



By: Mr.: Ekramy Ramadan

Primary Four preparation

Second Term

School :

Teacher's name:

Grade : four Primary.

Year : 2021 / 2022



Time table

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

Notes:

Periods	Time	Study Time			
		Morning		Afternoon	
		From	To	From	To
Queue					
1 st Period					
2 nd Period					
3 rd Period					
4 th Period					
5 th Period					
6 th Period					
7 th Period					
8 th 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.....	Connect Student's book
<i>February</i> <i>March</i> <i>April</i> <i>May</i>	Second Term	Units..... Units..... Units..... Units.....	Connect 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.



SCOPE AND SEQUENCE

Theme 3 My society

	Unit 7 This is where I live 	Unit 8 We had fun 	Unit 9 What makes us special? 
Vocabulary	different environments: <i>building, city, desert, forest, mountain, oasis, river, village</i> environment: <i>climate, temperate, fertile soil, crops, too hot, too cold, adapt</i>	different packaging: <i>a carton of, a bar of, a pack of, a bottle of, a slice of, a piece of, a kilo of, a lot of</i> wedding: <i>bride, groom, wife, mistake</i>	festivals and party games: <i>play a game, sing, dance, cook, make, give presents, visit friends/ family, wear special clothes, give presents, open presents, wrap/ unwrap presents</i>
Language	<i>There were fields and rivers. We played football on this street. We looked at the space. The room is too small.</i>	<i>We swam in the sea. We saw some old photos.</i>	<i>We often celebrate things in our country. I gave it to her and wished her good luck. She threw it up in the air.</i>
Reading	A text about where people live and what they do	An article about Eid Al-Fitr in Egypt	A text about party games
Writing	About your first day at school	About a special day	An invitation
Speaking	Discussion about good places to live	Discussion about what you eat: Discussion about life in Egypt	Discussion about different festivals around the world <i>We heard an unusual sound.</i>
Listening	A dialog about the Nile	A dialog about what Reem ate	A text about different festivals
Phonics	long vowels: /eɪ/ gave, /i:/ see, /aɪ/ my, /ou/ no	pronunciation of regular plurals: /z/, /s/, /ɪz/	suffixes: ful- <i>wonderful, helpful, beautiful</i> 'oo' - <i>food, spoon, school, shook</i> 'ee' - <i>tree, cheese, feel</i>
Life skills	Resilience: of nature and the individual	Collaborative work: working as a group	Celebrate: and appreciate national identity
Values	Love of homeland	Independence and thinking creatively	Participation: getting involved, helping out
Issues and challenges	Citizenship	Citizenship: working together/collaboration	Citizenship: celebrating identity
Integrated cross-curriculum topics	Social studies: where humans live and why Math: simplifying fractions	Social studies: customs, traditions, common celebrations Math: decimals	Social studies: customs and traditions around the world and in Egypt Math: graphs, bar charts and pie charts

SCOPE AND SEQUENCE 2

Theme 4 I'm a responsible person

	Unit 10 I enjoy my life 	Unit 11 What can we do? 	Unit 12 We can fix it 
Vocabulary	social media: <i>message, chat, password, do research, log in, cell phone</i>	transportation: <i>metro, bus, tram, boat, train, taxi, plane; on foot, by bus</i>	environmental concerns: <i>traffic, pollution, flood, drought, fire, trash</i>
Language	<i>I should only give my phone number to my friends. I should turn my phone off at night.</i>	<i>We need safe roads. You need to look left and right.</i>	<i>We can plant more trees to help us breathe better.</i>
Reading	A dialog about doing research about chameleons	A dialog about different ways of getting to school	A dialog about a beach cleanup
Writing	About the pros and cons of computer games	A leaflet about reducing air pollution	A text about solar energy
Speaking	Giving advice about online bullying	Discussion about road safety	Presentation about looking after the environment
Listening	A dialog about online bullying	A story about being careful on the roads	An expert talking about erosion
Phonics	prefixes: <i>un- unhealthy</i>	pronunciation of <i>cr</i> and <i>tr</i> words: <i>tram, train, crowd, crosswalk, crash</i>	learn about and say words with <i>-ion</i> : <i>pollution, erosion, transportation, celebration</i>
Life skills	Decision-making Accountability	Problem-solving	Collaborative work
Values	Respect Honesty	Participation	Integrity
Issues and challenges	Technological awareness: protecting children from online bullying	Environmental responsibility: discussing pollution around the world	Citizenship: looking after the environment
Integrated cross-curriculum topics	Math: parallel and perpendicular lines Social studies: social media Science: the metals in a cell phone	Social studies: different types of transportation Math: symmetric figures and lines of symmetry Science: air pollution	Math: types of angles Science: erosion; clean energies



