

CONNECT ONE PRIMARY PREPARATION



بيانات المعلم

	الاسم
	كود المعلم
	الرقم القومي
	تاريخ الميلاد
	تاريخ التعيين
	الدرجة المالية و تاريخها
	الحالة الاجتماعية
	المسمى الوظيفي الحالي و تاريخه
	المؤهل و تاريخه
	جهة الحصول عليه
	التخصص
	العنوان
	رقم التليفون
	اصلي / منتدب
	الجهة المنتدب منها
	الفصول التي يقوم بتدريسها

Teacher

Supervisor

Director

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Period schedule

First Term

Days	1		2		3		4		notes
	1	2	3	4	5	6	7	8	
Saturday									
Sunday									
Monday									
Tuesday									
Wednesday									
Thursday									

Period schedule

Second Term

Days	1		2		3		4		notes
	1	2	3	4	5	6	7	8	
Saturday									
Sunday									
Monday									
Tuesday									
Wednesday									
Thursday									

Objectives of Teaching English as a Foreign Language in the Primary Stage

The objectives of teaching English in the Primary Cycle are intended to familiarize the pupils with the language (orally and in writing) in a stress-free and fun-loaded atmosphere to prepare them for more demanding tasks in the subsequent stages. Below is the general statement of the performance objectives of teaching English as a foreign language in grades one, two, three, four, five & six in the primary Cycle in terms of language skills for convenience

- 1 – To assure** that learning English is easy while developing a child's enthusiasm for, and the desire to learn a new language.
- 2 – To develop** positive learning habits such as turn taking organizational skills, and cooperative learning.
- 3 – To enlarge** children's horizons so that they become familiar with different cultures while developing an understanding of their own.
- 4 – To experience** language awareness in terms of how English works and differs from Arabic.
- 5 – To enable** children to communicate simply but effectively through the development of oral proficiency in English.
- 6 – To lay** solid foundations for the development of literacy skills in English.

Teacher

Supervisor

Director

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School's Vision and Mission

رؤية المدرسة

تقدم المدرسة تعليم عالي الجودة باستخدام التكنولوجيا الحديثة لتنمية المعارف والقدرات والمهارات للمتعلمين مدعمة بالقيم والمبادئ لمواكبة تطورات العصر الحديث لتحقيق الجودة الشاملة ومشاركة مجتمعية فعالة لدعم العملية التعليمية في ظل مناخ صحي آمن.

رسالة المدرسة

- دعم المتعلمين بالقيم والمبادئ والأخلاق والانتماء للوطن.
- تنمية المعارف والقدرات والمهارات لدي المتعلمين لتحقيق نواتج التعلم.
- تطبيق المعايير القومية للتعليم لتحقيق الجودة الشاملة للمدرسة.
- التنمية المهنية الذاتية للمتعلمين لتحسين الأداء لاستخدام طرق التدريس حديثة والاطلاع علي ما هو جديد.
- الارتفاع بمستوي المتعلمين وتحفيز المتعلمين المتفوقين وتنمية المواهب.
- تأكيد وحدة التدريب للتنمية المهنية المستديمة للمعلمين والعاملين داخل المدرسة.
- تحقيق المشاركة المجتمعية الفعالة من خلال دور مجلس الأمناء والإباء والبيئة المحيطة بالمدرسة.
- توفير الرعاية الصحية لجميع المتعلمين .
- إقامة علاقات مجتمعية ومناخ تربوي آمن داخل المدرسة.

The mission of the school

- The school administration is pleased to announce the school educational mission to achieve the best educational results. The school has a group of distinguished teachers specialized in all fields. They have the necessary efficiency and experience.
- We work to create a generation that believes in our country. A generation that works hard to achieve the aims of the country. A generation that puts the interests of the country in the first place.
- A generation that is committed to the morals, customs and good behaviour of the society.
- We aim at creating a generation that acquires skills, knowledge and scientific trends through the school activities that support positive behaviour to be able to catch up with the international scientific development.

- 1) **Brain storming**: A large or small group activity which encourages children to focus on topic and contribute to the free flow of ideas.
- 2) **Co-operative learning**: Is a key strategy that teachers use to support students learning to value and respect one another. It gives students the chance to work collaboratively, learn faster and more efficiently. We can divide the class into groups or pairs to do specific task.
- 3) **Role playing**: Students act out characters in a predefined situation.
- 4) **Open discussion**: A discussion is an oral exploration of a topic, opportunities to generate and share their questions and ideas in small and whole class settings. Teachers who encourage and accept students' questions and comments without judgment and clarify understandings by paraphrasing difficult terms stimulate the exchange of ideas.
- 5) **Mind map**: It is used when the teacher needs to draw shapes to help students/pupils remember rules of grammar or structure such as rectangles, circles, bubbles, squares, etc.
- 6) **Pair work**: Ss will share ask and answer questions.
- 7) **Recurrent, random vocabulary assessment**: Recycling voc. Words that have been discussed in class and randomly choosing some.
- 8) **Relate reading**: Having students talk about connections in the reading to their own experiences.
- 9) **Response cards**: Having students write brief answers to teach questions on cards.
- 10) **Re telling**: Ss verbally rehearse important story information by telling a story to a partner, using an outline to back them up with important ideas and information.
- 11) **Native language support**: Providing auditory or written center input to students in their native language.
- 12) **Paraphrasing**: Working on specific skills to orally retell or summarize what happened in a story.
- 13) **Partner reading**: Having students work together in pairs to read a text to each other and discover the main ideas of the text.
- 14) **Prediction**: Having students predict what is going to happen in a story based on a title, headline, illustration, etc.
- 15) **Pre-teach voc**: Teaching. voc. Prior to working with the lesson.
- 16) **Hands-on**: Designing activities. So that students are actively involved in the project or experiment. "Active participation".
- 17) **Journal of Senses**: Having students write down what they imagine the characters in a story would see, taste and feel at a certain point in the story.
- 18) **Mnemonics**: Association techniques used to help students remember some aspect of reading. **Ex**: Associating a list of irregular verbs. With each of the letters in a familiar name.
- 19) **Using visuals**: Bringing two or three visuals into the classroom to enhance teacher instruction in the content area.
- 20) **Ecological approach**: Involves all aspects of a child's life in teaching "including classroom, family, neighborhood and community".

