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| Kingdom Of Saudi Arabia  Ministry Of Education | WrlF1 | Education Office ……….  School: ………………….. |

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| **الصف / الخامس الابتدائي** |  | **الفصل الدراسي /** | **الأول** |

|  |  |  |  |  |  |  |  |
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| Weekly Class Schedule | | | | | | | |
| **7** | **6** | **5** | **4** | **3** | **2** | **1** | **Shares**  **Days** |
|  |  |  |  |  |  |  | **SUN.** |
|  |  |  |  |  |  |  | **MON.** |
|  |  |  |  |  |  |  | **TUES.** |
|  |  |  |  |  |  |  | **Wed.** |
|  |  |  |  |  |  |  | **Thus.** |

Studding Year 1434 / 1435H

|  |  |
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| Teacher: | The principal: |
| ……………………………….. | ……………………………….. |



**The General Objectives of teaching English Language for Elementary Stage**

**By the end of the elementary stage and within the assigned structures for this stage , pupils should be able to** :

* **Learn the basics of the English language that would form the foundation for its mastery in the future .**
* **Use the basic structures of English sentences .**
* **Learn the core accordance with Islam vocabulary assigned for this stage.**
* **Listen and understand simple English language .**
* **Read and understand simple written English language materials .**
* **Write simple guided sentences in English language .**
* **Appreciate the importance of English language as an international language of communication , for introducing Islam , the Islamic nation’s culture and the cultural achievements of Muslims to other nations.**
* **Appreciate the importance of English language as an international language of communication to benefit from the achievements of other cultures accordance with Islam**



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| **Studding Year** | **Studding Term** | **Subject** | **Class** |
| **1434 / 1435 H** | **Firs** | **We Can! (3)** | **5th** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WEAK** | **DATE** | **SUBJECT** | **WEAK** | **DATE** | **SUBJECT** | **WEAK** | **DATE** | **SUBJECT** |
| **1** | **25\10\1434**  **29\10\1434** | **Introduction**  **Classroom English** | **4 Days** | **16\12\1434**  **19\12\1434** | **Unit 2**  **Things We Wear** | **12** | **28\1\1435**  **2\2\1435** | **Unit 3**  **Things We Do** |
| **2** | **2\11\1434**  **6\11\1434** | **Unit 1**  **Feelings** | **7** | **22\12\1434**  **26\12\1434** | **Unit 2**  **Things We Wear** | **13** | **5\2\1435**  **9\2\1435** | **Unit 4**  **Beautiful Nature** |
| **3** | **9\11\1434**  **13\11\1434** | **Unit 1**  **Feelings** | **8** | **29\12\1434**  **4\1\1435** | **Unit 2**  **Things We Wear** | **14** | **12\2\1435**  **16\2\1435** | **Unit 4**  **Beautiful Nature** |
| **4** | **16\11\1434**  **20\11\1434** | **Unit 1**  **Feelings** | **9** | **7\1\1435**  **11\1\1435** | **Unit 3**  **Things We Do** | **15** | **19\2\1435**  **23\2\1435** | **Unit 4**  **Beautiful Nature** |
| **5** | **23\11\1434**  **27\11\1434** | **Unit 1**  **Feelings** | **10** | **14\1\1435**  **18\1\1435** | **Unit 3**  **Things We Do** | **16** | **26\2\1435**  **1\3\1435** | **Unit 4**  **Beautiful Nature** |
| **6** | **1\12\1434**  **5\12\1434** | **Unit 2**  **Things We Wear** | **11** | **21\1\1435**  **25\1\1435** | **Unit 3**  **Things We Do** | **17 + 18** | **4\3\1435**  **15\3\1435** | Final test |



