson : 1	Page:2/3												
objectives	1-To identify different jobs. 2- To say what people do in these jobs.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Respect for diversity: Different jobs independence.															
Values	Non discriminations: Boys and girls can choose equal jobs.															
Skills	Creativity – Communication - self- management.															
	<u>Lesson Procedures</u>															
Review	Welcome students back, Then greet them using hello and good morning.															
Warm up	Play a game using objects to remember English words.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> Teach the new words: Doctor – dentist-engineer – teacher- police officer-vet- firefighter, I will use pictures to teach the words.  <b>Language:</b> She is a vet – He is a doctor, I will get them to say sentences like these using different jobs.															
Refer To teacher's guide page	Page 2 / 3															
Exercise	No1 :1		Page : 3													
Exercise	No2:1		Page : 3													
Assessment	I will get a student to come to the front and say , She is an engineer, or any job .															
Closing	Say the next time we will learn the sound Ee and L I .															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 10	She is an engineer	Lesson:2	Page :4/5												
objectives	1- To recognize and produce the letter sounds ( E ) and ( L ). 2-To find words with the ( E ) and ( L ) sounds. 3- To copy and trace the letters( E e ) and ( L I ).															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Respect for diversity: Different jobs independence.															
Values	Non discriminations: Boys and girls can choose equal jobs.															
Skills	Creativity – Communication - self- management.															
	<u>Lesson Procedures</u>															
Review	Revise the jobs and the sentences He/ She is a .....															
Warm up	Greet the class using hello, good morning, How are you?															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> I will teach the letters E e, L I and the sounds of them. I will get the pupils to try to find words in Arabic start with E and L. Then I will teach the words egg- exit - engineer – ten- lamp – lemon-leaf- lamb I will get them to repeat. I will put the photos on the board. I will get one of them to come and say the words the others will repeat after him.															
Refer To teacher's guide page	Pages 4/5															
Exercise	No1 :1		Page : 5													
Exercise	No2: 2		Page : 5													
Assessment	Ask the pupils to trace the letter E and L to complete the words.															
Closing	Say the next time we will learn the sound Ee and L I more words.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>





Date			
Period			
Class			



Contents	Unit 10	She is an engineer	Lesson:3	Page :6/7												
objectives	1- To recognize and produce the letter sounds ( E ) and ( L ). 2-To find words with the ( E ) and ( L ) sounds. 3- To copy and trace the letters( E e ) and ( L I ).															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Respect for diversity: Different jobs independence.															
Values	Non discriminations: Boys and girls can choose equal jobs.															
Skills	Creativity – Communication - self- management.															
	<u>Lesson Procedures</u>															
Review	Revise the jobs and the sentences He/ She is a .....															
Warm up	Greet the class using hello, good morning, How are you?															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> I will teach the letters E e, L I and the sounds of them. I will get the pupils to try to find words in Arabic start with E and L. Then I will teach the words egg- exit - engineer – ten- lamp – lemon-leaf- lamb I will get them to repeat. I will put the photos on the board. I will get one of them to come and say the words the others will repeat after him.															
Refer To teacher's guide page	Pages 6/7															
Exercise	No1 :1		Page : 7													
Exercise	No2: 2		Page : 7													
Assessment	Ask the pupils to trace the letter E and L to complete the words.															
Closing	Say the next time we will learn about what they want to be.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved ○	Covered ○	Understood ○
Not achieved ○	Not covered ○	Not understood ○



Date			
Period			
Class			



<b>Contents</b>	<b>Unit 10</b>	<b>She is an engineer</b>	<b>Lesson:4</b>	<b>Page :8/9</b>												
<b>objectives</b>	1-To recognize what jobs people want to do. 2- To draw a picture. 3-To say what you want to be.															
<b>Materials</b>	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
<b>issues</b>	Respect for diversity: Different jobs independence.															
<b>Values</b>	Non discriminations: Boys and girls can choose equal jobs.															
<b>Skills</b>	Creativity – Communication - self- management.															
	<b><u>Lesson Procedures</u></b>															
<b>Review</b>	Welcome saying Hello, Say words start with the sounds L I and E e.															
<b>Warm up</b>	Tell me What you want to be in Arabic.															
<b>Presentation New Vocabulary and structures.</b>	I will teach the new words , I will teach the word soldier using a photo then I will ask them about what every job do using doctor ,soldier , police officer. Then I will teach the sentence I want to be a ..... then I will get them to say what do they want to be.I will play a game with them to listen and point to the job.															
<b>Refer To teacher's guide page</b>	<b>Pages 8/9</b>															
<b>Exercise</b>	<b>No1 :1</b>		<b>Page : 9</b>													
<b>Exercise</b>	<b>No2: 2</b>		<b>Page : 9</b>													
<b>Assessment</b>	I will get a student to come to the front and say I want to be ....															
<b>Closing</b>	Say the next time we will learn about what things are made of.															
<b>Evaluation: Weaknesses points :some students need focus on</b>																

Aims	Steps	Understanding
Achieved ○	Covered ○	Understood ○
Not achieved ○	Not covered ○	Not understood ○



Date			
Period			
Class			



<u>Contents</u>	Unit 10	She is an engineer	Lesson:5	Page :10/13												
objectives	1-To identify processes. 2- To find out how a T-shirt and bread are made. 3- To identify what things are made of.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Respect for diversity: Different jobs independence.															
Values	Non discriminations: Boys and girls can choose equal jobs.															
Skills	Creativity – Communication - self- management.															
	<u>Lesson Procedures</u>															
Review	Greet the class. Ask what you want to be, Check answers.															
Warm up	I will get a pupil to say the jobs that we learnt.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> I will teach T- shirt -cotton - bread - flour- made of - fabric – clothes- wheat. I will get them to listen and point to the pictures. Then I will play a game with them to listen and say the word. <b>Language:</b> The (T-shirt is made of (cotton)).															
Refer To teacher's guide page	Pages 10/13															
Exercise	No1 :1		Page : 13													
Exercise	No2: 2		Page : 13													
Assessment	Get them to say what the shirt is made of.															
Closing	Next we will learn about the weather .Say good bye.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>