Date			
Period			
Class			



<u>Contents</u>	Unit 7	This is where I live	Lesson: 1	Page:4/5												
objectives	1-To read and talk about the Nile. 2-To ask and answer about the Nile. 3- To research and write about the importance of the Nile.															
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.															
Values	Love of homeland.															
Skills	Resilience: of nature and the individual.															
	<u>Lesson Procedures</u>															
Review	I will greet the class and ask about the holiday, and then I will Welcome them back to school.															
Warm up	Revise the animal words from first term, and some famous words such as tree, flower, rose and body parts.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach them the new words: short- wide- long-The Nile- building – city – desert- forest- mountain- river- village- oasis- reptiles. Language: The Nile is the longest river in the world.															
Refer To teacher's guide page	Page 4-5															
Exercise	No :1		Page : 5													
Exercise	No :2		Page : 5													
Assessment	I will get a student to come and say the words using cards.															
Closing	Say the next time we will learn about the climate and weather.															
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 7	This is where I live	Lesson: 2	Page :6/9												
objectives	1- To review vocabulary of the Nile. 2- To explore why people live in different environments. 3- To know and speak about the climate.															
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.															
Values	Love of homeland.															
Skills	Resilience: of nature and the individual.															
	<u>Lesson Procedures</u>															
Review	I will greet the class saying good morning. Ask about words from the last lesson.															
Warm up	Ask about The Nile using: How long is the River Nile?															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words: climate- temperate – human– woman–man- fertile soil– environments -adapt- crops- boil- weather- too hot- too cold- early- late. Language: The woman is too cold.															
Refer To teacher's guide page	Pages 6/9															
Exercise	No1 :1,2		Page : 6-7													
Exercise	No2:1, 2		Page : 8-9													
Assessment	Ask the pupils to speak about how we adapt when it's hot or cold.															
Closing	Say good bye. Next time we will read a short story about a grandpa.															
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 7	This is where I live	Lesson : 3	Page :10/13												
Objectives	1-To read and find information from a text. 2- To use regular and irregular past simple verb forms. 3- To talk about neighborhood in the past and now.															
Materials	<table><tr><td>Student book</td><td></td><td>real objects</td><td></td><td>The boa</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 boa		C D		Teacher's guide		Flash cards	
Student book		real objects		The boa												
C D		Teacher's guide		Flash cards												
Issues	Citizenship.															
Values	Love of homeland.															
Skills	Resilience: of nature and the individual.															
	<u>Lesson Procedures</u>															
Review	I will say good morning. Ask about the climate and how we adapt.															
Warm up	I will get the pupils to answer: What do you do in hot weather?															
Presentation New Vocabulary and structures.	New vocabulary: To teach the new words: visitors – excited – truck-wonder- was- were – quiet –bury – dig- bull-Colossi of Memnon. Language: Where is Colossi of Memnon?															
Refer To teacher's guide page	Pages 10 /13															
Exercise	No1 :1,2		Page : 10-11													
Exercise	No2: 1,2		Page : 12/13													
Assessment	Tell me about neighborhood in the past and now.															
Closing	Say good bye. We will read a story about the city mouse and the country mouse.															
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 7	This is where I live	Lesson : 4	Page :14/17												
objectives	1-To identify the city and the country mouse in the story. 2- To identify and say words using the long vowels. 3-To read and listen to a short 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.															
Values	Love of homeland.															
Skills	Resilience: of nature and the individual.															
	Lesson Procedures															
Review	Welcome saying good morning, Say words from the last lesson.															
Warm up	Tell me about the Nile. How long is the Nile?															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: delighted- mouse- mice – hole - pleased- noise- incredible- corner-fractions. Language: using (smaller than – bigger than- the same as).															
Refer To teacher's guide page	Pages 14/17															
Exercise	No1 :1/2		Page : 14-15													
Exercise	No2: 1/2		Page : 16-17													
Assessment	I will get a student to come to the front and say sentences about the difference between city and the country.															
Closing	Say the next time we will learn about children and school.															
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 7	This is where I live	Lesson : 5	Page :18/19												
objectives	1-To talk about a memory of the first school day. 2- To read a text about a memory and answer the questions. 3- To write sentences about the first school day.															
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.															
Values	Love of homeland.															
Skills	Resilience: of nature and the individual.															
	<u>Lesson Procedures</u>															
Review	Greet the class saying good morning; revise the words from last lesson.															
Warm up	I will get a pupil to say words about the Nile and the climate															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the new words: nervous- backpack –gate – put on- stay- pants- carry-wear. Language: Do you remember your first day of school? How old were you?															
Refer To teacher's guide page	Pages 18/19															
Exercise	No1 :1		Page : 18													
Exercise	No2: 2		Page : 19													
Assessment	Say some sentences about the first day at school.															
Closing	Say good bye. We will make a project and revise all words of the unit 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 7	This is where I live	Lesson : 6	Page :20/21												
objectives	1-To revise the language of the unit. 2- To research and make a project about the town then and now. 3- To work together in groups. 4-To write and say sentences in the past and present.															
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.															
Values	Love of homeland.															
Skills	Resilience: of nature and the individual.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will greet them. Revise the words.															
Warm up	Say words have (long vowels) and words have (short vowels).															
Presentation New Vocabulary and structures.	Vocabulary: I will revise and teach the words: town- past- children - forest - river – neighbors –visitors -electricity - cleaner –quieter – crops- city- village. Language: Why do farmers grow crops near the river?															
Refer To teacher's guide page	Pages 20/21															
Exercise	No1 :1,2		Page : 20													
Exercise	No2: 1,2		Page : 21													
Assessment	How long is The River Nile? ,Check answers															
Closing	Saying good bye, next time we will learn about food and drinks.															
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 8	We had fun	Lesson:2	Page :26/29												
objectives	1- To read and follow a rhyme in a poem. 2- To read and speak about a day for fun. 3- To use the past tense of some irregular verbs.															
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: working together/ Collaboration.															
Values	Independence and thinking creatively.															
Skills	Collaborative work: Working as a group.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will greet them. Revise the words.															
Warm up	Revise the suitable quantifiers for some words (meat- cake- tea)															
Presentation New Vocabulary and structures.	Vocabulary: I will teach and revise words: weekend- deep – catch- caught – octopus –meal– dessert- again- soon – jellyfish –poem – hear – throw/threw- forget/ flew- fly/flew. Language: Where did you go to have fun? What's your favorite memory?															
Refer To teacher's guide page	Pages 26/29															
Exercise	No1 :1-2		Page : 28													
Exercise	No2: 1-2		Page : 29													
Assessment	Speak about a day when you had fun.															
Closing	I will tell them next time we will learn about festivals.															