**التقويم الدراسي   للعام 1434 / 1435 هـ**

|  |  |  |
| --- | --- | --- |
| الموضـوع | الـتاريخ  الهجـري | الـتاريخ  الـميلادي |
| بداية الدراسة للفصل الدراسي الأول | **الأحد 25 / 10 / 1434هـ** | **1/ 9 / 2013  م** |
| إجازة اليوم الوطني | **الإثنين16/11/1434هـ** | **24/9/2013م** |
| بداية إجازة عيد الأضحى | **نهاية دوام الأربعاء 4/12/1434هـ** | **10/10/2013م** |
| بداية الدراسة بعد أجازة عيد الأضحى | **الاثنين 16/ 12/1434هـ** | **22/ 10/ 2013 م** |
| بداية اختبار الفصل الدراسي الأول | **الأحد 4/3/ 1435هـ** | **5 / 1 / 2014  م** |
| بداية إجازة منتصف العام | **نهاية دوام يوم الخميس 15/3/1435هـ** | **16 / 1 / 2014  م** |
| بداية الدراسة للفصل الدراسي الثاني | **الأحد 25/ 3/ 1435هـ** | **26 / 1 / 2014  م** |
| بداية إجازة منتصف الفصل الدراسي الثاني | **نهاية دوام الخميس 19/ 5 / 1435هـ** | **20 / 3  /  2014  م** |
| بداية الدراسة بعد إجازة منتصف الفصل الثاني | **الأحد 29/5/1435هـ** | **30/3/2014م** |
| بداية اختبار الفصل الثاني | **الاحد 26/7/1435هـ** | **25/5/2014م** |
| بداية إجازة نهاية العام | **نهاية دوام الخميس 7/8/1435هـ** | **5 / 6 / 2014  م** |
| بداية العام الدراسي 1435/ 1436 هـ | **الأحد 5/ 11 / 1435هـ** | **31 / 8 / 2014  م** |
| عدد أسابيع الدراسة للفصل الدراسي الأول | **( 18 ) أسبوعاً+ يومان( تشمل أسابيع الدراسة وأسبوعي الاختبارات)** | |
| عدد أسابيع الدراسة للفصل الدراسي الثاني | **( 18 ) أسبوعاً( تشمل أسابيع الدراسة وأسبوعي الاختبارات)** | |
| عدد أيام الدراسة الفعلية للفصلين | **(182) يوماً( تشمل أيام الدراسة  وأيام الاختبارات)** | |
| عدد الإجازات أثناء العام الدراسي | **( 4 )  إجازات** | |
| عدد أيام إجازة عيد الأضحى | **( 11 ) يوماً** | |
| عدد أيام إجازة منتصف العام الدراسي | **( 9 )  أيام** | |
| عدد أيام إجازة منتصف الفصل الثاني | **( 9 )  أيام** | |



**مسرد التحضير**

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| **اليوم** | **التاريخ** | **الصف** | **الحصة** | **عنوان الدرس** | **التوقيع** |
| الأحد | / / 14هـ |  |  |  |  |
| الاثنين | / / 14هـ |  |  |  |  |
| الثلاثاء | / / 14هـ |  |  |  |  |
| الأربعاء | / / 14هـ |  |  |  |  |
| الخميس | / / 14هـ |  |  |  |  |

**the principal**

**...............................**

**Teacher :**

**………………………..**

**supervisor:**

**...............................**

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| *Studying Year :* | *Class :* | *Material :*  *Class :*  *Material :*  *Studying Year :*  **Supervisor:**  **the principal**  **Teacher:**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  **- *Vocabulary***  **Welcome – nice-great -meet- thanks**  ***Presentation :***    **With students’ books closed , T asks. students How are you ? “. A sample answer might be: fine , or Greet T asks ss to work in pairs . T Plays the audio , students just listen for general Comprehension , stops the recording after each sentence and ask students to work in pairs and write the question and the answer on the board. Students read aloud questions and answers.**  ***Discussion***  ***Brainstorm***  **I ask students some**  **questions to evaluate**  **their understanding**  **to the new words and how to use them.**  Pupils will be able to:  *-*  **Listen and do**  **Practice the talks in pairs.**   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **1 One ( Feelings )** | **Unit** |
|  |  |  |  |  | **Date** | ***1*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***How are you ?*** | **Warm Up** |

***Class :***

*Material :*

*Studying Year :*

**Supervisor:**

**the principal**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

***Vocabulary****:*

*.* **first second – third – fourth- finish**



**T has students look at the picture and play the greeting line game . T asks “ who`s first ? Who`s second ? Who`s third ? “ T allows volunteers to do the game . T allows students to ask about the meanings of words that they still do not understand. T reads the new vocabulary several times and students repeat in chorus , then individually**