Date			
Period			
Class			



<u>Contents</u>	Unit 11	It's rainy	Lesson:1	Page :14/15												
objectives	1-To talk about the weather. 2- To say what you like and why. 3- To recognize and count syllables in words.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental issues: The weather.															
Values	Cooperation: Let's play.															
Skills	Communication: self-expression.															
	<u>Lesson Procedures</u>															
Review	Greet the class. Revise the jobs.															
Warm up	Say words have the letters E and L .															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> I will teach: cloudy - cold - hot - day - rainy - like – sunny- windy - today. I will teach the words using cards. <b>Language:</b> It's rainy/windy/cloudy/sunny/hot/cold. I like rainy days. I will play with the children a game to look and say ,It is hot, cold. I like .....days.															
Refer To teacher's guide page	Pages 14/15															
Exercise	No1 :1		Page : 16													
Exercise	No2: 2		Page : 17													
Assessment	Speak about the weather, It is .... today .															
Closing	Saying good bye, next time we will have new sounds <b>W</b> and <b>M</b> .															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 11	It's rainy	Lesson:2	Page :16/17												
objectives	1-To recognize and produce the letter sounds /w/ and /m/. 2-To find words with the w and m sounds. 3-To copy and trace the letters w and m.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental issues: The weather.															
Values	Cooperation: Let's play.															
Skills	Communication: self-expression.															
	<u>Lesson Procedures</u>															
Review	Revise weather words from the previous lesson using the pictures.															
Warm up	Revise words have the sounds L and E.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> I will teach : window – windy - watch - moon – map - - mom , I will use the cards to teach the words .  <b>Language :</b> It is rainy , windy ... I will get the pupils to play this game answer my question, what is this? Using the objects. Copy and trace the letters.															
Refer To teacher's guide page	Pages 16/17															
Exercise	No1 :1		Page : 17													
Exercise	No2: 2		Page : 17													
Assessment	Listen and point to the photo , window - moon ,etc.															
Closing	Say good bye, they will be looking at colors in the next lesson.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved ○	Covered ○	Understood ○
Not achieved ○	Not covered ○	Not understood ○



Date			
Period			
Class			



<u>Contents</u>	Unit 11	It's rainy	Lesson:3	Page :18/19												
objectives	1-To talk about colors. 2-To talk about mixing colors. 3-To use words related to the weather.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental issues: The weather.															
Values	Cooperation: Let's play.															
Skills	Communication: self-expression.															
	<u>Lesson Procedures</u>															
Review	Greet the class , Revise the weather words.															
Warm up	Revise the W , M ,E and L sounds and words.															
Presentation New Vocabulary and structures.	Vocabulary: yellow - green - purple - blue - red – black- orange- make- sun – sky – cloud- rainbow- colorful. I will get them to play a game, listen and point then listen and say the words.															
Refer To teacher's guide page	Pages 18/19															
Exercise	No1 :1		Page : 19													
Exercise	No2: 2		Page : 19													
Assessment	Revise the colors using objects.															
Closing	I will tell them next time we will learn about the seasons.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>





Date			
Period			
Class			



<u>Contents</u>	Unit 11	It's rainy	Lesson:4	Page :20/21												
objectives	1- To identify the seasons. 2- To identify governorates in Egypt. 3- To say the weather forecast.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental issues: The weather.															
Values	Cooperation: Let's play.															
Skills	Communication: self-expression.															
	<u>Lesson Procedures</u>															
Review	Greet the class , Revise the weather words .															
Warm up	Say words have sound <b>W</b> and <b>M</b> , say the colors.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> spring - summer - fall - winter. I will get them to say the seasons many times.  <b>Language:</b> It's hot in ( the summer ).															
Refer To teacher's guide page	Pages 20/21															
Exercise	No1 :1		Page : 21													
Exercise	No2: 2		Page : 21													
Assessment	Say the seasons of the year.															
Closing	I will say good bye, next time we will read a story.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 11	It's rainy	Lesson:5	Page :22/25												
objectives	1- To follow a story. 2- To act a story.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental issues: The weather.															
Values	Cooperation: Let's play.															
Skills	Communication: self-expression.															
	<u>Lesson Procedures</u>															
Review	Greet the class. Ask about seasons, say the weather words.															
Warm up	Say words have sound <b>W</b> , say the jobs.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> cloud - red -pen - play - rainbow, I will revise the words using cards - Revise the colors and seasons. I will get them to listen to the story.  <b>Language:</b> What's this? (It's a red pen).															
Refer To teacher's guide page	Pages 22/25															
Exercise	No1 :1		Page : 23													
Exercise	No2: 2,3		Page : 24-25													
Assessment	Say the colors, what's this? using objects.															
Closing	I will say good bye, next we will talk about shopping.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 12	Let's go shopping	Lesson:1	Page :26/27												
objectives	1-To identify clothes and colors. 2-To ask and answer question.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental issues.															
Values	Empathy: Helping your parents.															
Skills	Self-management - Cooperation.															
	<u>Lesson Procedures</u>															
Review	Greet the class. say words have sounds <b>M</b> and <b>L</b> .															
Warm up	Say the seasons, what is this? Using color things.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> jacket- socks – sweater-T-shirt – pants –zipper - shirt- shoes. I will teach the words using cards.  <b>Language:</b> What's this? It's a (jacket).															
Refer To teacher's guide page	Pages 26/27															
Exercise	No1 :1		Page : 27													
Exercise	No2: 2		Page : 27													
Assessment	Say the clothes that we wear and buy.															
Closing	I will say good bye, We will learn letters <b>V</b> and <b>J</b> next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>