How to involve values and ethics into the curriculum of English

N	Values & Ethics	Meaning
1	Being grateful	الاعتراف بالجميل
2	Patriotism	الوطنية
3	Guiding others	إرشاد الآخرين
4	Respecting Time	احترام الوقت
5	Respecting parents	احترام الوالدين
6	Keeping ourselves healthy	المحافظة على صحتنا
7	National awareness	الوعي القومي
8	Following Speech Manners	إتباع آداب الحديث
9	Heritage Awareness	الوعي بالتراث
10	Being polite to others	التأدب مع الآخرين
11	Rejecting bad manners	رفض الأخلاق السيئة
12	Being optimistic	التفاؤل
13	Cooperation	التعاون
14	Following public transport rules	إتباع قواعد المواصلات العامة
15	Self confidence	الثقة بالنفس
16	Respecting elderly people	احترام كبار السن
17	Tolerance	التسامح
18	Being conscientious	حي الضمير
19	Appreciating the others' efforts	تقدير مجهود الآخرين
20	Saving energy habits	عادات المحافظة على الطاقة
21	Selflessness	الإيثار
22	Saving water	المحافظة على الماء
23	Being charitable	متسامح
24	Being a good consumer	مستهلك جيد
25	Cleanliness	النظافة العامة
26	Keeping the environment clean	نظافة البيئة
27	Keeping the Nile clean	نظافة النيل
28	Hygiene	النظافة الشخصية
29	Guiding strangers	إرشاد الغرباء
30	Accepting different jobs	تقبل الوظائف المختلفة
31	Keeping Family ties	الأواصر العائلية
32	Being Proud to be Egyptian	فخور أنى مصرى
33	Media awareness	الوعي بوسائل الإعلام
34	Exploring our country	استكشاف بلدنا
35	Exploring the world	استكشاف العالم
36	Being merciful on animals	الرفق بالحيوان
37	Being ambitious	كن طموح
38	Seeking for success	السعى إلى النجاح
39	Sharing the others' feelings	مشاركة مشاعر الآخرين
40	Being knowledgeable	كن مثقف
41	Work Accuracy	كن دقيق فى العمل
42	Being faithful	كن أمين
43	Being decisive	كن حازماً
44	Being enthusiastic	كن متحمس
45	Being productive	كن مثمر



الخريطة الزمنية للعام الدراسي 2024/2023

م	البيان	الفترة الزمنية	
		من: السبت	الى: السبت
1	العالم الدراسي 2024/2023	2023 / 9 / 30	2024 / 6 / 8
		عدد الأسابيع	35 أسبوعاً تقريباً

(1) مواعيد الفصول الدراسية

م	البيان	من السبت	الى الخميس	ملاحظات
1	الفصل الدراسي الأول 2024/2023	2023 / 9 / 30	2024 / 1 / 25	الأسبوع الأخير للمراجعة
2	إجازة نصف العام 2024/2023	2024 / 1 / 27	2024 / 2 / 8	أسبوعان
3	الفصل الدراسي الثاني 2024/2023	2024 / 2 / 10	2024 / 6 / 6	الأسبوع الأخير للمراجعة

(2) مواعيد الامتحانات

م	البيان	الفترة الزمنية
1	بدء امتحانات الفصل الدراسي الأول (صفوف النقل بالتعليم الفني)	الثلاثاء 2024 / 1 / 9
2	بدء امتحانات الفصل الدراسي الأول (صفوف النقل والشهادة الإعدادية)	الأحد 2024 / 1 / 14
3	بدء امتحانات الفصل الدراسي الثاني (صفوف النقل والشهادة الإعدادية)	السبت 2024 / 5 / 25
	بدء امتحانات الدبلومات الفنية للعام الدراسي 2024/2023 م	السبت 2024 / 6 / 1
4	بدء امتحانات الشهادة الثانوية العامة للعام الدراسي 2024/2023 م	السبت 2024 / 6 / 15

(3) عدد أسابيع الدراسة الفعلية

م	البيان	المدة الزمنية
1	عدد أسابيع الدراسة للفصل الدراسي الأول - العام الدراسي 2024/2023 م	17 أسبوع
2	عدد أسابيع الدراسة للفصل الدراسي الثاني - العام الدراسي 2024/2023 م	18 أسبوع
3	عدد أسابيع الدراسة للعام الدراسي كاملاً 2024/2023 م	35 أسبوع

- تعتبر فترة امتحانات الفصول الدراسية ضمن أيام الدراسة الفعلية، وتحتسب ضمن نسبة الحضور القانونية.
- في حال تعارض موعد إجازة نصف العام مع إجازة وزارة التعليم العالي وقطاع المعاهد الزهرية يتم توحيد الإجازة معهما.
- تشمل كل هذه المواعيد جميع مراحل التعليم المختلفة للمدارس الرسمية والخاصة ولغات الخاصة واللغات.

ملاحظات هامة

رؤية المدرسة: " نسعى إلى إعداد متعلم محب لوطنه، متميز أخلاقياً وعلمياً، مواكب لتطورات العصر في ظل شراكة مجتمعية هادفة وفعالة "

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

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

Teacher
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Supervisor
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School manager
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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.



Learning English outcome for Primary connect 1

First term

Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and	Integrated cross- curriculum topics	strategies	assessment
Unit 1 Hello	Hello, Goodbye, Miss Mona, Amira, Hana, Hany, Youssef	Hello. Goodbye. Shake hands. play. What's your name? I'm (Hana). Open your book! Close your book!	b: bee, book, bag, bus, blue	Communication and cooperation: Let's make friends! Participation: Asking questions Community participation: Making friends	Cooperation: Let's listen to the teacher! Participation: I can follow rules!			Pair work Role play Group work	Talk about himself orally
Unit 2 My school bag	bag, pen, pencil, pencil case, sharpener, ruler; one, two, three, four, five	What's this? It's a (pen).	p: pen, pencil r: ruler, red	Creativity: Play time Participation: Asking questions	Cooperation and Curiosity: Asking questions		Math: Learn numbers with Busy Bee	Pair work Role play Group work	Talk about school things
Unit 3 This is me	nose, mouth, eyes, ears, hands, hair	This is my (mouth). Touch your (nose). Well done!	h; hand, hat, hair n: nose, nuts, neck	Communication: Listening and speaking Self-management: Let's be clean! Critical thinking: Observation	Appreciation of science: My body Curiosity: My body	Preventative health: Let's be clean!	Science: Keeping our body clean and healthy	Pair work Role play Group work	Point to his five senses
Review	Revision from units 1-3			Communication and participation: Listening and ; Assessment					