***Discussion***

***Brainstorm***

- Pupils will be evaluated through:

**What`s the meaning of the following :**

**Finish ?**

**Nice ?**

**Meet ?**

pupils will be able to:

**- Say “ first second – third – fourth “.**

**- Play the greeting game .**

**-Study how to greet the teachers.**

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | One ( Feelings ) | **Unit** |
|  |  |  |  |  | **Date** | ***2*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***“* What`s your name ? “*?*** | **Warm Up** |

***Class :***

*Studying Year :*

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

**- *Grammar****:*

**Hands - face - happy -clap*-*clock -Show -lock**



T ask ss to listen to the chant T calls on students to read aloud He asks “ how are you ? eliciting answers from students .They ask and answer in pairs Ss listen to the chant and try to say it in chorus .T urges shy students to participate Feedback is a must. They read the newwords in chorus then write them down in their notebooks **.**

***Role play.***

**T asks students to draw:**

**Cap**

**Hand**

**clock**

**Pupils will be able to:**

-**listen and chant.**

**Listen and pronounce.**

**Match words with pictures**

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **One ( Feelings )** | **Unit** |
|  |  |  |  |  | **Date** | ***3*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***T briefly y reviews Letters*** | **Warm Up** |

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

**- *Vocabulary***

**Sixth – seventh – eighth – ninth-tenth** -



-**T focuses students’ attention on the photo . students works in pairs to practice the game, switching roles .A student says G is the first letter in the alphabet , and his partner responds. T asks one or two pairs to act out their role plays for the class. They chant in chorus. Immediate feedback is a must**

***Discussion***

***Role Play***

***Pair work***

**What is the second letter in the alphabet ?**

**F is the fourth letter, true or false ?**

pupils will be able to:

**chant the If You`re Happy chant.**

**Play the confusion game with a partner**

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **One ( Feelings )** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 7*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***Who can write “hello” ?*** | **Warm Up** |

***Class :***

*Material :*

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

**- *Vocabulary***

***Hungry –thirsty –sleepy – scared hot cold***



**T says “ I need water , I am thirsty “**

**“ I need food , I am hungry” , “ I am sleepy I need to sleep “T Plays the audio twice T Plays the audio again, pausing after each sentence Students listen .T asks students about their feelings and they talk freely. Flash cards and Presentations show the meanings of the new words.**

.

***Discussion***

Role-play

***Brainstorm***

listening

- Pupils will be evaluated through:

**What`s the matter ?**

**I need food, I am………….**

Pupils will be able to:

*- ask “ what`s the matter? “ .*

*Say what happened*

*.*

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **One ( Feelings )** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 8*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***What color is your bag?*** | **Warm Up** |

***Class :***

*Studying Year :*

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

**- *vocabulary***

**Pine - time - ink - iron**



T Plays the audio. Students listen and read along.. Students listen and repeat, or speak along with the recording .T asks ss to match the letters with the pictures. students work individually to match them. T urges shy students to participate in the discussions and gives immediate feedback .T advises ss to love their friends as they love themselves

***Discussion***

***singing***

Drawing and coloring

*T asks ss to draw*

*some objects and*

*color them* .

Pupils will be able to:

*.*

.

*Listen and point to the right pictures and words.*

*Say, read, and write the sounds for a , cap apple and I pine*

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **One ( Feelings )** | **Unit** |
|  |  |  |  |  | **Date** | ***6*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***Touch something red, yellow ?*** | **Warm Up** |

***Class :***

*Studying Year :*

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

**Pictures**

The textbook

Presentations

CD

Audio

**- *Vocabulary***

**Whose – mine – hat- - like -my-- your**



. **T asks students “ whose hat is it? “ T replays “ it is my hat, it`s mine “T pays attention to pronunciation and gives feedback .T plays the audio several times and ss listen carefully . They work in pairs , asking and answering about some objects in the classroom .T teaches them how to pronounce w as in what- whose- wear - white**