Date			
Period			
Class			



<u>Contents</u>	Unit 12	Let's go shopping	Lesson:2	Page :28/29												
objectives	1-To recognize and produce the letter sounds /dʒ/ and v. 2- To copy and trace the letters j and v.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental issues.															
Values	Empathy: Helping your parents.															
Skills	Self-management - Cooperation.															
	<u>Lesson Procedures</u>															
Review	Greet the class, revise the clothes words from last lesson.															
Warm up	Say words start with sounds : M , L , E and W.															
Presentation New Vocabulary and structures.	Vocabulary : jump , jacket - jam - van - violin – vet.  Language: What is this? It's a (jacket ). I will teach the new words, then I will get them to repeat many times, I will get pupils to play in pairs to ask and answer about words have V and J.															
Refer To teacher's guide page	Pages 28/29															
Exercise	No1 :1		Page : 29													
Exercise	No2: 2		Page : 29													
Assessment	Say words have the sounds J and V .															
Closing	We will learn more words have (v and j ) next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 12	Let's go shopping	Lesson:3	Page :30/31												
objectives	1-To write words with the initial <b>d</b> and <b>v</b> sounds. 2- To identify letter sounds in short words. 3- To link words to make sentences. 4- To Read short sentences.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental issues.															
Values	Empathy: Helping your parents.															
Skills	Self-management - Cooperation.															
	<u>Lesson Procedures</u>															
Review	Greet the class then asking about the clothes words.															
Warm up	Say words have the sound <b>V</b> . Say words have the sound <b>J</b> .															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> jump , jacket - jam - van - violin – vet- pajamas- five.  <b>Language:</b> What is this? It's a (jacket ). I will teach the new words, then I will get them to repeat many times, I will get pupils to play in pairs to ask and answer about words have <b>V</b> and <b>J</b> .															
Refer To teacher's guide page	Pages 30/31															
Exercise	No1 :1		Page : 31													
Exercise	No2: 2		Page : 31													
Assessment	Say words have the letter sound <b>V</b> - and words have the sound <b>J</b> .															
Closing	I will tell them we will talk about tidying up next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 12	Let's go shopping	Lesson:4	Page :32/33												
objectives	1- To understand a story. 2- To act a story.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental issues.															
Values	Empathy: Helping your parents.															
Skills	Self-management - Cooperation.															
	<u>Lesson Procedures</u>															
Review	Greet the class; ask about the weather words and clothes.															
Warm up	Find words start with <b>W , M , V</b> and <b>J</b> .															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> Put away – tidy up - jacket – revision words from the unit. I will teach them using cards. I will get them to repeat many times. I will get them to listen to the story.  <b>Language:</b> What's this? It's a (shirt). I will play the games listen and say, listen and point and describe the thing using the color.															
Refer To teacher's guide page	Pages 32/33															
Exercise	No1 :1		Page : 33													
Exercise	No2: 2		Page : 33													
Assessment	Is this your shirt? Answer with, Yes, it is.															
Closing	I will tell them we will speak about the weather and clothes next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 12	Let's go shopping	Lesson:5	Page :34/37												
objectives	1- To make weather spinners. 2-To talk about clothes.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental issues.															
Values	Participation and self-esteem															
Skills	Self-management - Cooperation.															
	<u>Lesson Procedures</u>															
Review	Greet the class, revise the weather words and the clothes.															
Warm up	Say words have the sounds <b>W , M - L - E – J - V.</b>															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> hot - cold - yellow - rainy - cloudy - windy - jacket - shirt - skirt - sweater – shoes - pants, I will get them to repeat.  <b>Language:</b> It's( hot, cold, etc.). I will get them to play in groups to make the weather spinners, and draw clothes ,I will give help.															
Refer To teacher's guide page	Pages 34/37															
Exercise	No1 :1		Page : 35													
Exercise	No2: 2,3		Page : 36,37													
Assessment	I will get pupils to describe the weather, check answers.															
Closing	Say next we will talk about forms of transportation.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>