Learning English outcome for Primary connect 1

First term

Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and awareness	Integrated cross-curriculum topics	strategies	assessment
Unit 4 Let's play music	drum, flute, triangle, guitar, piano	I can play the (drum).	d: drum, dog, doll g: guitar, girl, green	Problem solving; Our five senses	Appreciation of science and scientists; Our five senses Curiosity: How we use	Environmental awareness	Science: Our five senses Music Common musical instruments	Pair work Role play Group work	Get more words begin with sound "d" - 'g"
Unit 5 It's my birthday	six, seven, eight, nine, ten; red, orange, yellow, green, blue, black	How old are you? I'm (six). One (orange) (cake). Two (blue) (balloons).	c: cake, card, candle o: orange, octopus, olives	Communication and self-management; Show and tell Problem solving; Playtime Cooperation and creativity: Making a birthday card or a birthday cake	Cooperation, love and compassion: A birthday party		Art: Learn colors with Busy Bee! Math: Numbers 6-10.	Pair work Role play Group work	Talk about his age in pairs with his friend
Unit 6 With my family	father, mother, grandfather, grandmother, brother, sister; please, thank you	Have some (cake). Who is this? This is my (mother)	f: flag, father, family t: tea, tree, television	Communication; Let's be polite! Communication and self-management; Show and tell Cooperation	Respect: Let's be polite! Love, compassion and tolerance: With my family			Pair work Role play Group work	Draw his family tree
Review 2	Revision from units 4-6			Assessment					

**Learning English outcome for
Primary connect 1
First term**

Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and	Integrated cross- curriculum topics	strategies	assessment
Unit 7 At home	living room, bedroom, kitchen, bathroom, garden; star, square, triangle, circle, rectangle	Where's the boy/ girl? He's/She's in the (living room).	a: apple, ant, arrow s: star, square, sun	Communication- Listening and speaking Creative thinking: Look and draw Critical thinking: Playtime			Math: Learn shapes with Busy Beel Art: Look and draw .	Pair work Role play Group work	Point to different pictures and name it
Unit 8 At the pyramids	camel, key, pyramids, Sphinx, stones, king, queen; big, small	The (camel) is big. The (ant) is small.	k: king, key, kite q: queen, quiet	Respect for diversity: I live in Egypt Problem solving: Big and small; Play time	Curiosity: Big and small Tolerance and acceptance of the other: I live in Egypt	National unity, loyalty and belonging: I live in Egypt:	Math: Big and small Social studies: The pyramids	Pair work Role play Group work	Describe things using adjectives " big "- "small"
Unit 9 At the beach	jump, kick, throw, skip, dig, swim; in, under, on, behind; box	I can (Jump). Where is it? It's (under) the (book).	i: in, ink, insect u: under, up, umbrella			Environmental responsibility: Keeping the beach dean	Science: Recognizing - body movements	Pair work Role play Group work	Express himself using "can"
Review3	Revision from units 7-9			Assessment					



Date			
Period			
Class			



Contents	Unit 1	Hello	Lesson : 1	Page:2/3												
objectives	1-To welcome the students to their new English class. 2-To introduce students to their course books and the course characters. 3-To identify the front/back cover. 4-To identify the title page of the book. 5-To greet your teacher and friends. 6-To introduce yourself and ask others their names.															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Awareness of rights and duties.															
Values	Love of friends: Let's make friends.															
Skills	Communication – Self management – Respect for diversity.															
	<u>Lesson Procedures</u>															
Review	Welcome saying Hello, I am mr															
Warm up	Teach them to introduce themselves in the same way.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach them the new words using cards: hello, goodbye, name, Busy Bee, Miss Mona, Hany, Hana, Amira, Youssef. Language: What's your name? I'm (name).															
Refer To teacher's guide page	Page 2-3															
Exercise	No1 :1		Page : 3													
Exercise	No2:1		Page : 3													
Assessment	I will get a student to come to the front and say Hello , I am															
Closing	Say the next time we will learn the sound B b .															
Evaluation: Weaknesses points :some students need focus on	True pronunciation of What's your name?															

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 1	Hello	Lesson:2	Page :4/5
objectives	1-To recognize and produce the letter sound /b/. 2-To find words with the b sound. 3-To trace and copy the letters b and B .			
Materials	<input type="checkbox"/> Student book <input type="checkbox"/> C D	<input type="checkbox"/> real objects <input type="checkbox"/> Teacher's guide	<input type="checkbox"/> The board <input type="checkbox"/> Flash cards	
issues	Awareness of rights and duties.			
Values	I can follow rules/ Listen to the teacher. Let's make friends.			
Skills	Communication – Self management – Respect for diversity.			
	<u>Lesson Procedures</u>			
Review	Smile for the children and I will say Hello. Ask what is your name?			
Warm up	Introduce my self . Hello I am mr : get a pupil to do the same .			
Presentation New Vocabulary and structures.	Vocabulary: I will teach the letter Bb and the sound of it . I will get the pupils to try to find words in Arabic start with B . Then I will teach the words: bag, book, bee, blue, bus. I will get them to repeat and say the words. Then I will let them to say the word that I raise its photo. I will put the photos on the board. I will get one of them to come and say the words the others will repeat after him.			
Refer To teacher's guide page	Pages 4/5			
Exercise	No1 :1		Page : 5	
Exercise	No2: 2		Page : 5	
Assessment	Ask the pupils to trace the letter B b and complete the words.			
Closing	Say good bye. Next time we will learn about classroom rules.			
Evaluation: Weaknesses points :some students need focus on	True pronunciation.			

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 1	Hello	Lesson:3	Page :7/9												
objectives	1-To reinforce the importance of making friends. 2-To listen to and follow instructions. 3-To listen to and sing a song about making friends.															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Awareness of rights and duties.															
Values	I can follow rules/ Listen to the teacher. Let's make friends.															
Skills	Communication – Self management – Respect for diversity.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say Hello. Ask what is your name?															
Warm up	Introduce myself. Hello I am mr : get a pupil to do the same .															
Presentation New Vocabulary and structures.	Vocabulary: Revise the words have /b/ sound. Language:. Open your book, close your book, open your bag, close your bag .I will get them to listen and follow the instructions. I will play this game with the pupils to listen and do, then look and say what I do?															
Refer To teacher's guide page	Pages 7/8/9															
Exercise	No1 :1		Page : 8													
Exercise	No2: 2		Page : 9													
Assessment	Trace and complete the shapes page 9 from left to right.															
Closing	Say good bye. We will take our body parts next time.															
Evaluation: Weaknesses points :some students need focus on	True pronunciation.															