***READING STRATEGY***

**Reciprocal Learning**

Role play

repetition

**Answer true or false**.

**Whose bag is it?**

**Whose pen is it?**

**Whose ruler is it?**

**Whose hat is it?**

pupils will be able to:

**Ask : whose…….. is this?**

**Say “ I like your …..**

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **2 Two ( Thins We Wear )** | **Unit** |
|  |  |  |  |  | **Date** | ***1*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***Open the window . Open the book.*** | **Warm Up** |

***Class :***

*Studying Year :*

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

**Vocabulary:**

**I like your……….. meet-- mine**



**T arranges students in pairs to ask the question “ whose…. Is it ?” . Each student should pronounce the new words. students copy the words in the notebook and write them. T asks some more questions about the picture like “ what can you see in it ? how many are they ? what color is…?ss respond individually**

***Discussion***

***Brainstorm***

**Spell:**

**Hat-**

**pin**

**white?**

Pupils will be able to:

**- respond to “ Whose ….is it. “**

**Change it`s into negative**

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **2 Two ( Thins We Wear )** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 13*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | Touch something red | **Warm Up** |

***Class :***

*Studying Year :*

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

textbook

Presentations

CD

**P C connected to the internet**

***Vocabulary***

**Green- grass - wear - see - today**

***Grammar* : Who is = who`s**



**T directs students to the song on the page and ask them to discuss what they listen to in pairs. . T plays the audio several times , sometimes pausing to ensure some words. Ss listen carefully. EX 2 they listen and fill in the missing letters of what they listen to. They repeat in chorus the new words , and write them down at their notebooks .T asks some individuals to sing the song and gives some additional exercises.**

**Discussion**

**Brainstorm**

**Song**

**listening**

**Teacher writes some**

**words with missed**

**and asks ss to fill in**

**those missing letters**

Pupils will be able to:

**Chant the song .**

**Do the listening exercise and write the missing letter**

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Two ( Thins We Wear )** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 14*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***Clap your hands .*** | **Warm Up** |

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| *Studying Year :* | *Material :* |

*Class :*

*Material :*

*Studying Year :*

**Supervisor:**

**the principal**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

**- *Vocabulary***

**T revises all the colors .**

***Presentation:***

**T talks about his clothes and the color of each garment . Then T asks individuals about their clothes: what color is your shirt ? what color are your pants ? are your shoes black ? , eliciting answers from students. T asks ss to work in pairs to ask and answer in the same way in preparation for the Workbook exercises**

.

***Evaluation***

***Discussion***

***Chanting***

***playing***

**T asks” Who`s wearing**

**red,**

**green,**

**black,**

**yellow?.**

**Students play this game.**

Pupils will be able to:

**Ask about the**

**colors.**

**Describe the colors of their clothes**

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **2 two ) Things We Wear )** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 15*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***Spell open*** | **Warm Up** |

***Class :***

*Material :*

*Studying Year :*

**Supervisor:**

**the principal**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

***Vocabulary****:*

**Sunglasses – jeans – skirt – shoes –blouse**



**T reads aloud new words, a student reads aloud the words in the box. T asks students to study the context of the words and guess at their meaning.. T plays the audio pausing after each word. SS notice the meaning, repeating in chorus and , then ,individually. T pays attention to the pronunciation and corrects mispronunciations. T draws pictures of some clothes and ss name them. Feedback is a must .T asks some questions about every picture**

***Discussion***

***Brainstorm***

Role play

repetition

**T uses the pictures and**

**students write the words.**

**T uses flash cards and**

**students say the words.**

**pupils will be able to:**

**1-listen to the new words.**

**2-say the names of what we can wear.**

**- say “ I am wearing…..**

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **2 two ) Things We Wear)** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 16*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***Who`s wearing yellow ?*** | **Warm Up** |

***Class :***

*Studying Year :*

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

**- *Vocabulary***

**T revises the previously studied words**



**T asks ss to say the words of the pictures and write them down on their notebooks . T plays the audio several times and individuals touch the right screen . T asks them to use two hands the faster to touch the right screen is the winner . Students Play the game in groups . T urges shy ones to do their best and participate in THE GAME, then gives them vocabulary exercises.**