Date			
Period			
Class			



<u>Contents</u>	Unit 13	I can see a rocket	Lesson:1	Page :38/39												
objectives	1-To identify transport. 2-To say what you can see.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Safety, traffic signs and rules.															
Values	Respecting rules.															
Skills	Creativity - Self-management - Cooperation.															
	<u>Lesson Procedures</u>															
Review	Greet the class, revise jobs, colors and clothes															
Warm up	What color is it? , What is this? Check answers.															
Presentation New Vocabulary and structures.	<u>Vocabulary</u> : bus, bicycle, car, motorbike, truck, van, train, yacht, rocket, I will teach the words using cards.  <u>Language</u> : What can you see? I can see a ( bus , etc ) I will play the game listen and say , listen and point with the transportation words .															
Refer To teacher's guide page	Pages 38/39															
Exercise	No1 :1		Page : 39													
Exercise	No2: 2		Page : 39													
Assessment	Say the transportation words.															
Closing	Say Next we will learn about the sounds /ks/, /j/ and /z/.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 13	I can see a rocket	Lesson:2	Page :40/41												
objectives	1-To recognize and produce the letter sounds /ks/, /j/ and /z/. 2-To copy and trace the letters x, y and Z.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Safety, traffic signs and rules.															
Values	Respecting rules.															
Skills	Creativity - Self-management - Cooperation.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the transports from the last lesson.															
Warm up	Revise the words have sounds M , W , L , E, V and J.															
Presentation New Vocabulary and structures.	Vocabulary: teach these words box, six, fox, yacht, yogurt, yo-yo, zebra, zoo, zipper * I will get the pupils to repeat. I will play with the pupils as usual listen and point, listen and say , I will revise the sounds x , y , z in the words.															
Refer To teacher's guide page	Pages 40/41															
Exercise	No1 :1		Page : 41													
Exercise	No2: 2		Page : 41													
Assessment	Say words have sound Y , Say words have sound Z.															
Closing	Tell them that they will also be looking at road safety. Then I will say goodbye.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 13	I can see a rocket	Lesson:3	Page :42/43												
objectives	1-To recognize and produce the letter sound <b>z</b> . 2-To copy and trace the letter <b>Y</b> . 3-To learn about road safety issues.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Safety, traffic signs and rules.															
Values	Respecting rules.															
Skills	Creativity - Self-management - Cooperation.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the transports and colors.															
Warm up	Revise the words have sounds <b>M , W , X , Y , and Z</b> .															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> zoo, zipper, zebra- stop, look, listen, go, cross the road. I will teach the new words then I will get them to write and complete these words .I will get them to play in pairs to say words have the sounds <b>Y</b> and <b>Z</b> .															
Refer To teacher's guide page	Pages 42/43															
Exercise	No1 :1		Page : 43													
Exercise	No2: 2		Page : 43													
Assessment	I will get a pupil to say words have the sound <b>Y</b> and <b>Z</b> .															
Closing	Say Next we will remake some traffic signs, Then I will say goodbye.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 13	I can see a rocket	Lesson:4	Page :44/47												
objectives	1-To make traffic signs. 2-To raise awareness of road safety.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Safety, traffic signs and rules.															
Values	Participation and self-esteem.															
Skills	Creativity - Self-management - Cooperation.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the transports and jobs.															
Warm up	Revise the words have sounds <b>M , W , L , X, Y</b> and <b>Z</b> .															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> Stop, Look, Listen, Go, Cross the road, I will teach the new words using cards. I will get the pupils to draw traffic signs. I will do the same on the board to help them. I will speak with them about the traffic signs.															
Refer To teacher's guide page	Pages 44/47															
Exercise	No1 :1		Page : 45													
Exercise	No2: 2, 3		Page : 46, 47													
Assessment	Show your traffic signs to your friends and speak about them.															
Closing	Say Next we will visit a library. Then I say good bye.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>





Date			
Period			
Class			



<u>Contents</u>		Review 4	Lesson:1	Page :48/49												
objectives	To revise the vocabulary and language from units 10-13.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental issues.															
Values	Participation and self-esteem.															
Skills	Creativity - Self-management - Cooperation.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the transports and jobs.															
Warm up	Review the colors, and the weather words.															
Presentation New Vocabulary and structures.	<p><b>Vocabulary:</b> I will teach the words: -jobs -dentist, teacher, engineer, doctor, vet, firefighter, police officer Transport: car, bicycle, truck, rocket, train, van, bus Clothes: T-shirt, skirt, shoes, pants, sweater, socks Weather: sunny, cloudy, windy, rainy, hot, cold.</p> <p><b>Language:</b> What is this? It's a ..... (Use objects).</p>															
Refer To teacher's guide page	Pages 48/49															
Exercise	No1 :1		Page : 49													
Exercise	No2: 2		Page : 49													
Assessment	Say the weather words and the jobs (I want to be a ..... ).															
Closing	I will tell them we will revise the alphabets next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved ○	Covered ○	Understood ○
Not achieved ○	Not covered ○	Not understood ○



Date			
Period			
Class			



<u>Contents</u>		Review 4	Lesson:2	Page :50/51
objectives	1-To write words with the initials /e/ and /l /sounds. 2-To identify the first, last, middle letter in words. 3-To link words to make sentences. 4-To read short sentences.			
Materials	<div>Student book</div>	<div>real objects</div>	<div>The board</div>	
	<div>C D</div>	<div>Teacher's guide</div>	<div>Flash cards</div>	
issues	Environmental issues.			
Values	Participation and self-esteem.			
Skills	Creativity - Self-management - Cooperation.			
	<u>Lesson Procedures</u>			
Review	Greet the class; revise the transports and jobs.			
Warm up	Review the colors, and the weather words.			
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> I will revise the words using cards: egg, vet, leaf, dentist, mom, map, sunny, windy, cloudy, rainy, rainbow. I will play using the flash cards, what is this? I will revise the words and the first sound of each word. Then pupils will write the letters in the books, play in pairs and match the words with the pictures. <b>Language:</b> It's (sunny- rainy, etc.) .			
Refer To teacher's guide page	Pages 50/51			
Exercise	No1 :1		Page : 50	
Exercise	No2: 2		Page : 51	
Assessment	Say words have the sound <b>W</b> , Say words have the sound <b>V</b> .			
Closing	Say that in the next lesson, they are going to revise the vocabulary and language from units 10-13.			
Evaluation: Weaknesses points :some students need focus on				