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 8	We had fun	Lesson:3	Page :30/33												
objectives	1- To read and describe the festival of Eid Al-Fitr in Egypt. 2- To write about other festivals in Egypt. 3- To learn and compare between festivals in different places.															
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: working together/ Collaboration.															
Values	Independence and thinking creatively.															
Skills	Collaborative work: Working as a group.															
	<u>Lesson Procedures</u>															
Review	Greet the class. Say the quantifiers and suitable things.															
Warm up	Answer: Where did you go to have fun?															
Presentation New Vocabulary and structures.	Vocabulary: Tech the new words: Muslim festival – happen – also- bakery - people – cookies – kahk – Ramadan - celebrate –Park - celebration - sugar – during- Coptic Easter. Language: What do people eat during Sham El Nessim? Why do you like festivals?															
Refer To teacher's guide page	Pages 30/33															
Exercise	No1 :1,2		Page : 31													
Exercise	No2: 1,2,3		Page : 32/33													
Assessment	What do Muslims do during Eid Al fitr?															
Closing	I will say good bye, next we will read a funny 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 8	We had fun	Lesson:4	Page :34/37												
objectives	1-To read and understand a story in the past tense. 2-To identify the pronunciation of "s" in the plural forms. 3- To answer the questions after reading this story correctly. 4- To practice using fractions and decimals.															
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: working together/ Collaboration.															
Values	Independence and thinking creatively.															
Skills	Collaborative work: Working as a group.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the words from the previous lesson.															
Warm up	Compare between the city mouse and the country mouse.															
Presentation New Vocabulary and structures.	Vocabulary: Teach the new words using cards: wedding party- mistake –wife- groom-bride –surprised – weekend – hotel – parents- sorry- tired. Language: different "S" sound : Cakes – tables - boxes															
Refer To teacher's guide page	Pages 34/37															
Exercise	No1 :1,2		Page : 35													
Exercise	No2: 1,2		Page : 36/37													
Assessment	Say plural words have (z) sound and words have (s) sound.															
Closing	I will say good bye, we will learn more about other festivals.															
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 8	We had fun	Lesson:5	Page 38/39												
objectives	1-To read and know some special festivals. 2-To ask and answer questions about a text.															
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: working together/ Collaboration.															
Values	Independence and thinking creatively.															
Skills	Collaborative work: Working as a group.															
	<u>Lesson Procedures</u>															
Review	Greet the children. Say plural words have sound (z) and (s).															
Warm up	Revise the story. Revise words from the previous lesson.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: birthday – photo – picnic – great grandma –grandpa –special- had fun- whole family . Language: What did they eat? Why was it a special day?															
Refer To teacher's guide page	Pages 38/39															
Exercise	No1 :1,2		Page : 38													
Exercise	No2: 1,2		Page : 39													
Assessment	Speak about your memory about a special day.															
Closing	I will say good bye, next we will make a project for a festival.															
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 8	We had fun	Lesson:6	Page :40/41												
objectives	1- To know how to make Ramadan lantern or Christmas tree. 2- To work with a group to make a poster. 3-To read and talk about different decorations for festivals. 4-To revise all the language and words of the unit.															
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: working together/ Collaboration.															
Values	Independence and thinking creatively.															
Skills	Collaborative work: Working as a group.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the plural sounds "s "(z) and (s).															
Warm up	Make a comparison between the wedding and the birthday party.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: lantern – Christmas tree - decorate – eastern – represent – life – slice – box- bottle - piece. Language: Christmas trees are always green. People decorate the tree with lights, colored balls and stars.															
Refer To teacher's guide page	Pages 40/41															
Exercise	No1 :1,2		Page : 40													
Exercise	No2: 1,2		Page : 41													
Assessment	Get the pupils to show their posters to each group.															
Closing	I will say good bye, next we will learn about games around the world.															
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 9	What makes us special	Lesson: 1	Page :44/45												
objectives	1- To identify and read about party games. 2- To explore about what makes our country special. 3- To know how to play different party games.															
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: Celebrating identity.															
Values	Participation: getting involved, helping out.															
Skills	Celebrate: and appreciate national identity.															
	Lesson Procedures															
Review	Revise the words from the previous lesson.															
Warm up	Revise the story of the mistake party and the festivals.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: traditional- games- pass the parcel-presents- wrap – musical chairs – hide and seek - try- winner- seeker- sing – dance- cook- play games-. Language: How do we play hide and seek game?															
Refer To teacher's guide page	Pages 44/45															
Exercise	No1 :1		Page : 45													
Exercise	No2: 2		Page : 45													
Assessment	What is your favorite game? And why? Check answers.															
Closing	I will tell them next we will learn about the citizenship.															
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 : 9	What makes us special	Lesson:2	Page :46/49												
objectives	1- To identify and know the celebrations in Egypt. 2- To know what makes our country special. 3- To identify the nature and culture of our country 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: Celebrating identity.															
Values	Participation: getting involved, helping out.															
Skills	Celebrate: and appreciate national identity.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the games from the last lesson.															
Warm up	Ask and answer about festivals and celebrations.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: Sinai region – karate – nature -famous- nature – culture –author- important - prizes-hospitable- sweet- semolina- pain – painful- care- careful. Language: Add ful to verb or noun to get adjectives: care- careful . Authors are people who write movies and stories.															
Refer To teacher's guide page	Pages 46/49															
Exercise	No1 :1/2		Page : 46-47													
Exercise	No2: 1/2		Page : 48-49													
Assessment	Say sentences about the nature of Egypt and its culture.															
Closing	I will say goodbye, next we will learn about festivals around the world.															
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 : 9	What makes us special	Lesson:3	Page :50/53												
objectives	1- To identify and know some festivals around the world. 2- To read a text and answer questions about it. 3- To listen and know some unusual festivals.															
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: Celebrating identity.															
Values	Participation: getting involved, helping out.															
Skills	Celebrate: and appreciate national identity.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the party games and festivals.															
Warm up	Ask and answer: What makes our country special?															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words:- cheese rolling- Chinese New Year – La Tomatina - kite festival – mud –dragon – monster- push- Hit- put- eat- read- celebrate- fly- try. Language Is it easy to fly a kite? Why do people run down a hill?															
Refer To teacher's guide page	Pages 50/53															
Exercise	No1 :1,2		Page : 50-51													
Exercise	No2: 1,2		Page : 52-53													
Assessment	What's your favorite unusual festival? Check answers.															
Closing	I will say goodbye next we will read a nice story about a bird.															
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"/>