***Inductive***

***Micro teaching.***

**T asks some more**

**questions to evaluate**

**their understanding to**

**the instructions**

Pupils will be able to:

**Play the game.**

**Talk about the colors**

**of their clothes.**

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **2 two ) Things We Wear)** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 17*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***What`s the meaning of ( a cap ) ?*** | **Warm Up** |

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

**- *vocabulary***

**Parrot – panda – plane- black – blue**

***Presentation***

**T focuses students’ attention on the letters p and b .T Plays the audio. , asking students to cover the text or close their books and just listening . . T goes around the room, asking students to say letters .T Plays the audio again , students listen. T tells students that listening to the tone in the speakers’ voices can be useful T Plays the audio a final time. T explains how to pronounce p and b , using a tissue in front of mouth . T writes some words to show the difference between them**

***Discussion***

***Miming***

***Listening***

**-T asks ss to write**

**The new words on the board**

pupils will be able to:

**tell if the words start with p or b**

**study the new words**

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **2 two ) My Body )** | **Unit** |
|  |  |  |  |  | **Date** | ***Pages 18 -19*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***What color is your shirt ?*** | **Warm Up** |

***Class :***

*Material :*

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

**-*Listening****:*

**T tells ss that they are going to** **Listen to the story about identical twins who were separated at birth**



**T gives students an overall view of the listening passage to have an idea of what they are going to listen to . T Plays the audio twice. The first time, students just listen. The second time, they check the items .T Plays the audio again, asking What kind of information do you think you will hear? T elicits that they will probably find out how the girls are similar in ways other than their looks.**

**.**

***Discussion***

Role-play

***Brainstorm***

listening

-

**How are Alicia and Jenna alike?**

Pupils will be able to:

**Listen for specific details in a news story about identical twins who were separated at birth.**

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Thing We Do** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 20*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***What are You Doing*** | **Warm Up** |

***Class :***

*Studying Year :*

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

**Vocabulary:**

**Speak- watch – ant- elephant -I`m speaking- watching TV**



**T Plays the audio twice. The first time students just listen. The second time they listen and repeat, or speak along with the recording. He asks an individual “ what are you doing ? . SS repeat in chorus and write the new words T urges shy students to participate in the discussions and gives immediate feedback. Ex 3 listen , and match then write the missing letters. SS repeat in chorus and T uses flash cards to show the meaning of new words**

Discussion

Role-play

Brainstorm

**T draws some**

**pictures and asks**

**students to say and**

**write the words**

Pupils will be able to:

*.*

**Act out a telephone call.**

**Study the new words**

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Thing We Do** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 20*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***What are you doing ?*** | **Warm Up** |

***Class :***

*Studying Year :*

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

**Pictures**

The textbook

Presentations

CD

Audio

**- *Vocabulary****:*

**Lucky- speak – snack- eat- speak up**



**Teacher revises the previous lesson asking students to work in threes . A student say “What are you doing ? He asks ss to use words like “ play – eat- speak – do” to say what they are doing .Students write the new words on their notebooks and T goes round them helping shy students to do their best and participate . Feedback is a must. Ss work in pairs to ask and answer questions , and write their answers on the board.**

***Miming***

***Role play***

***drawing***

**What`s Adel doing?**

**What are you doing ?**

**pupils will be**

**act out a telephone**

**conversation with a**

**partner**

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Thing We Do** | **Unit** |
|  |  |  |  |  | **Date** | ***21*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***What are you doing?*** | **Warm Up** |

***Class :***

*Studying Year :*

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

**- *Vocabulary:***

***Doing karate-how – football –true – false- I think***



***T organizes students into groups focusing their attention on the song. T plays the audio and ss listen carefully to the song .T explains the meaning of the new words and they repeat in chorus .T uses body language to help ss guess the meaning of the new words. Students chant and changes the actions like “ eat – study– speak - write “.******Finally, all students chant the song in chorus.***

***.***

***Discussion***

***Brainstorm***

Role play

chanting

*What`s the meaning of :*

*“basketball ?*

*Doing karate?*

Pupils will be able to:

*chant the What`re you Doing Chant*

*Play a true or false game*

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Thing We Do** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 22-23*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***What are you doing ?*** | **Warm Up** |

***Class :***

*Studying Year :*

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

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Blackboard

The textbook

Presentations

CD

***Vocabulary***

**Watch TV – wing – rink –peak -speak**



**T plays the audio , pausing several times. Students listen carefully , and the pictures help students to guess the meaning of every word . Students repeat these new words in chorus. T asks “ What`s he doing in picture 1? , then picture 2 and so on. Ss answer individually. T asks some additional questions about every picture, and he permits volunteers to answer. Finally , T lets ss play the card snap game in groups. T gives immediate feedback.**

***Discussion***

***Brainstorm***

***Playing***

***drawing***

**- Pupils will be evaluated through:**

**What`s he doing in**

**the third , fourth.**

**And sixth pictures ?**

**Pupils will be able to:**

**Play the card snap game with a friend .**

**Say 2 things when asked “what`re you doing ? “ .**

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Thing We Do** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 24-25*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***Who can write doing karate ?*** | **Warm Up** |

***Class :***

*Studying Year :*

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

textbook

Presentations

CD

**P C connected to the internet**

**Vocabulary:**

**Tiger –tomato –door – duck -doll**

**Presentation**

T shows them the difference in pronunciation between t and d , giving examples. T plays the audio , pausing when necessary . EX2 :They read the words and write the missing letters. . Ex.3 students listen to the audio and point to the right picture . the faster to point is the winner . They listen and repeat in chorus several times. T asks them to color the pictures . Immediate feedback is very important. Finally , T advises them to do what`s right

playing

Brainstorm

miming

**I ask students**

**some more questions**

**to evaluate their**

**understanding to the**

**overall unit and make**

**sure they have**

**mastered all the**

**points .**

**Pupils will be able to:**

- Know the difference between T and D sounds.

-Fill in the missing letters tr or dr

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Thing We Do** | **Unit** |
|  |  |  |  |  | **Date** | ***Pages 26 -27*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **What` Naif doing now ?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  *Class :*  *Material :*  *Studying Year :*  **Supervisor:**  **the principal**  **Teacher:**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  **- *Vocabulary***    **Nature -bat - beautiful - ugly- snake**  ***Presentation:***  **T show ss a picture of a snake and ask “ what` this ? ,elicits the answer from students, He Writes the question on the board and ss read aloud in chorus, then, individually .The same he does with other pictures of a bat – a cow – and a tree .He asks : is it beautiful or ugly ? long or short ? The teacher puts students in pairs to ask and answer .T Plays the audio. students listen with their books closed and the teacher Plays the audio again, students listen and read along in their books. EX 3 : ss fill in using sn or sh. T corrects mistakes**  .  ***Discussion***  ***Brainstorm***  ***Listening***  ***T asks students to show him the picture of***  ***A snake***  ***A bat***  ***A tree***  **Pupils will be able to:**  ***Listen and act out one of the talks about nature .***  ***Fill in the missing letters using sn or sh***  ***Study the new words.***   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Beautiful Nature** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 28*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***What is a bat ? Do you know batman ?*** | **Warm Up** |

***Class :***

*Material :*

*Studying Year :*

**Supervisor:**

**the principal**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

***Vocabulary****:*

**Look - flower - nature**

. 

**T asks students about the picture “ what can you see ? “ Is it beautiful or ugly ?T directs ss to find all beautiful thing in the picture , then find the ugly things .T asks how many people in the picture, eliciting answers from students, asking them to write down all beautiful and ugly thins in the picture. T gives some more additional exercises to make sure that ss have mastered all the lesson.**

***Discussion***

**Brainstorm**

**role play**

**T asks students**

**something beautiful**

**and something ugly in**

**the school**

**pupils will be able to:**

**find beautiful or ugly things.**

**Say : look! It`s beautiful or ugly**

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Beautiful Nature** | **Unit** |
|  |  |  |  |  | **Date** | ***29*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***Are flowers beautiful or ugly ?*** | **Warm Up** |