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input type="radio"/>	Understood <input type="radio"/>
Not achieved <input type="radio"/>	Not covered <input type="radio"/>	Not understood <input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>		Review 4	Lesson:3	Page :52/53												
objectives	1-To revise the vocabulary and language from units 10-13. 2-To evaluate progress in units 10-13.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Environmental issues.															
Values	Participation and self-esteem.															
Skills	Creativity - Self-management - Cooperation.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the transports and jobs.															
Warm up	Review the colors, and the weather words.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> I will revise the words using cards: egg, vet, leaf, dentist, mom, map, sunny, windy, cloudy, rainy, rainbow. I will play using the flash cards, what is this? I will revise the words and the first sound of each word. Then pupils will write the letters in the books play in pairs and match the words with the pictures.  <b>Language:</b> It's (sunny- rainy, etc.)															
Refer To teacher's guide page	Pages 52/53															
Exercise	No1 :1		Page : 52													
Exercise	No2: 2		Page : 53													
Assessment	Remind students about what they have learned.															
Closing	Say Well done! Now we will learn about animals!															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 14	At the library	Lesson:1	Page :54/55												
objectives	1-To identify animals. 2-To say where animals live.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship issues: Awareness of rights and duties.															
Values	Communication: Verbal and non-verbal communication skills.															
Skills	Coexistence skills: Participation.															
	<u>Lesson Procedures</u>															
Review	I will greet them using good morning. Say words have sound <b>M</b> .															
Warm up	Say the jobs, colors and weather words.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> animal, elephant, jellyfish, library, lion, jungle, monkey, sea, snake. I will use photos to teach all the words. I will teach the places where the animal lives in.  <b>Language:</b> That’s a jellyfish. It lives in the sea.															
Refer To teacher's guide page	Pages 54/55															
Exercise	No1 :1		Page : 55													
Exercise	No2: 2		Page : 55													
Assessment	Say the animals and the places they live in.															
Closing	Say Next we will learn about the sounds <b>/a /e/, /i/, /o/ and /u/</b> .															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved ○	Covered ○	Understood ○
Not achieved ○	Not covered ○	Not understood ○





Date			
Period			
Class			



<u>Contents</u>	Unit 14	At the library	Lesson:2	Page :56/57												
objectives	1-To recognize and produce the short vowel sounds /æ/, /e/,/i/, /o/ and /u/. 2-To identify these sounds in words. 3-To use a and an correctly.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship issues: Awareness of rights and duties.															
Values	Communication: Verbal and non-verbal communication skills.															
Skills	Coexistence skills: Participation.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the animals and the places.															
Warm up	Say words have sound W and V , say the colors, the weather words.															
Presentation New Vocabulary and structures.	Vocabulary: an elephant, a jelly fish, a lion, a monkey, a snake, a nut, an ant and an olive. I will teach the words using cards then how to use a and an correctly. I will get them to say words using a and an I will give help and check answers.															
Refer To teacher's guide page	Pages 56/57															
Exercise	No1 :1		Page : 57													
Exercise	No2: 2		Page : 57													
Assessment	Say words with a. Say words with an.															
Closing	Tell them that in the next lesson, they will be looking at more animals and where they live.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



Contents	Unit 14	At the library	Lesson:3	Page :58/59												
objectives	1- To talk about animals. 2-To recognize the habitats they live in.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship issues: Awareness of rights and duties.															
Values	Communication: Respect the animal habitats.															
Skills	Coexistence skills: Participation.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the animals and the places.															
Warm up	Say words with a and an , say the colors, the weather words.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> parrot, dolphin, desert- fox, I will teach the words using cards and get them to repeat the words many times. I will get them to listen and point. <b>Language:</b> The dolphin lives in sea. I will get pupils to play in pairs to say sentences like that.															
Refer To teacher's guide page	Pages 58/59															
Exercise	No1 :1			Page : 59												
Exercise	No2: 2			Page : 59												
Assessment	Say the animal and his place of living.															
Closing	Tell students that they will talk more about animals in the next lesson.															
Evaluation: Weaknesses points :some students need focus on	.															

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 14	At the library	Lesson:4	Page :60/61												
objectives	1-To say what animals eat. 2-To identify animals in art.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship issues: Awareness of rights and duties.															
Values	Communication: Appreciation of art.															
Skills	Coexistence skills: Participation.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the animals and the places.															
Warm up	Say words with a and an , say the animals, the places.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> crocodile, giraffe, tiger, panda, meat, plant. I will teach the words and what every animal eats. Then use cards and play the game listen and say , listen and point to teach them.  <b>Language:</b> A lion eats meat. A panda eats plants.															
Refer To teacher's guide page	Pages 60/61															
Exercise	No1 :1		Page : 61													
Exercise	No2: 2		Page : 61													
Assessment	Say the animal and what food that it eats.															
Closing	Say next we will do a project about where animals live.															
Evaluation: Weaknesses points :some students need focus on	.															

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 14	At the library	Lesson:5	Page :62/63												
objectives	1-To draw animals and their habitats. 2-To raise awareness of animal habitats.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship issues: Awareness of rights and duties.															
Values	Communication: Verbal and non-verbal communication skills.															
Skills	Coexistence skills: Participation.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the animals and the places.															
Warm up	Say words with a and an , say the animals, the places.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> parrot, dolphin, desert- fox, I will revise the words using cards and get them to draw the animals. I will get them to listen and point .Then I will draw on the board to help them. I will get them to say the animal and the places of living. <b>Language:</b> It’s a (lion). It lives in the (jungle).															
Refer To teacher's guide page	Pages 62/63/64/65															
Exercise	No1 :1		Page : 63													
Exercise	No2: 2		Page : 64/65													
Assessment	Say We talked about animals in art. We talked about what animals eat.															
Closing	I will say next we will do some more shopping.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 15	At the market	Lesson:1	Page :66/67												
objectives	1-To identify fruits. 1-To ask and answer about how much they cost.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship issues: Awareness of rights and duties.															
Values	Accountability: Provision of resources.															
Skills	Accountability: Provision of resources.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the animals and the places.															
Warm up	Say words with <b>a</b> and <b>an</b> , say the animals, the places.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> I will teach the new words using cards: apple, banana, date, fig, guava, mango, orange, pounds, and watermelon-I will read them many times. <b>Language:</b> This is a watermelon. These are dates. How much is the watermelon? It’s 10 pounds. How much are these? They’re 10pounds.															
Refer To teacher's guide page	Pages 66/67															
Exercise	No1 :1		Page : 67													
Exercise	No2: 2		Page : 67													
Assessment	Say the new words using the flash cards.															
Closing	Say Next we will learn about the sounds <b>/b/</b> , <b>/g/</b> and <b>/f/</b> . They will also start to write words.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>