Class			
Period			
Class			



Contents	Unit: 9	What makes us special	Lesson:4	Page :54/57												
objectives	1-To read and understand a story. 2- To identify and compare the bird before and after getting food. 3-To identify and know the new sounds oo\ and \ee\ 4- To make a bar chart or a pie chart about celebrations.															
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: Celebrating identity.															
Values	Participation: getting involved, helping out.															
Skills	Celebrate: and appreciate national identity.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the party games and the festivals.															
Warm up	Ask and answer: Why do people celebrate?															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: bite- feather- picnic –untidy – unusual – stood back - uncomfortable – couple- shook- squawk- spoon- moon-groom-room-see- week- seek -sleep. Language: How did the bird say "Thank you"?															
Refer To teacher's guide page	Pages 54/57															
Exercise	No1 :1,2		Page : 54-55													
Exercise	No2: 1,2		Page : 56-57													
Assessment	What is that story about? Check answers.															
Closing	I will tell them that we will learn about writing invitations.															
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 : 9	What makes us special	Lesson:5	Page :58/59												
objectives	1-To explore how to present information. 2- To learn how to write an invitation. 3- To write invitations to different festivals.															
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: Celebrating identity.															
Values	Participation: getting involved, helping out.															
Skills	Celebrate: and appreciate national identity.															
	<u>Lesson Procedures</u>															
Review	Greet the class; Revise the story of the bird.															
Warm up	Say words have the sounds oo , and ee.															
Presentation New Vocabulary and structures.	Vocabulary: To teach and revise the words: information – missing- come –make- need- wear- something- road – street- address- guest- bring- RSVP. Language: What does "RSVP" means? How to write an invitation?															
Refer To teacher's guide page	Pages 58/59															
Exercise	No1 :1,2		Page : 58													
Exercise	No2: 1,2		Page : 59													
Assessment	Ask them to answer: How do we need to write an invitation?															
Closing	I will tell them we will prepare a class celebration 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"/>