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 2	This is me	Lesson:1	Page :10/11												
objectives	1-To identify parts of the body 2-To give and follow instructions.															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Preventative health: Let's be clean.															
Values	Appreciation of Science: My body. Curiosity: My body															
Skills	Communication – Self management – Critical thinking.															
	<u>Lesson Procedures</u>															
Review	Welcome saying Hello, Say words start with the sound B b.															
Warm up	Tell me your body parts using Arabic.															
Presentation New Vocabulary and structures.	<p>Vocabulary: I will teach the new words : ear, eye, hand, mouth, nose. I will point to myself and saying "Me", I will get them to repeat . then I will teach parts of the body in the same way. I will get them to listen and repeat after me .I will play a game with them to listen and point to the part in your body.</p> <p>Language: Touch your (nose).</p>															
Refer To teacher's guide page	Pages 10/11															
Exercise	No1 :1			Page : 11												
Exercise	No2: 2			Page : 11												
Assessment	I will get a student to come to the front and say the parts of the body.															
Closing	Say the next time we will learn the sounds H and N .															
Evaluation: Weaknesses points :some students need focus on	True pronunciation of the parts of the body. Identify ear ,eye.															

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 2	This is me	Lesson:2	Page :12/13												
objectives	1-To recognize and produce the letter sounds h and n . 2- To find words with the h and n sounds. 3- To trace and copy the letter H h and N n .															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Preventative health: Let's be clean.															
Values	I can follow rules/ My body, H h and N n sound.															
Skills	Communication – Self management – Critical thinking.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say "Hello" revise the body parts.															
Warm up	I will get a pupil to say the body parts.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words: hand, hat, hair, nose, nuts, neck. I will get them to listen and point to the pictures. Then I will play a game with them to listen and say the initial sound of the word. I will teach them the right way to trace and copy the letters .															
Refer To teacher's guide page	Pages 12/13															
Exercise	No1 :1		Page : 13													
Exercise	No2: 2		Page : 13													
Assessment	Say words have the sound Hh , Say words have the sound Nn .															
Closing	Draw a poster of letter H h and N n at home .Say good bye.															
Evaluation: Weaknesses points :some students need focus on	Pronunciation and identify the initial sound in the beginning.															

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 2	This is me	Lesson:3	Page :14/17												
objectives	1-To recognize the importance of being clean, washing yourself and washing food. 2-To recognize food that is good for us and food that is bad for us.															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Preventative health: Let's be clean.															
Values	Appreciation of science (washing food). self-management (I am clean)															
Skills	Communication – Self management – Critical thinking.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say Hello. Say words have N sound.															
Warm up	Say the part of the body that I point to it, Find words have H .															
Presentation New Vocabulary and structures.	Vocabulary: I will teach: clean, face, food, hair, hands, salad, teeth. I will teach the words using cards. Language: I am clean. I will play with the children a game to look and say, wash my face. Wash the food.															
Refer To teacher's guide page	Pages 15/16/17															
Exercise	No1 :1			Page : 16												
Exercise	No2: 2			Page : 17												
Assessment	Follow the instructions, wash my face, hands.															
Closing	Saying good bye, next time we will have new lesson.															
Evaluation: Weaknesses points :some students need focus on	Pronunciation some orders and can't identify orders.															

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 3	My school bag	Lesson:1	Page :18/19
objectives	1-To identify some classroom objects. 2- To ask questions to establish what things are.			
Materials	<input type="text" value="Student book"/>	<input type="text" value="real objects"/>	<input type="text" value="The board"/>	
	<input type="text" value="C D"/>	<input type="text" value="Teacher's guide"/>	<input type="text" value="Flash cards"/>	
issues	Creativity and Participation			
Values	Cooperation and curiosity - Asking questions.			
Skills	Critical thinking: Observation.			
	<u>Lesson Procedures</u>			
Review	Smile for the children and I will say Hello. Say the body parts			
Warm up	Review the Bb, H h and N n sounds and words.			
Presentation New Vocabulary and structures.	Vocabulary: I will teach bag - pen- pencil - ruler - sharpener - Pencil case –I will use the cards to teach the words. Language: What's this? & It's a (pen). I will get the pupils to play this game answer my question, what is this? Using the objects.			
Refer To teacher's guide page	Pages 18/19			
Exercise	No1 :1			Page : 19
Exercise	No2: 2			Page : 19
Assessment	Listen and point to the object , pen - sharpener ,etc.			
Closing	Saying good bye, next time will will have sounds Pp and Rr .			
Evaluation: Weaknesses points :some students need focus on	Pronunciation of the word ruler.			

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 3	My school bag	Lesson:2	Page :20/21												
objectives	1- To recognize and produce the letters sounds P and R . 2- To find words with the P and R sounds. 3- To trace and copy the letters Pp and R r .															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Creativity and Participation.															
Values	Cooperation and curiosity - Asking questions.															
Skills	Critical thinking: Observation.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say "Hello". Say the class objects.															
Warm up	Revise the Bb , Hh , and Nn sounds and words.															
Presentation New Vocabulary and structures.	Vocabulary: pen - pencil - Peter - ruler - red - Rasha I will get them to play a game; listen and point then listen and say the first sound of the word P or R . I will teach how to write these letters in the correct way and get them to trace and copy the letters in the book.															
Refer To teacher's guide page	Pages 20/21															
Exercise	No1 :1	Page : 21														
Exercise	No2: 2	Page : 21														
Assessment	Say words have the sound P , Say words have the sound R .															
Closing	I will tell them next time we will have the numbers from 1 to 5 in English.															
Evaluation: Weaknesses points :some students need focus on	Pronounce the word ruler.															

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 3	My school bag	Lesson:3	Page :22/25												
objectives	1- To count up to five. 2- To recognize and produce the words one, two, three, four, five. 3- To learn numbers 1 to 5. 4- To use plural nouns with an s .															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Creativity and Participation.															
Values	Cooperation and curiosity - Asking questions.															
Skills	Critical thinking: Observation.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say "Hello. say words have sound P ."															
Warm up	Say words have sound R , say the parts of the body.															
Presentation New Vocabulary and structures.	Vocabulary: one - two - three - four - five. I will get them to say the numbers many times. Language : count the (balls - books)															
Refer To teacher's guide page	Pages 22/25															
Exercise	No1 :1,2			Page : 22-23												
Exercise	No2: 1,2			Page : 24-25												
Assessment	Say the numbers count the balls.															
Closing	I will say good bye, see you next time, be happy.															
Evaluation: Weaknesses points :some students need focus on	Forgetting to put s in the plural words.															