Date			
Period			
Class			



<u>Contents</u>	Unit 15	At the market	Lesson:2	Page :68/69												
objectives	1-To recognize and produce the sounds: b,/k/, / d, g and f. 2-To blend and write CVC words. 3-To read short sentences. 4-To identify words with one, two or three syllables.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship issues: Awareness of rights and duties.															
Values	Accountability: Provision of resources.															
Skills	Accountability: Provision of resources.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the animals and the fruits.															
Warm up	Say the colors, answer how much is the watermelon?															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> banana, date, fig, guava, mango and watermelon, I will teach the words using cards. I will get the pupils to listen and repeat then listen and point to the pictures. Students work individually to answer the rest of the exercise. Check their answers as a class.															
Refer To teacher's guide page	Pages 68/69															
Exercise	No1 :1		Page : 69													
Exercise	No2: 2		Page : 69													
Assessment	Ask students to tell you what letters they know and what letter sounds they make.															
Closing	Tell them that in the next lesson, they are going to learn some numbers and practice some math.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 15	At the market	Lesson:3	Page :70/71												
objectives	To identify numbers eleven to twenty.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship issues: Awareness of rights and duties.															
Values	Accountability: Provision of resources.															
Skills	Accountability: Provision of resources.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the animals and the fruits.															
Warm up	Say the numbers from one to ten and spell them.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> Numbers eleven to twenty. I will teach the numbers from 11 to 20 using cards and get them to repeat . I will get them to play in groups to do the exercise in the book. I will give help if they need. <b>Language:</b> Five plus six is eleven.															
Refer To teacher's guide page	Pages 70/71															
Exercise	No1 :1		Page : 71													
Exercise	No2: 2		Page : 71													
Assessment	Say numbers from eleven to twenty.															
Closing	Tell students that they will do some more maths with prices in the next lesson.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



Contents	Unit 15	At the market	Lesson:4	Page :72/73												
objectives	1-To identify different bank notes and coins. 2-To do some basic sums.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship issues: Awareness of rights and duties.															
Values	Accountability: Provision of resources.															
Skills	Accountability: Provision of resources.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the fruits and the jobs.															
Warm up	Say the numbers from eleven to twenty.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> numbers from eleven to twenty, plus - minus. I will teach the words using cards .I will get them to repeat many times .Then I will ask them about some numbers and make sums. <b>Language:</b> (Twenty) minus (ten) is (ten). Some figs, please. Ten pounds and three pounds. That’s 13 pounds, please.															
Refer To teacher's guide page	Pages 72/73															
Exercise	No1 :1		Page : 73													
Exercise	No2: 2		Page : 73													
Assessment	Remind students that they can now count to twenty. Count quickly from one to twenty around the class.															
Closing	Say next we will practice buying at a shop.															
Evaluation: Weaknesses points :some students need focus on	.															

Aims	Steps	Understanding
Achieved ○	Covered ○	Understood ○
Not achieved ○	Not covered ○	Not understood ○



Date			
Period			
Class			



<u>Contents</u>	Unit 15	At the market	Lesson:5	Page :74/75												
objectives	1-To identify different bank notes and coins. 2- To ask and answer about prices.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship issues: Awareness of rights and duties.															
Values	Accountability: Provision of resources.															
Skills	Accountability: Provision of resources.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the animals, jobs and the colors.															
Warm up	Ask about numbers 20 minus 10 is ....., 10 plus 7 is .....															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> money-numbers from 1 to 20. I will teach the words using the cards and teach the bank notes using real bank notes. I will get them to repeat many times.  <b>Language:</b> How much are the (figs)? They're (five) pounds.															
Refer To teacher's guide page	Pages 74/75															
Exercise	No1 :1		Page : 75													
Exercise	No2: 2		Page : 75													
Assessment	Remind the students that it is important to save money and not to spend it unnecessarily.															
Closing	Say next we will role-play a visit to the market.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved ○	Covered ○	Understood ○
Not achieved ○	Not covered ○	Not understood ○



Date			
Period			
Class			



Contents	Unit 15	At the market	Lesson:6	Page :76/77												
objectives	1-To ask for things in a shop. 2-To say how much things cost. 3-To do basic sums.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship issues: Awareness of rights and duties.															
Values	Accountability: Provision of resources.															
Skills	Accountability: Provision of resources.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the animals and the numbers.															
Warm up	Say the numbers from 1 to 20 , say the animals, the fruits.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> numbers from 1 to 20, revise the numbers – minus – plus- how much, I will revise the money, bank notes using cards and get the pupils to repeat then I will get them to listen and answer about the price.  <b>Language:</b> Some figs, please. How much are the figs? They’re six pounds. That’s five pounds and one pound.															
Refer To teacher's guide page	Pages 76/77															
Exercise	No1 :1		Page : 77													
Exercise	No2: 2		Page : 77													
Assessment	Ask students to say the numbers at the top of the page.															
Closing	I will say goodbye, next we will learn to tell the time.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved ○	Covered ○	Understood ○
Not achieved ○	Not covered ○	Not understood ○