Date			
Period			
Class			



<u>Contents</u>	Unit :9	What makes us special	Lesson:6	Page :60/61												
objectives	1- To work in groups to organize a class celebration. 2-To write an invitation to the class celebration. 3-To revise the language and words that we learned in this unit.															
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: Celebrating identity.															
Values	Participation: getting involved, helping out.															
Skills	Celebrate: and appreciate national identity.															
	<u>Lesson Procedures</u>															
Review	Greet the children; Revise the festivals and the invitations.															
Warm up	Say words have the sounds "oo" and "ee".															
Presentation New Vocabulary and structures.	<u>Vocabulary</u> : To teach and revise the words: invitation – invite- important- celebration- information – festivals- enjoy – learn- bring– guest –prepare- cover. <u>Language</u> : Be ready to play lots of games. What are you celebrating?															
Refer To teacher's guide page	Pages 60/61															
Exercise	No1 :1,2		Page : 60													
Exercise	No2: 1,2		Page : 61													
Assessment	Show your invitation card to your friends.															
Closing	I will tell them we will revise all the words and sentences that we learn 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>		Review 3	Lesson: 1	Page :62/63
objectives	To revise the vocabulary and language from units (7 to 9).			
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: Celebrating identity.			
Values	Participation: getting involved, helping out.			
Skills	Celebrate: and appreciate national identity.			
	<u>Lesson Procedures</u>			
Review	Greet the children, say words have" oo "and "ee" sounds.			
Warm up	Revise the festivals. Revise the games and the invitation.			
Presentation New Vocabulary and structures.	Vocabulary: Revise the words from units (7-9): foods (cake –water- chocolate - slice -piece – box- bottle) the party games– the places (city – forest- mountain- fertile soil-village-desert). Language: what's your favorite festival? What's your favorite party game?			
Refer To teacher's guide page	Pages 62/63			
Exercise	No1 :1/2		Page : 62	
Exercise	No2: 1/2		Page : 63	
Assessment	Ask and check answers: Which is your favorite festival/Why?			
Closing	I will say goodbye, next time we will revise all vocabulary.			
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 3	Lesson: 2	Page :64/69												
objectives	1-To revise the letter sounds from units (7 to 9) , ei – ai– oo –ee . 2- To evaluate progress in units (7 to 9). 3-To read non- fiction text and answer the questions.															
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: Celebrating identity.															
Values	Participation: getting involved, helping out.															
Skills	Celebrate: and appreciate national identity.															
	<u>Lesson Procedures</u>															
Review	Greet the children, say words have " oo "and "ee" sounds.															
Warm up	Revise the party games. Revise quantifiers and festivals.															
Presentation New Vocabulary and structures.	<u>Vocabulary</u> : Revise the words with different sounds (gave- see – sea- my- sleep-bee- sweep- spoon –moon- groom – bride- hide). Then revise "s" pronunciation in plural words. <u>Language</u> : This is a collage I made after my 10 th birthday party. We ate a lot of birthday cake!															
Refer To teacher's guide page	Pages 64/69															
Exercise	No1 :1/2		Page : 64/65/66													
Exercise	No2: 1/2		Page : 67/68/69													
Assessment	I will get a pupil to say words have the sound (oo – ee).															
Closing	I will tell them that we will learn and read about using the social media to find information.															
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	I enjoy my life	Lesson:1	Page :72/73												
Objectives	1- To listen, read, research and write about the social media. 2-To find out information about the chameleon from the internet. 3- To learn how to use the internet safely and for learning.															
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	Technological awareness: Protecting children from online bullying.															
Values	Respect - Honesty.															
Skills	Decision- making: Accountability.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the party games and festivals.															
Warm up	Revise the invitation writing from the last unit.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: house – password - chat - copy - message –chameleon – research- log in –cell phone – respectful- information- library website- presentation. Language: what are you doing? I am doing my homework.															
Refer To teacher's guide page	Pages 72/73															
Exercise	No1 :1/2		Page : 72													
Exercise	No2: 1/2		Page : 73													
Assessment	I will ask: What can chameleon do? And check the pupils' answers.															
Closing	I will tell them we will learn about staying safe online 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 : 10	I enjoy my life	Lesson: 2	Page :74/77												
Objectives	1-To learn and read about pros and cons of social media. 2- To identify and know the different sites on social media. 3- To use should/shouldn't to give advice to be safe online.															
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	Technological awareness: Protecting children from online bullying.															
Values	Respect - Honesty.															
Skills	Decision- making: Accountability.															
	<u>Lesson Procedures</u>															
Review	Greet the children; review the quantifiers and games.															
Warm up	Revise the words from the previous lesson about the social media.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words: social media- bully- secret - should – shouldn't- pros and cons- keep- online-online bullying- adult- strong- interesting- scary. Language: I should use strong passwords. I shouldn't use my phone late at night.															
Refer To teacher's guide page	Pages 74/77															
Exercise	No1 :1,2		Page : 74-75													
Exercise	No2:1, 2		Page : 76-77													
Assessment	Ask them "How to stay safe online?" Check answers.															
Closing	I will tell them we will learn about the cell phone parts 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 :10	I enjoy my life	Lesson: 3	Page :78/81												