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 :4	It's my birthday	Lesson:1	Page :26/27												
objectives	1- To ask and answer about people's ages. 2- To ask and answer about people's names. 3- To count from six to ten.															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Communications and Creativity.															
Values	Sharing, love and compassion: A birthday party.															
Skills	Communication – Self management.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say Hello, say the numbers 1 to 5.															
Warm up	Say words start with sound Hh , Nn , Pp and R r.															
Presentation New Vocabulary and structures.	Vocabulary : numbers , six - seven - eight - nine – ten- How old. Language: How old are you , I am (six). I will teach the new words, then I will get them to repeat many times, I will teach the question How old are you? And how to answer it correctly. I will get pupils to play in pairs to ask and answer about age.															
Refer To teacher's guide page	Pages 26/27															
Exercise	No1 :1			Page : 27												
Exercise	No2: 2			Page : 27												
Assessment	Say the numbers from 1 to ten.															
Closing	We will have the sounds C (K) and o 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 :4	It's my birthday	Lesson:2	Page :28/29												
objectives	1- To recognize and produce the letter sounds C and O . 2- To find words with the C and O sounds. 3- To trace and copy the letters Cc and O o .															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Communications and Creativity.															
Values	Sharing, love and compassion: A birthday party.															
Skills	Communication – Self management <input type="radio"/>															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say Hello, Say the numbers from 1 to ten.															
Warm up	Say words have the sound Rr. Say words have the sound Pp.															
Presentation New Vocabulary and structures.	Vocabulary: cake - card - candle - Cairo - * orange - oil - olives – Omnia .I will teach the words using cards. I will play with them the game listen and say then listen and point . I will let them to trace and copy the letters in the books.															
Refer To teacher's guide page	Pages 28/29															
Exercise	No1 :1			Page : 29												
Exercise	No2: 2			Page : 29												
Assessment	Say words have the letter sound c - and words have the sound o .															
Closing	I will tell them we will learn colours next time. Then I say goodbye.															
Evaluation: Weaknesses points :some students need focus on																