Date			
Period			
Class			



<u>Contents</u>	Unit 16	It's ten o'clock	Lesson:1	Page :78/79												
objectives	1-To tell the time. 2-To make suggestions, using Let's.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship issues: Awareness of rights and duties. Loyalty.															
Values	Curiosity and cooperation.															
Skills	Self-management – Participation.															
	<u>Lesson Procedures</u>															
Review	Revise the sounds H ,N , K , Q ,I , U and words have the sound.															
Warm up	Revise the actions dig - play - swim - jump .															
Presentation New Vocabulary and structures.	<u>Vocabulary</u> : I will get the pupils to look at their books. I will get them to say the words from left to right. They will listen and point to the picture .  <u>Language</u> : what is this ? I will revise numbers, colors and adjectives.															
Refer To teacher's guide page	Pages 78/79															
Exercise	No1 :1		Page : 79													
Exercise	No2: 2		Page : 79													
Assessment	What is this? Using actions, rooms, camel, king and other words.															
Closing	I will tell them we will revise all the words the next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



<b>Date</b>			
<b>Period</b>			
<b>Class</b>			



<u>Contents</u>	Unit 16	It's ten o'clock	Lesson:2	Page :80/81												
objectives	1-To identify good and bad practices. 2-To identify good and bad rules.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship issues: Awareness of rights and duties. Loyalty.															
Values	Awareness of the environment.															
Skills	Self-management – Participation.															
	<u>Lesson Procedures</u>															
Review	Greet the class. Revise telling the time.															
Warm up	Revise the numbers from one to twenty, the fruits and animals.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> anything, ask, librarian, shout, stand in line, take, throw, trash, bin. They will listen and point to the picture .Then we will play ask and answer what is this? Using the objects.  <b>Language:</b> I always stand in line. I throw trash in the bin. I don't shout. I ask the librarian before I take anything.															
Refer To teacher's guide page	Pages 80/81															
Exercise	No1 :1		Page : 81													
Exercise	No2: 2		Page : 81													
Assessment	Ask students to tell you what good and bad behavior they have learned about. Can they say anything else they shouldn't do in a library" For example I don't eat.															
Closing	Tell them that in the next lesson, they are going to practice telling the time and hear about more places in Egypt.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 16	It's ten o'clock	Lesson:3	Page :82/83												
objectives	To give the time.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship issues: Awareness of rights and duties. Loyalty.															
Values	Curiosity and cooperation.															
Skills	Self-management – Participation.															
	<u>Lesson Procedures</u>															
Review	Greet the class. Revise telling the time.															
Warm up	Revise the numbers from one to twenty, the fruits and animals.															
Presentation New Vocabulary and structures.	<p><b>Vocabulary:</b> numbers 1-12, o'clock – museum, pyramids. I will get the pupils to look at their books. I will get them to say the numbers. I will teach the new words using cards and how to say the time correctly.</p> <p><b>Language:</b> Let's go to the (Pyramids) at (two) o'clock.</p>															
Refer To teacher's guide page	Pages 82/83															
Exercise	No1 :1		Page : 83													
Exercise	No2: 2		Page : 83													
Assessment	Say words have the letter <b>C , M , N</b> and <b>P</b> .															
Closing	I will tell them we will have more places in Egypt next time.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	Unit 16	It's ten o'clock	Lesson:4	Page :84/85												
objectives	1-To ask about and give the time. 2- To identify famous places in Egypt.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship issues: Awareness of rights and duties. Loyalty.															
Values	Curiosity and cooperation.															
Skills	Self-management – Participation.															
	<u>Lesson Procedures</u>															
Review	Greet the class. Revise telling the time.															
Warm up	Revise the numbers from one to twenty, the fruits and animals.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> Qaitbay Fort, the Pyramids, the (Egyptian Museum, the Alexandria Library, the Cairo Tower and the Coptic Museum. I will teach the new words using cards.  <b>Language:</b> Let’s go to the (Pyramids) at (two) o’clock.															
Refer To teacher's guide page	Pages 84/85,86,87															
Exercise	No1 :1		Page : 85													
Exercise	No2: 2		Page : 85,86, 87													
Assessment	Remind the students about what they have learned so far and set them up for what they will continue learning in the upcoming days.															
Closing	Say next we will read a story.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



Contents	Unit 17	Let's read a story	Lesson:1	Page :88/95												
objectives	1-To listen to and read an enjoyable story. 2-To think about the values of tolerance and forgiveness. 3-To consider the values of helping the poor and the hungry. 4-To think about giving shelter to the week or those in need.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship issues: Awareness of rights and duties. Loyalty.															
Values	Forgiveness love and tolerance.															
Skills	Respecting other's rights.															
	<u>Lesson Procedures</u>															
Review	Greet the class. Revise telling the time.															
Warm up	Revise the numbers from one to twenty, the fruits and animals.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> baby, mommy, daddy, bear, happy, hungry, sorry, food, yummy. I will teach the new words using cards. Then I will get them to listen to the story from the tape. <b>Language:</b> Somebody ate from/all my food. They are/are not happy.															
Refer To teacher's guide page	Pages 88/95															
Exercise	No1 :1		Page : 95													
Exercise	No2: 2		Page : 95													
Assessment	Ask students if they liked the story and why, why not.															
Closing	Explain that in the next lesson, they will do some activities about the story.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved ○	Covered ○	Understood ○
Not achieved ○	Not covered ○	Not understood ○