Objectives	1-To learn about what is inside the cell phone. 2-To identify lines parallel and perpendicular. 3-To read a text and answer the questions.															
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	Technological awareness: Protecting children from online bullying.															
Values	Respect - Honesty.															
Skills	Decision- making: Accountability.															
	<u>Lesson Procedures</u>															
Review	Greet the children; Revise the words from the last lesson.															
Warm up	Say the party games and revise the quantifiers.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words: precious- conduct- gold- plastic- - wood- glass - metal- cloth – different- cell phone – type – rare earth metals- pure form- connect- function- light up- vibrate- elements- silica. Language: What are the most important parts of the cell phone? Parallel lines never meet.															
Refer To teacher's guide page	Pages 78/81															
Exercise	No1 :1		Page : 78-79													
Exercise	No2: 2		Page : 80-81													
Assessment	What metals are rare earth metals? check answers.															
Closing	Next we will read and learn about digital footprints.															
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	I enjoy my life	Lesson: 4	Page :82/85												
objectives	1-To read and understand a text about digital footprint. 2-To learn and read about helping between neighbors. 3-To learn how to be safe online.															
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	Technological awareness: Protecting children from online bullying.															
Values	Respect - Honesty.															
Skills	Decision- making: Accountability.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the words and phrases from the last lesson.															
Warm up	Revise the pros and cons of using the social media.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: digital footprints – click- links – upload- download- positive – protect- profile- privacy- bully- personal - information. Language: Add un at the beginning of a word to get the opposite. <i>happy - unhappy * healthy – unhealthy.</i>															
Refer To teacher's guide page	Pages 82/85															
Exercise	No1 :1		Page : 82-83													
Exercise	No2: 2		Page : 84-85													
Assessment	Why was Rania sad? What does Hadeer advise her to do?															
Closing	I will tell them we will read a text and learn about pros and cons of the computer games															
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	I enjoy my life	Lesson: 5	Page :86/87												
objectives	1-To identify and know the pros and cons of computer games. 2-To read and understand a text then answer questions. 3-To learn the steps to write a paragraph.															
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	Technological awareness: Protecting children from online bullying.															
Values	Respect - Honesty.															
Skills	Decision- making: Accountability.															
	<u>Lesson Procedures</u>															
Review	I will greet the class. Revise the words from the last lesson.															
Warm up	I will ask: what's your favorite game? Why? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: opinion – pros –cons - also – On the other hand – think – believe- reason- paragraph-solve problems- team- prize . Language: What are the pros and cons of computer games?															
Refer To teacher's guide page	Pages 86/87															
Exercise	No1 :1,2		Page : 86													
Exercise	No2: 1,2		Page : 87													
Assessment	What are the pros and cons of watching TV? Check answers.															
Closing	I will say good bye, next time we will make a project about giving advice about bullying online.															
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	I enjoy my life	Lesson:6	Page :88/89												
objectives	1-To research and make a leaflet. 2- To work in groups to do a project. 3-To show and share their work with others. 4-To evaluate progress in the Unit.															
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	Technological awareness: Protecting children from online bullying.															
Values	Respect - Honesty.															
Skills	Decision- making: Accountability.															
	<u>Lesson Procedures</u>															
Review	I will greet the class. Revise the words from the last lesson.															
Warm up	I will ask: what's your favorite game? Why? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach and revise the words : password- bully – idea- bullying- digital footprints- leaflet- poster- stay safe online - website- research- cell phone – social media– enjoy- strong. Language: Which metals do you find in cell phones? You shouldn't be an online bully.															
Refer To teacher's guide page	Pages 88/89															
Exercise	No1 :1,2		Page : 88													
Exercise	No2: 1,2		Page : 89													
Assessment	Ask and check the answers: What should we do to be safe online?															
Closing	I will say good bye. Next we will learn about the 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 : 11	What can we do?	Lesson: 1	Page :92/93												
objectives	1- To listen, read, research and write about transportation. 2- To learn about different transportation. 3-To use by and on with the forms of transport.															
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 responsibility: Discussing pollution around the world.															
Values	Participation.															
Skills	Problem - solving.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the games and the quantifiers.															
Warm up	Say words have the prefix: " un " and revise all the Unit 10 words.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words : passenger train- bus- car- metro- tram- ship- underground- plane -ferry- rail- airport- station- water- move- travel-boat- vehicle- through-air- move. Language: My favorite transportation is a ship. I love travelling on water.															
Refer To teacher's guide page	Pages 92 /93															
Exercise	No1 :1,2		Page : 92													
Exercise	No2: 1,2		Page : 93													
Assessment	What's your favorite transportation? Check answers.															
Closing	I will tell them we will learn about road safety 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			