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



Date			
Period			
Class			



Contents	Unit :4	It's my birthday	Lesson:3	Page :30/31
objectives	1-To recognize and name six colors. 2-To Identify the colors and use them to describe things.			
Materials	<input type="text" value="Student book"/>	<input type="text" value="real objects"/>	<input type="text" value="The board"/>	
	<input type="text" value="C D"/>	<input type="text" value="Teacher's guide"/>	<input type="text" value="Flash cards"/>	
issues	Communications and Creativity.			
Values	Sharing, love and compassion: A birthday party.			
Skills	Communication – Self management.			
	<u>Lesson Procedures</u>			
Review	Smile for the children and I will say Hello, Say the numbers from 1 to 10.			
Warm up	Find words start with Hh , Cc , N n and O o .			
Presentation New Vocabulary and structures.	Vocabulary: red - orange - yellow - green - blue - black. I will teach them using cards. I will get them to repeat many times. Language: One yellow cake. Six red candles. I will play the games listen and say, listen and point and describe the color.			
Refer To teacher's guide page	Pages 30/31			
Exercise	No1 :1		Page : 31	
Exercise	No2: 2		Page : 31	
Assessment	Say the color of everything I raise it.			
Closing	I will tell them to get clay for the next time to make a cake.			
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 1	Lesson:1	Page :32/32												
objectives	1- To revise the vocabulary and language from units 1 - 4.															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Creativity and Participation.															
Values	Cooperation and curiosity - Asking questions.															
Skills	Communication and sharing – Self management.															
	<u>Lesson Procedures</u>															
Review	Greet the class. Ask about classroom objects, pen , pencil etc.															
Warm up	Say words have sound R , say the parts of the body.															
Presentation New Vocabulary and structures.	Vocabulary : Classroom items: bag, book, pen, pencil, pencil case, sharpener, ruler. Body parts: ear, eye, hair, hand, mouth, neck, nose. Numbers: one, two, three, four, five, six, seven, eight, nine, ten. Language : count the (balls - books)															
Refer To teacher's guide page	Pages 32/33															
Exercise	No1 :1,2		Page : 32													
Exercise	No2:1, 2		Page : 33													
Assessment	Say the numbers then count the balls.															
Closing	I will say good bye, see you next time, be happy.															
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 1	Lesson:2	Page :34/35												
objectives	1- To revise the letter sounds from units 1 - 4 "B - P - R - H - N".															
Materials	<table border="1"> <tr> <td>Student book</td> <td><input type="checkbox"/></td> </tr> <tr> <td>C D</td> <td><input type="checkbox"/></td> </tr> </table>	Student book	<input type="checkbox"/>	C D	<input type="checkbox"/>	<table border="1"> <tr> <td>real objects</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Teacher's guide</td> <td><input type="checkbox"/></td> </tr> </table>	real objects	<input type="checkbox"/>	Teacher's guide	<input type="checkbox"/>	<table border="1"> <tr> <td>The board</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Flash cards</td> <td><input type="checkbox"/></td> </tr> </table>	The board	<input type="checkbox"/>	Flash cards	<input type="checkbox"/>	
Student book	<input type="checkbox"/>															
C D	<input type="checkbox"/>															
real objects	<input type="checkbox"/>															
Teacher's guide	<input type="checkbox"/>															
The board	<input type="checkbox"/>															
Flash cards	<input type="checkbox"/>															
issues	Creativity and Participation.															
Values	Cooperation and curiosity - Asking questions.															
Skills	Communication and sharing – Self management.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say Hello. say words have sound P .															
Warm up	Say words have sound B , say the parts of the body.															
Presentation New Vocabulary and structures.	Vocabulary: Revise classroom items: bag, book, pen, pencil, pencil case- sharpener - ruler. Body parts: ears, eyes, hair, hands, mouth, neck, nose Language: I have two hands.															
Refer To teacher's guide page	Pages 34/35															
Exercise	No1 :1,2		Page : 34													
Exercise	No2: 1,2		Page : 35													
Assessment	Say words have the sounds : b – p – h- n .															
Closing	I will say good bye, next time we will revise the numbers.															
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 1	Lesson:3	Page :36/39												
objectives	1- To revise the numbers from (1 to 10). 2-To assess progress in units 1- 4.															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Creativity and Participation.															
Values	Cooperation and curiosity - Asking questions.															
Skills	Communication and sharing – Self management.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say Hello. say words have sound N.															
Warm up	Say words have sound H , say the parts of the body.															
Presentation New Vocabulary and structures.	Vocabulary: Revise classroom items: pen- pencil- sharpener. Numbers: one, two, three, four, five, six, seven, eight, nine, ten. Play word whispers to revise all known words. Language: count the balls.															
Refer To teacher's guide page	Pages 34/35															
Exercise	No1 :1,2		Page : 36-37													
Exercise	No2: 1,2		Page : 38-39													
Assessment	Say the numbers and count the balls.															
Closing	I will say good bye, see you next time, be happy.															
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 :5	With my family	Lesson:1	Page :42/43												
objectives	1- To identify family members. 2-To ask and answer who a person is. 3- To say please and thank you.															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Community participation.															
Values	Love and respect.															
Skills	Communication – Collaboration and creativity.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say Hello , What is this/ using pen , bag , pencil , etc.															
Warm up	What color is it? , revise the colors and numbers.															
Presentation New Vocabulary and structures.	<u>Vocabulary:</u> father - mother - sister – brother - grandfather - grandmother- please- thank you, I will teach the words using cards . <u>Language:</u> Have some (cake), please. Thank you. Who's this? This is my (grandfather).															
Refer To teacher's guide page	Pages 42/43															
Exercise	No1 :1			Page : 43												
Exercise	No2: 2			Page : 43												
Assessment	Say the family members using the flash cards.															
Closing	I will tell them we will have the sounds f and t 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 :5	With my family	Lesson:2	Page :44/45												
objectives	1-To recognize and produce the letters F and T . 2- To find words with " f " and " t " sounds. 3- To trace and copy the letters F f and T t .															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Community participation.															
Values	Love and respect.															
Skills	Communication – Collaboration and creativity.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say Hello, How old are you? I will check answers.															
Warm up	Revise the family members, using cards.															
Presentation New Vocabulary and structures.	Vocabulary: teach these words and the sound of F and T : flag - father - family - Fady -Tea - tree- T V,* I will get the pupils to repeat. I will play with the pupils as usual listen and point, listen and say , I will revise the first sound of the words.															
Refer To teacher's guide page	Pages 44/45															
Exercise	No1 :1		Page : 45													
Exercise	No2: 2		Page : 45													
Assessment	Say words have sound F , Say words have sound T.															
Closing	I will say goodbye, next time we will take thank you.															
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 :5	With my family	Lesson:3	Page :46/47												
objectives	1-To use please and thank you. 2- To discuss the importance of being polite. 3- Say and use the polite words, thank you, please correctly.															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Community participation.															
Values	Love and respect.															
Skills	Communication – Collaboration and creativity.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say Hello, say words have F and T .															
Warm up	How old are you? , check answers. Revise numbers and colors.															
Presentation New Vocabulary and structures.	Vocabulary: please, thank you. I will teach the new words then I will get them to use these words to be polite with others .I will get them to play in pairs to say please and thank you.															
Refer To teacher's guide page	Pages 46/47															
Exercise	No1 :1	Page : 47														
Exercise	No2: 2	Page : 47														
Assessment	I will get a pupil to say please, and another say thank you.															
Closing	I will tell them to bring colors to make a family tree 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 :6	Let's play music	Lesson:1	Page :50/51												
objectives	1-To identify vocabulary for musical instruments in a picture. 2- To talk about skills and abilities.															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Environmental awareness.															
Values	Curiosity: How we use our senses.															
Skills	Communication – Critical thinking.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say Hello, review the colors.															
Warm up	Review the family tree and the members of the family.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words: drum - flute - piano - guitar - triangle. Then I will get them to repeat many times. Play games "Look and say", "look and point". Language: I can play the (guitar).															
Refer To teacher's guide page	Pages 50/51															
Exercise	No1 :1			Page : 51												
Exercise	No2: 2			Page : 51												
Assessment	Say the musical instruments using the cards.															
Closing	I will tell them we will have the letters D and G 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 :6	Let's play music	Lesson:2	Page :52/53												
objectives	1-To recognize and produce the letter sounds d and g . 2- To find words with the d and g sounds. 3- To trace and copy the letters D d and G g .															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Environmental awareness.															
Values	Curiosity: How we use our senses.															
Skills	Communication – Critical thinking.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say Hello, Say the musical instruments.															
Warm up	Say words have the letter sounds P , c , n ,h .															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words using cards : drum - dog - Dina - guitar - Gamila - green. I will play using the flash cards what is this ? I will revise the words and the first sound of each word. Then pupils will write the letters in the books.															
Refer To teacher's guide page	Pages 52/53															
Exercise	No1 :1		Page : 53													
Exercise	No2: 2		Page : 53													
Assessment	Say words have the sound D , Say words have the sound G .															
Closing	I will tell them we will have the senses for the next time. Then I say goodbye.															
Evaluation: Weaknesses points :some students need focus on																