Date			
Period			
Class			



<u>Contents</u>	Unit 17	Let's read a story	Lesson:2	Page :96/97												
objectives	1-To use vocabulary from the story. 2-To listen to and order a story.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship issues: Awareness of rights and duties. Loyalty.															
Values	Forgiveness love and tolerance.															
Skills	Respecting other's rights.															
	<u>Lesson Procedures</u>															
Review	Greet the class. Revise telling the time.															
Warm up	Revise the story of the Goldilocks and the three bears.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> baby, mommy, daddy, bear, happy, hungry, sorry, food, yummy. I will revise the new words using cards. Then I will get them to listen to the story from the tape again.  <b>Language:</b> Somebody ate from/all my food. They are/are not happy.															
Refer To teacher's guide page	Pages 96/97															
Exercise	No1 :1		Page : 97													
Exercise	No2: 2		Page : 97													
Assessment	I will get the pupils to tell me about the story.															
Closing	Tell students that they will act out the story in the next lesson.															
Evaluation: Weaknesses points :some students need focus on	.															

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>





Date			
Period			
Class			



<u>Contents</u>	Unit 17	Let's read a story	Lesson:3	Page :98-99												
objectives	1-To act out the story. 2-To learn about beginning, middle and end.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship issues: Awareness of rights and duties. Loyalty.															
Values	Forgiveness love and tolerance.															
Skills	Respecting other's rights.															
	<u>Lesson Procedures</u>															
Review	Greet the class. Revise telling the time.															
Warm up	Revise the story of the Goldilocks and the three bears.															
Presentation New Vocabulary and structures.	<b>Vocabulary:</b> baby, mommy, daddy, bear, happy, hungry, sorry, food, yummy. I will revise the new words using cards. Then I will choose the best pupils to act out the story in front of the class.  <b>Language:</b> Somebody ate from/all my food. They are/are not happy.															
Refer To teacher's guide page	98-99															
Exercise	No1 :1		Page : 98													
Exercise	No2: 2		Page : 98													
Assessment	Ask students to tell you what they can remember about the story Goldilocks and the Three Bears, and which their favorite scene was.															
Closing	Ask students if they enjoyed acting the play and what they found easy or difficult. Praise their work and say Goodbye.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>



Date			
Period			
Class			



<u>Contents</u>	.	Review 5	Lesson:1	Page :100/101												
objectives	1-To revise the sounds and letters of the alphabet, small and capital letters.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The board</td><td></td></tr><tr><td>C D</td><td></td><td>Teacher's guide</td><td></td><td>Flash cards</td><td></td></tr></table>				Student book		real objects		The board		C D		Teacher's guide		Flash cards	
Student book		real objects		The board												
C D		Teacher's guide		Flash cards												
issues	Citizenship issues: Awareness of rights and duties. Loyalty.															
Values	Curiosity and cooperation.															
Skills	Self-management-Cooperation- Respecting other's rights.															
	<u>Lesson Procedures</u>															
Review	Greet the class, Revise the colors, numbers and animals .															
Warm up	Say words have the sound <b>W</b> , <b>V</b> and <b>Z</b> .															
Presentation New Vocabulary and structures.	<b>Vocabulary</b> : Revise the sounds apple, book, cat, daddy, elephant, four, guitar, hello, in, jacket, kick, lion, mouth, nut, orange, piano, queen, robot, strawberry, teddy, under, vet, watermelon, fox, yogurt, zoo, I will get them to play in groups to look at the book and say the letter and the word. Then to identify every sound. Play the game What is this? Using objects.															
Refer To teacher's guide page	Pages 100/101															
Exercise	No1 :1		Page : 100													
Exercise	No2: 2		Page : 101													
Assessment	Say Now you can say the letters of the alphabet. You can say words that use these sounds.															
Closing	I will say goodbye, see you next term.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved ○	Covered ○	Understood ○
Not achieved ○	Not covered ○	Not understood ○



Date			
Period			
Class			



<u>Contents</u>	.	Review 5	Lesson:2	Page :102/103
objectives	1- To revise handwriting from units 14 to 17.			
Materials	<div>Student book</div>	<div>real objects</div>	<div>The board</div>	
	<div>C D</div>	<div>Teacher's guide</div>	<div>Flash cards</div>	
issues	Citizenship issues: Awareness of rights and duties. Loyalty.			
Values	Curiosity and cooperation.			
Skills	Self-management-Cooperation- Respecting other's rights.			
	<u>Lesson Procedures</u>			
Review	Greet the class, Revise the colors, numbers and animals.			
Warm up	Say words have the sound <b>W , V</b> and <b>Z</b> .			
Presentation New Vocabulary and structures.	<b>Vocabulary</b> :Revise the sounds bus, van, net, fox, cat, bed, six , then I will get the pupils to say words start with the sound <b>M,N , V , W , Z</b> and <b>X</b> , I will get them to play in groups to complete the book. Copy and trace the words. Play the game I can say ...use the words on page 102.			
Refer To teacher's guide page	Pages 102/103			
Exercise	No1 :1		Page : 102	
Exercise	No2: 2		Page : 103	
Assessment	Remind students about what they have learned.			
Closing	Say Well done! Now you have completed the course!			
Evaluation: Weaknesses points :some students need focus on				

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input type="radio"/>	Understood	<input type="radio"/>
Not achieved	<input type="radio"/>	Not covered	<input type="radio"/>	Not understood	<input type="radio"/>