Contents	Unit :11	What can we do?	Lesson: 2	Page :94/97												
objectives	1-To learn and read about road safety. 2- To practice making sentences with need and need to. 3- To identify identical and symmetrical shapes.															
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 responsibility: Discussing pollution around the world.															
Values	Participation.															
Skills	Problem - solving.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the transportation using cards.															
Warm up	Answer: what's your favorite transportation? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words using cards: road safety – safe- important – need – must– necessary- seat belt- danger – park– turn- bike – stop – safely – camels- symmetrical-- symmetric. Language: You need a helmet on your bike. You need to look left and right.															
Refer To teacher's guide page	Pages 94/97															
Exercise	No1 :1-2		Page : 94-95													
Exercise	No2: 1-2		Page : 96-97													
Assessment	Check their answer: What do we need to be safe on the road?															
Closing	I will tell them we will read a short story about road safety.															
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	What can we do?	Lesson : 3	Page :98/101												
objectives	1- To read and learn more about road safety. 2- To listen to and read a short story. 3- To read and learn words with the sounds cr ,tr, ai ,oa and ea .															
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 responsibility: Discussing pollution around the world.															
Values	Participation.															
Skills	Problem - solving.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the transportation using cards.															
Warm up	Answer: what's your favorite transportation? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: in a hurry- crosswalk – fell over - shocked – ambulance– Be careful- scared- hospital- truck – crowd- crash – train- boat-clean-coat-dream- float-rain-sea-snail. Language: We must follow road signs. You must wait for the green lights before you cross the street.															
Refer To teacher's guide page	Pages 98/101															
Exercise	No1 :1,2		Page : 98-99													
Exercise	No2: 1,2		Page : 100-101													
Assessment	Say words have the sounds cr ,tr, ai ,oa and ea .															
Closing	I will tell them we will read a text about the air pollution.															
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	What can we do?	Lesson:4	Page :102/105												
objectives	1- To listen, read and understand a text. 2- To learn about the dangers of air pollution. 3-To learn what we should do to fight the air pollution.															
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 responsibility: Discussing pollution around the world.															
Values	Participation.															
Skills	Problem - solving.															
	<u>Lesson Procedures</u>															
Review	Greet the children and then revise the sounds cr , tr , ai , oa and ea .															
Warm up	Ask them: What must we do to be safe on the road?															
Presentation New Vocabulary and structures.	Vocabulary: To teach the words: air pollution- mask- dangerous- chemicals –cough- feel sick- cycle–burning rice straw - allow – expert - mentions- solar power – share. Language: we must go to school by bike We must stop burning rice straw.															
Refer To teacher's guide page	Pages 102/105															
Exercise	No1 :1/2		Page : 102-103													
Exercise	No2: 1/2		Page : 104-105													
Assessment	What should we do to keep the air clean? Check answers.															
Closing	I will say goodbye. Next time we will learn about writing reports.															
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	What can we do?	Lesson:5	Page :106/107												
objectives	1-To read and write a report about how to stop air pollution. 2-To listen, read and understand the text about air pollution. 3- To find reasons for the air pollution problem.															
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 responsibility: Discussing pollution around the world.															
Values	Participation.															
Skills	Problem - solving.															
	<u>Lesson Procedures</u>															
Review	Greet the children; revise the transportation and road safety.															
Warm up	Ask and check answers: what do we need on roads?															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: excited – report- why - pollution – because- energy saving light bulbs – apartment – car sharing- walking – increase public transportation – cycle lanes – <i>pollute –side.</i> Language: We can have many plants on or balcony. We can use buses and trains more.															
Refer To teacher's guide page	Pages 106/107															
Exercise	No1 :1/2		Page : 106													
Exercise	No2: 2/2		Page : 107													
Assessment	What can we do to make our roads safe? Check answers.															
Closing	I will say goodbye. Next time we will read some road safety leaflet.															
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	What can we do?	Lesson:6	Page :108/109												
objectives	1- To revise the language of the unit. 2- To research and make a leaflet about road safety. 3- To show and share his leaflet with friends.															
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 responsibility: Discussing pollution around the world.															
Values	Participation.															
Skills	Problem - solving.															
	<u>Lesson Procedures</u>															
Review	Greet the children, revise the words have "cr" and "tr" sounds.															
Warm up	I will get one of them to speak about the road safety.															
Presentation New Vocabulary and structures.	Vocabulary: Revise and teach these words: road safety – traffic – road signs – crosswalks -information – walk slowly – fresh air – burning- leaflet- paragraph – factories – chemicals- seat belt. Language: BE SAFE ON THE ROAD. Use the crosswalks. Walk slowly - don't run.															
Refer To teacher's guide page	Pages 108/109															
Exercise	No1 :1/2		Page : 108													
Exercise	No2: 1/2		Page : 109													
Assessment	Write your leaflet then show it to your friends, "read the leaflet".															
Closing	I will say goodbye. Next time we will learn about world problems.															
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	We can fix it	Lesson:1	Page :112/113												
objectives	1- To listen, read, research and write about world problems and their possible solutions. 2- To read the text and answer the questions.															
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: Looking after the environment.															
Values	Integrity.															
Skills	Collaborative work.															
	<u>Lesson Procedures</u>															
Review	Greet the children and then revise words from the last Unit.															
Warm up	I will ask them: What's your favorite game? , Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: traffic- pollution- flood- draught- fire- trash – flames – heat- definitions- main - harm terrible- save the world- tomorrow – beaches – clean up. Language: Flood is too much water on the land. Plastic trash can harm the animals and birds.															
Refer To teacher's guide page	Pages 112/113															
Exercise	No1 :1/2		Page : 112													
Exercise	No2: 1/2		Page : 113													
Assessment	What can we do to clean up the beaches? Check answers.															
Closing	I will say goodbye. Next time we will learn about recycling.															
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	We can fix it	Lesson:2	Page :114/117												
objectives	1-To read and understand a text. 2- To learn about recycling things. 3- To practice making sentences with can for ability.															
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: Looking after the environment.															
Values	Integrity.															
Skills	Collaborative work.															
	<u>Lesson Procedures</u>															
Review	Greet the children then revise the problems of our world.															
Warm up	I will ask them: What can we do to clean the sea? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words : recycling – receive –send- pinwheel – toys – toy repair store – landfill- energy saving light bulbs- save water- environment. Language: We can plant more trees to help us breathe better. We can save water and plant trees.															
Refer To teacher's guide page	Pages 114/117															
Exercise	No1 :1/2		Page : 114-115													
Exercise	No2: 1/2		Page : 116-117													
Assessment	What can people do to help the environment? Check answers.															
Closing	I will say goodbye. Next time we will learn about the renewable and non-renewable energies.															
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	We can fix it	Lesson:3	Page :118/121												
Objectives	1-To identify renewable and non- renewable energies. 2- To learn about different energy resources. 3- To ask and answer about energy resources.															
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: Looking after the environment.															
Values	Integrity.															
Skills	Collaborative work.															
	<u>Lesson Procedures</u>															
Review	Greet the children and I will revise the energies and problems.															