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



Date			
Period			
Class			



Contents	Unit :6	Let's play music	Lesson:3	Page :54/57												
objectives	1-To identify our senses and match them to body parts. 2- To express ability saying I can (touch).															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Environmental awareness.															
Values	Curiosity: How we use our senses.															
Skills	Communication – Critical thinking.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say Hello, revise words have sound D and G .															
Warm up	Revise the musical instruments, colors and body parts.															
Presentation New Vocabulary and structures.	Vocabulary: hear - see -smell - touch - taste, I will teach the verbs using cards and by acting them .I will get them to repeat many times and act the verb. Language: I can (see) etc. I will let them to say sentences using I can + a verb.															
Refer To teacher's guide page	Pages 54/57															
Exercise	No1 :1,2	Page : 54/55														
Exercise	No2:1,2	Page : 56-57														
Assessment	Say your senses and point to your body part.															
Closing	I will tell them to revise the numbers, colors all sounds for 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 7	At home	Lesson:1	Page :58/59												
objectives	1-To ask where 's the? about people. 2- To answer He is /she is in the ... 3-To identify different rooms in a home.															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Loyalty and belonging.															
Values	Love of home.															
Skills	Communication – Creative thinking.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say Hello , What is this/ using pen , bag , pencil , etc.															
Warm up	What color is it? , revise the colors and numbers.															
Presentation New Vocabulary and structures.	Vocabulary: bathroom - bedroom - garden -kitchen - living room, I will teach the rooms using cards and get them to repeat the words many times. I will get them to listen and point. Language: Where is... ? He /She is in the I will get pupils to play in pairs to ask and answer like that.															
Refer To teacher's guide page	Pages 58/59															
Exercise	No1 :1			Page : 59												
Exercise	No2: 2			Page : 59												
Assessment	Say the rooms of the house using the cards.															
Closing	I will tell them we will learn the letters A and S 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 :7	At home	Lesson:2	Page :60/61												
objectives	1-To recognize and produce the letter sounds a and s . 2- To find words with the a and s sounds. 3- To trace and copy the letters A a and S s .															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Loyalty and belonging.															
Values	Love of home. Cooperation															
Skills	Communication – Creative thinking.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say Hello, review the rooms.															
Warm up	Say words start with H , n , p , r , c , d , g .															
Presentation New Vocabulary and structures.	Vocabulary: apple - ant - Amira * star - square - Samy. I will teach them and use cards and play the game listen and say, listen and point to teach them. Pupils will copy and trace the letters " A a " and " S s ".															
Refer To teacher's guide page	Pages 60/61															
Exercise	No1 :1			Page : 61												
Exercise	No2: 2			Page : 61												
Assessment	Say words start with A a , Say words start with S s .															
Closing	I will tell them we will learn about the shapes 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: 7	At home	Lesson:3	Page :62/65												
objectives	1- To learn about shapes. 2- To draw a picture of your home. 3- To assess your own learning.															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Loyalty and belonging.															
Values	Love of home. Cooperation.															
Skills	Communication – Creative thinking.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say Hello, review the rooms.															
Warm up	Say words have the A and S sounds.															
Presentation New Vocabulary and structures.	Vocabulary: circle - rectangle -square - star - triangle, I will teach the words using cards .then I will get them to draw their homes using the shapes, I will draw a home on the board to help them. I will get them to say the shapes many times. Language: It's my home.															
Refer To teacher's guide page	Pages 62-65															
Exercise	No1 :1	Page : 62/63														
Exercise	No2: 2	Page : 64/65														
Assessment	Say the shapes that you use to draw your home.															
Closing	I will tell them we will learn about the pyramids 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: 8	At the pyramids	Lesson:1	Page :68/69												
objectives	1-To identify vocabulary for ancient Egyptian items in a picture. 2- To use adjectives.															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Loyalty and belonging: I live in Egypt.															
Values	Tolerance and acceptance of others: I live in Egypt.															
Skills	Respect for diversity – Critical thinking.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say Hello, say the music instruments.															
Warm up	Say the shapes using the flash cards.															
Presentation New Vocabulary and structures.	Vocabulary : I will teach the new words using cards : camel - key Queen Nefertiti- pyramids - sphinx - King Tut-I will read them many times and get them to repeat. Language: The camel is big.															
Refer To teacher's guide page	Pages 68/69															
Exercise	No1 :1		Page : 69													
Exercise	No2: 2		Page : 69													
Assessment	Say the new words using the flash cards.															
Closing	I will tell them we will learn the letter sounds K and Q 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: 8	At the pyramids	Lesson:2	Page :70/71												
objectives	1-To recognize and produce the letter sounds - K and q . 2- To find words with the k and q sounds. 3- To trace and copy the letters K k and Q q .															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Loyalty and belonging: I live in Egypt.															
Values	Tolerance and acceptance of others: I live in Egypt.															
Skills	Respect for diversity – Critical thinking.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say Hello, Revise words from last lesson.															
Warm up	Say words have the letter sounds P , h , n , R .															
Presentation New Vocabulary and structures.	Vocabulary: king - key - kite - queen - quiet, I will teach the words using cards . I will get the pupils to listen and repeat then listen and point to the pictures. Then I will get them to trace and copy the letters K k and Q q .															
Refer To teacher's guide page	Pages 70/71															
Exercise	No1 :1		Page : 71													
Exercise	No2: 2		Page : 71													
Assessment	Say words have the letter sound K and words have Q .															
Closing	I will tell them we will learn adjectives 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: 8	At the pyramids	Lesson:3	Page :72/75												
objectives	1- To compare the size of big and small objects. 2- To recognize different places in Egypt. 3- To assess your own learning.															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Loyalty and belonging: I live in Egypt.															
Values	Tolerance and acceptance of others: I live in Egypt.															
Skills	Respect for diversity – Critical thinking.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say Hello, review words from last lesson that start with Q and K .															
Warm up	Say words have the letter sounds K and Q .															
Presentation New Vocabulary and structures.	Vocabulary: big - small - Luxor - Aswan- Port Said - Alexandria – Cairo .I will teach these words using cards and get them to repeat. I will get them to play in groups to do the exercise in the book. I will give help if they want.															
Refer To teacher's guide page	Pages 72-75															
Exercise	No1 :1		Page : 72/73													
Exercise	No2: 2		Page : 74/75													
Assessment	Say adjectives using the flash cards, big ,small etc.															
Closing	I will say goodbye. We will learn about the beach 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 :9	At the beach	Lesson:1	Page :76/77												
objectives	1-To talk about ability. 2- To describe actions. 3- To review numbers from 1 to 10.															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Environmental responsibility: Keep the beach clean.															
Values	Curiosity.															
Skills	Communication – Critical thinking.															
	<u>Lesson Procedures</u>															
Review	Say Hello, Good morning. Review the sounds P, K, S, A .															
Warm up	Say the numbers from 1 to 10 chorally.															
Presentation New Vocabulary and structures.	Vocabulary: dig - jump - kick - skip - swim - throw. I will teach the words using cards .I will get them to repeat many times .Then I will act an action and then I ask, what is this? Language: I can (dig). I will get them to say sentences like this to describe ability.															
Refer To teacher's guide page	Pages 76/77															
Exercise	No1 :1			Page : 77												
Exercise	No2: 2			Page : 77												
Assessment	Look and say the action, dig, swim etc.															
Closing	I will tell them we will learn the new letters sounds I and U next time. Then I will say goodbye.															
Evaluation: Weaknesses points :some students need focus on																