***Class :***

*Studying Year :*

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

**- *Rhythms and sounds****:*

*Stars – mountains – sky – smile- hills*



**After the warm up, T plays the audio and students listen carefully to the song . T pauses to help students master the pronunciation , focusing upon new words, using presentations to show the meanings of new words T shows them the difference in pronunciation between s and z.At last, T asks them to work in pairs to ask about numbers using fingers and real objects in the classroom**

***Playing***

***listening***

***pair work***

***chant***

**Pronounce the following words :**

***Noses***

***Hills***

***Dresses***

***Flowers***

***ducks***

**Pupils will be able to study:**

***Chant the I Love The Mountain chant.***

***Study and notice the difference between s and z***

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Beautiful Nature** | **Unit** |
|  |  |  |  |  | **Date** | ***30*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***Where can we see stars ?*** | **Warm Up** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Beautiful Nature** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 31*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **Students chant the song of *I Love Mountains*** | **Warm Up** |

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

**Vocabulary:**

**Summer – fall – winter- spring**

**Presentation:**

**T directs students to the pictures , asking some questions about every one , preparing them for the new vocabulary, and the new chant. T plays the audio and ss listen carefully, pausing several times to help students understand the chant.They read the new words and presentations jelp to understand the meanings , T ask ss to chant in chorus, paying attention to the pronunciation and corrrects any mistakes. T asks ss to write these new words on their notebooks**

***Discussion***

***Role Play***

***chanting***

**- Pupils will be evaluated through:**

**How many seasons are there in a year ?**

**What are they ?**

**pupils will be able to:**

**know and name seasons and months.**

**Study some words related to seasons and months.**

|  |  |
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|  | ***Homework: Do exercises on page*** |

***Class :***

*Material :*

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

***Vocabulary****:*

**long – short – big – small – weak strong –quiet - noisy**



**T Plays the audio twice. The first time students listen .The second time, they listen and T points to the pictures, They repeat in chorus and draw individually. T asks them to draw every object with a specified description like “ tall , short , fat, thin and so on .They repeat the words in chorus and use them to describe others**

**.**

***Discussion***

**Role-play**

***Brainstorm***

**listening**

**repetition**

**Give the opposites of the following words :**

**Good**

**Tall**

**fat**

**Pupils will be able to:**

**study opposites**

**practice the actions in pairs.**

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Beautiful Nature** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 32*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***I am tall but you are …………..” complete “*** | **Warm Up** |

***Class :***

*Studying Year :*

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

**Vocabulary:**

**What , who , gray , mouse**



**. T draws different shapes on the board and asks students To describe them using the previously studied adjectives .T asks students to draw different shapes and work in pairs asking and answering, then they color these shapes. T talks about something describing it and students try to know it. They do it in pairs and the first to know it is the winner .T asks some additional questions about the pictures and lets volunteers to answer and write their answer on the board**

***Discussion***

***Brainstorm***

***Predicting***

games

**T asks them to draw**

**A big duck**

**A small car**

**A tall man**

**A short girl**

**Pupils will be able to:**

*Describe and guess what and who.*

*Talk about the pictures*

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Beautiful Nature** | **Unit** |
|  |  |  |  |  | **Date** | ***6*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***Find something beautiful in the classsroom*** | **Warm Up** |

***Class :***

*Studying Year :*

**Supervisor:**

**the principal**

**Teacher:**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

**Pictures**

The textbook

Presentations

CD

Audio

**- *Vocabulary****:*

**Cake , girl , glass , class ,goat, crab**



**T gives students a few minutes to discuss what they see in pairs , T asks them to think about. T plays the audio and pauses when necessary , to help students see the difference between gr and gl and gl .They listen and write the missing letters Then T moves to the fun time T gives some more additional exercises to make sure students have mastered all points and vocabulary of the unit**

*Brainstorm*

*Listening*

*repetition*

**T asks students to draw pictures of :**

**A red flower.**

**A small star**

**Black bat**

**A long snake**

**pupils will be able to :**

***make the sounds of the letters gl , gr , and cl.***

***- write the missing letters in the words.***

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Beautiful Nature** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 34*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***What does “ flowers” mean ? Do you like it ? Draw a red one*** | **Warm Up** |