Warm up	What do we need on the roads? Check their answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach these words: hydroelectricity- renewable – Non-renewable –oil- coal- reservoir –solar energy – gas –problem- wind energy – water energy-irrigation- Aswan hydroelectric dam. Language: Why is erosion bad for farmers? Add ion to the verb ends with t to get the noun. Pollute- pollution * invite- invitation * celebrate- celebration															
Refer To teacher's guide page	Pages 118/121															
Exercise	No1 :1/2		Page : 118-119													
Exercise	No2: 1/2		Page : 120-121													
Assessment	Say some renewable resources of energy. Check answers.															
Closing	I will say goodbye. Next time we will read a story about angles.															
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 : 12	We can fix it	Lesson:4	Page :122/125												
objectives	1- To identify and learn about angles. 2-To read and listen to a short story. 3-To ask and answer questions about the 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: Looking after the environment.															
Values	Integrity.															
Skills	Collaborative work.															
	<u>Lesson Procedures</u>															
Review	Greet the children and I will revise the energies.															
Warm up	Revise the words have the sounds cr , tr and ion .															
Presentation New Vocabulary and structures.	Vocabulary: To teach the words: right angle – acute angle – obtuse angle – present –shed - special paint - protect - toy doctor - seat - basket- leather- remove - fix- obvious. Language: I like the recycled bike. * I can fix bikes.															
Refer To teacher's guide page	Pages 122/125															
Exercise	No1 :1/2		Page : 122-123													
Exercise	No2: 1/2		Page : 124-125													
Assessment	What does shehab do to fix the old bike? Check answers.															
Closing	I will say goodbye. Next we will read and write about different energy resources.															
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	We can fix it	Lesson:5	Page :126/127												
objectives	1- To read a text about the wind energy. 2- To learn about different kinds of energies. 3- To write a paragraph about solar energy.															
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: Looking after the environment.															
Values	Integrity.															
Skills	Collaborative work.															
	<u>Lesson Procedures</u>															
Review	Greet the children then revise the renewable energies.															
Warm up	I will ask them: What do you do to fix an old bike? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: wind energy – solar energy – move blades – cheap – easy- expensive – need- beginning – space- solar panels- because- problem- behavior- natural. Language: We need to look after the planet. We can get energy from the wind.															
Refer To teacher's guide page	Pages 126/127															
Exercise	No1 :1/2		Page : 126													
Exercise	No2: 1/2		Page : 127													
Assessment	What is the best energy? Why? Check answers.															
Closing	I will say goodbye. Next time we will learn how to present information.															
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	We can fix it	Lesson:6	Page :128/129												
objectives	1- To revise the language of the Unit. 2- To learn about how we present information. 3- To research and make a presentation about the environment.															
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: Looking after the environment.															
Values	Integrity.															
Skills	Collaborative work.															
	<u>Lesson Procedures</u>															
Review	Greet the children then revise the renewable energies.															
Warm up	I will ask them: What do you do to clean the beach? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: To teach and revise the words: first of all –then - lastly – thoughts – erosion – draught- flood –clean up- fix – problem - fire – broken toy- dirty beach – traffic-irrigation. Language: We can plant trees and save water. We can use more solar energy.															
Refer To teacher's guide page	Pages 128/129															
Exercise	No1 :1/2		Page : 128													
Exercise	No2: 1/2		Page : 129													
Assessment	What can we do to save water and the energy? Check answers.															
Closing	I will say goodbye. Next time we will revise the last three Units.															
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 :130/131												
objectives	To revise the vocabulary and language from Units (10 to 12).															
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- Environmental responsibility.															
Values	Respect - participation - Integrity.															
Skills	Collaborative work – Problem solving.															
	<u>Lesson Procedures</u>															
Review	Greet the children and I will revise the games and world problems.															
Warm up	What is your favorite transportation? Why? Check answers.															
Presentation New Vocabulary and structures.	<p>Vocabulary: Revise these words: cell phone – rare meals - games – bus – metro – car – boat- transportation –bulling- message- fire – logged on- tagged - social media- flood- draught-irrigation- erosion- password.</p> <p>Language: Question: How do you keep safe online? Answer: I have a very strong password.</p>															
Refer To teacher's guide page	Pages 130/131															
Exercise	No1 :1/2		Page : 130													
Exercise	No2: 1/2		Page : 131													
Assessment	Ask them: How can you keep safe online? Check answers.															
Closing	I will say goodbye. Next time we will revise all sounds in the last three Units.															
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		Review :4	Lesson:2	Page :132/137												
objectives	1-To revise the letter sounds from units (10 to 12) * (cr – tr – oa – ea – ai - ion) words. 2- To evaluate progress in units (10 to 12).															
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- Environmental responsibility.															
Values	Respect - participation - Integrity.															
Skills	Collaborative work – Problem solving.															
	Lesson Procedures															
Review	Greet the children and I will revise the pros and cons of games.															
Warm up	What is your favorite party game? Why? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: Revise these words and sounds: animals – crowded – crash – peaceful - boat – city – empty– trash – problems – draught - flood – pollution – switch of – faucet – planet – train – tram – rain - energy -sea –community- solar panels. Language: I want to help the environment. We should recycle rubbish.															
Refer To teacher's guide page	Pages 132/137															
Exercise	No1 :1/2		Page : 132-133-134													
Exercise	No2: 1/2		Page : 135-136-137													
Assessment	What can we do to help the environment? Check answers.															
Closing	I will say goodbye. Next time we will read a beautiful 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	The reader	Dalia saves the village!	Part:1	Page :138/145
objectives	1- To listen to and order a story about village girl. 2- To learn about beginning, middle and end. 3- To ask and answer about the story.			
Materials	<div>Student book</div> <div>C D</div>	<div>real objects</div> <div>Teacher's guide</div>	<div>The board</div> <div>Flash cards</div>	
issues	Environmental responsibility- loyalty and belonging.			
Values	Respect for others.			
Skills	Communication – Participation-Making decision.			
	<u>Lesson Procedures</u>			
Review	Greet the children, revise animals and jobs words.			
Warm up	Ask and check answers: What's your favorite job? Talk about it.			
Presentation New Vocabulary and structures.	Vocabulary: To teach the words: wheat –crops–irrigation canal – irrigation –wheat flour- maize – village– baladi bread- main square- - blocked- trash – plastic bottles- household - agriculture - plan – awesome- delicious –cookies . Language: We need to start work and clean the water. We need to help our village.			
Refer To teacher's guide page	Pages 138/139			
Exercise				
Exercise				
Assessment	Do you like the story of " Dalia saves the village! "? Why? Check answers.			
Closing	I will say goodbye. Next we will complete the 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>	The reader	Dalia saves the village!	Part :2	Page :146/151												
objectives	1- To listen to and order a story. 2- To learn about beginning, middle and end. 3- To ask and answer about the 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 responsibility- loyalty and belonging.															
Values	Respect for others.															
Skills	Communication – Participation-Making decision.															
	<u>Lesson Procedures</u>															
Review	Greet the children, and then revise the story.															
Warm up	I will get them to read the story to revise the events.															
Presentation New Vocabulary and structures.	Vocabulary: I will revise the words from the last lesson. I will ask them about the story and check their answers, I will get them to listen to the second part of the story, and argue about the story in groups, I will check their opinions. Language: They will play in groups to do the exercises in the book. I will give help if they need.															
Refer To teacher's guide page	Pages 140/141															
Exercise	No1 :1/2		Page : 146-147-148													
Exercise	No2: 1/2		Page : 149-150-151													
Assessment	What can you do to solve your village problems? Check answers.															
Closing	I will say goodbye. We finish our course now, I wish you happy summer holiday.															
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"/>