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



Date			
Period			
Class			



Contents	Unit: 9	At the beach	Lesson:2	Page :78/79												
objectives	1-To recognize and produce the letter sounds I and U . 2- To find words with the I and U sounds. 3- To trace and copy the letters I I and U u .															
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table>	Student book		C D		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	real objects		Teacher's guide		<table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table>	The board		Flash cards		
Student book																
C D																
real objects																
Teacher's guide																
The board																
Flash cards																
issues	Environmental responsibility: Keep the beach clean.															
Values	Curiosity.															
Skills	Communication – Critical thinking.															
	<u>Lesson Procedures</u>															
Review	Smile for the children and I will say "Hello", Revise the actions.															
Warm up	What is this ? use objects , shapes and then revise sounds .															
Presentation New Vocabulary and structures.	Vocabulary: in - insect - Injy - under - umbrella - uncle. I will teach the words using the cards and teach the new sounds I and u . I will get them to repeat many times. I will teach how to write the letters from left to right and I will let them to trace and copy them in the book.															
Refer To teacher's guide page	Pages 78/79															
Exercise	No1 :1		Page : 79													
Exercise	No2: 2		Page : 79													
Assessment	Say words have the sound I , Say words start with U .															
Closing	I will tell them we will learn the prepositions 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 :9	At the beach	Lesson:3	Page :80/83
objectives	1-To say where things are. 2- Use the prepositions to describe the places.			
Materials	<input type="text" value="Student book"/>	<input type="text" value="real objects"/>	<input type="text" value="The board"/>	
	<input type="text" value="C D"/>	<input type="text" value="Teacher's guide"/>	<input type="text" value="Flash cards"/>	
issues	Environmental responsibility: Keep the beach clean.			
Values	Curiosity.			
Skills	Communication – Critical thinking.			
	<u>Lesson Procedures</u>			
Review	Greet the class with "Hello", revise the actions .and the numbers.			
Warm up	Say words start with the sound I , and U .			
Presentation New Vocabulary and structures.	<p>Vocabulary: in - on - under - behind., I will teach the prepositions using cards and get the pupils to repeat then I will get them to listen and point to the place.</p> <p>Language: Where is it? It Is (on) the (book).I will help them to ask and answer in the same way.</p>			
Refer To teacher's guide page	Pages 80-83			
Exercise	No1 :1			Page : 80/81
Exercise	No2: 2			Page : 82/83
Assessment	Where is the pen? It is the (book).			
Closing	I will say goodbye, We finish our course. Best wishes my pupils.			
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 2	Lesson:1	Page :84/85												
objectives	1- To revise the vocabulary and languages from unit 5 to 9.															
Materials	<table border="1"> <tr> <td>Student book</td> <td><input type="checkbox"/></td> </tr> <tr> <td>C D</td> <td><input type="checkbox"/></td> </tr> </table>	Student book	<input type="checkbox"/>	C D	<input type="checkbox"/>	<table border="1"> <tr> <td>real objects</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Teacher's guide</td> <td><input type="checkbox"/></td> </tr> </table>	real objects	<input type="checkbox"/>	Teacher's guide	<input type="checkbox"/>	<table border="1"> <tr> <td>The board</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Flash cards</td> <td><input type="checkbox"/></td> </tr> </table>	The board	<input type="checkbox"/>	Flash cards	<input type="checkbox"/>	
Student book	<input type="checkbox"/>															
C D	<input type="checkbox"/>															
real objects	<input type="checkbox"/>															
Teacher's guide	<input type="checkbox"/>															
The board	<input type="checkbox"/>															
Flash cards	<input type="checkbox"/>															
issues	Environmental responsibility.															
Values	Curiosity and cooperation.															
Skills	Self-management – Self assessment.															
	<u>Lesson Procedures</u>															
Review	Revise the sounds H ,N , K , Q ,I , U and words have the sound.															
Warm up	Revise the actions dig - play - swim - jump.															
Presentation New Vocabulary and structures.	<p>Vocabulary: I will get the pupils to look at their books. I will get them to say the words from left to right. They will listen and point to the picture .Then we will play ask and answer what is this? I will revise numbers, colors and adjectives.</p> <p>Language: What's this? It's a (pen). "Revise school items".</p>															
Refer To teacher's guide page	Pages 84/85															
Exercise	No1 :1,2		Page : 84													
Exercise	No2: 1,2		Page : 85													
Assessment	What is this? Using actions, rooms, camel, king and other words.															
Closing	I will tell them we will revise all the words the next time.															
Evaluation: Weaknesses points :some students need focus on																

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



Date			
Period			
Class			



Contents		Review 2	Lesson:2	Page :86/87
objectives	1- To revise the letter sounds from unit 5 to 9 A - S - K _ Q - I - U			
Materials	<input type="text" value="Student book"/>	<input type="text" value="real objects"/>	<input type="text" value="The board"/>	
	<input type="text" value="C D"/>	<input type="text" value="Teacher's guide"/>	<input type="text" value="Flash cards"/>	
issues	Environmental responsibility.			
Values	Curiosity and cooperation.			
Skills	Self-management – Self assessment.			
	<u>Lesson Procedures</u>			
Review	Greet the class using Hello. Revise the actions and numbers.			
Warm up	Say words have the sound Q and U .			
Presentation New Vocabulary and structures.	Vocabulary: revise the sounds : Q - K - I _ U - A - S , queen-question- kite- key- insect-ink- apple-arm- ant-sun- star-sister. Language: Revise: What's your name? & How old are you?			
Refer To teacher's guide page	Pages 86/87			
Exercise	No1 :1,2	Page : 86		
Exercise	No2: 1,2	Page : 87		
Assessment	Say the words have the letters: Q- K -A ; I will use the flash cards to revise all the words.			
Closing	I will say goodbye, next time we will revise all the words.			
Evaluation: Weaknesses points :some students need focus on				

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



Date			
Period			
Class			



Contents		Review 2	Lesson:3	Page :88/91
objectives	1- To revise the words and sentences of the units (5 – 9). 2- To evaluate progress in units 5- 9.			
Materials	<input type="text" value="Student book"/>	<input type="text" value="real objects"/>	<input type="text" value="The board"/>	
	<input type="text" value="C D"/>	<input type="text" value="Teacher's guide"/>	<input type="text" value="Flash cards"/>	
issues	Environmental responsibility.			
Values	Curiosity and cooperation.			
Skills	Self-management – Self assessment.			
	<u>Lesson Procedures</u>			
Review	Greet the class using Hello. Revise the actions and numbers.			
Warm up	Say words have the sound Q and U .			
Presentation New Vocabulary and structures.	Vocabulary: revise the words then I will get the pupils to play in groups to complete the book. Match capital to small form. Then to identify every sound words. Play the game I can say ...use the cards. Language: Revise: what color is it? & It is <u>black</u> .			
Refer To teacher's guide page	Pages 88/90			
Exercise	No1 :1,2		Page : 88-89	
Exercise	No2: 1,2		Page : 90-91	
Assessment	I will use the flash cards to revise all the words.			
Closing	I will say goodbye, see you next term.			
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"/>