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

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| **الصف / الرابع 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

|  |  |
| --- | --- |
| Teacher | The Principle |
| ……………………………….. | ……………………………….. |



**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!** | **4th** |

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| **WEAK** | **DATE** | **SUBJECT** | **WEAK** | **DATE** | **SUBJECT** | **WEAK** | **DATE** | **SUBJECT** |
| **1** | **25\10\1434**  **29\10\1434** | Unit 1  **My friends** | **4 Days** | **16\12\1434**  **19\12\1434** | Unit 2  **My body** | **12** | **28\1\1435**  **2\2\1435** | Unit 4  **How old are you?** |
| **2** | **2\11\1434**  **6\11\1434** | Unit 1  **My friends** | **7** | **22\12\1434**  **26\12\1434** | Unit 2  **My body** | **13** | **5\2\1435**  **9\2\1435** | Unit 4  **How old are you?** |
| **3** | **9\11\1434**  **13\11\1434** | Unit 1  **My friends** | **8** | **29\12\1434**  **4\1\1435** | Unit 3  **My family** | **14** | **12\2\1435**  **16\2\1435** | Unit 4  **How old are you?** |
| **4** | **16\11\1434**  **20\11\1434** | Unit 1  **My friends** | **9** | **7\1\1435**  **11\1\1435** | Unit 3  **My family** | **15** | **19\2\1435**  **23\2\1435** | Unit 4  **How old are you?** |
| **5** | **23\11\1434**  **27\11\1434** | Unit 2  **My body** | **10** | **14\1\1435**  **18\1\1435** | Unit 3  **My family** | **16** | **26\2\1435**  **1\3\1435** | General Reverse |
| **6** | **1\12\1434**  **5\12\1434** | Unit 2  **My body** | **11** | **21\1\1435**  **25\1\1435** | Unit 3  **My family** | **17 + 18** | **4\3\1435**  **15\3\1435** | Final test |



**التقويم الدراسي   للعام 1434 / 1435 هـ**

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| --- | --- | --- |
| 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 :*  **المشرف التربوي :**  **معلم المادة :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  **- *Vocabulary***  What - your – name - hello  ***Presentation :***    **With students’ books closed, T discusses the** **introductory questions .T asks. students to “ What`s your name ? “. A sample answer might be: Safroot . 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 a few questions**  ***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 ) My Friends )** | **Unit** |
|  |  |  |  |  | **Date** | ***1*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***What does “ bag “ mean ? Give an example*** | **Warm Up** |

***Class :***

*Material :*

*Studying Year :*

**المشرف التربوي :**

**معلم المادة :**

**مدير المدرسة :**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

***Vocabulary****:*

*The same words of the previous lesson.*



**T has students look at the box. T has them work individually to say the sentences. They work with a partner. T Checks answers by calling on students to read the sentences aloud.. T allows students to ask about the meanings of words that they still do not understand. T monitors partners as they work and compile a list of the most useful words students questioned to discuss as a class**.

***Discussion***

***Brainstorm***

- Pupils will be evaluated through:

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

**What`s your name ?**

**My name is……..**

pupils will be able to:

**- study how to greet people.**

**- Play the greeting game .**

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

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

***Class :***

*Studying Year :*

**المشرف التربوي :**

**معلم المادة :**

**مدير المدرسة :**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

**- *Grammar****:*

Hello – I`m fine – goodbye*-*



**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 .**

***Role play.***

*T asks:*

*How are you ?*

*Students work in pairs.*.

Pupils will be able to:

-listen and chant.

Listen and pronounce

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

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **1 One () My Friends)** | **Unit** |
|  |  |  |  |  | **Date** | ***3*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***T briefly y reviews Letters*** | **Warm Up** |

**المشرف التربوي :**

**معلم المادة :**

**مدير المدرسة :**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

**- *Vocabulary***

.I am - I`m -



-**T focuses students’ attention on the photo . T Plays the audio. students works in pairs to practice the conversation, switching roles. One pair Listen and read along in their books. 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***

**Pupils will be evaluated through their ability to ask and answer “ how are you?”**

**And their chant to the song**

pupils will be able to:

**chant the hello chant.**

**Chant the goodbye chant.**

**Ask “ how are you**

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

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **1 ( ) My Friends)** | **Unit** |
|  |  |  |  |  | **Date** | ***4*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***Who can write “hello” ?*** | **Warm Up** |

***Class :***

*Material :*

**المشرف التربوي :**

**معلم المادة :**

**مدير المدرسة :**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

**- *Vocabulary***

***Red -yellow – black – brown –pink –green –orange--black***



**T asks students about colors. To prepare them for listening, ask: *What color is your pen?* T Plays the audio twice. The first time, students just listen. The second time, they check the colors .T Plays the audio again, pausing after each color Students listen and chant .T asks about the colors**

**Of some objects in the recording**

.

***Discussion***

Role-play

***Brainstorm***

listening

- Pupils will be evaluated through:

**What color is ………..?**

Pupils will be able to:

*- the names of colors.*

*Find colors in the classroom/*

*.*

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

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **1 ) My Friends)** | **Unit** |
|  |  |  |  |  | **Date** | ***5*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***What color is your bag?*** | **Warm Up** |

***Class :***

*Studying Year :*

**المشرف التربوي :**

**معلم المادة :**

**مدير المدرسة :**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

**- *vocabulary***

**T revises the previously studied colors**



**T Plays the audio for the alphabet chant. Students listen and read along.. Students listen and repeat, or speak along with the recording .T asks ss to color the letters. students work individually to write the name cards. T urges shy students to participate in the discussions and gives immediate feedback.**

***Discussion***

***singing***

Drawing and coloring

*T asks ss to touch some object in the classroom with a particular colors*.

Pupils will be able to:

*.*

.

*Chant the alphabet chant.*

*Make their name cards.*

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

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **1 One () My Friends)** | **Unit** |
|  |  |  |  |  | **Date** | ***6*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***Touch something red, yellow ?*** | **Warm Up** |

***Class :***

*Studying Year :*

**المشرف التربوي :**

**معلم المادة :**

**مدير المدرسة :**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

**Pictures**

The textbook

Presentations

CD

Audio

**- *Vocabulary***

**Close – open – raise -clap -eyes**



. **T asks students to do some body actions .At first he opens and closes his eyes while saying “ open “ close “ students then work individually. T says “ clap” while clapping then students do the same . Ss repeat the new words in chorus. T pays attention to pronunciation and gives feedback .T plays the audio several times and ss listen carefully .**

***READING STRATEGY***

**Reciprocal Learning**

**Answer true or false**.

**T asks individuals to open and close eyes**

**And do some other body actions.**

pupils will be able to:

**listen to the teacher and do the body actions.**

**Say “ Close/open your eyes to a partner**

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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** | ***1*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***Open the window . Open the book.*** | **Warm Up** |

***Class :***

*Studying Year :*

**المشرف التربوي :**

**معلم المادة :**

**مدير المدرسة :**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

**Vocabulary:**

**Raise – hands -open - close**



**T arranges students in pairs to discuss the question. Each student should pronounce the new words. students copy the words in the notebook and write them. T forms groups of four by putting two pairs together. Have the pairs do body actions T plays the audio and ss listen . T asks them to color pictures using specific colors.**

***Discussion***

***Brainstorm***

**Spell:**

**Raise – clap**

**Who can write “ hand”?**

Pupils will be able to:

**- respond to some body actions ordered by the teacher.**

**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** | ***2 Page 13*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | Touch something red | **Warm Up** |

***Class :***

*Studying Year :*

**المشرف التربوي :**

**معلم المادة :**

**مدير المدرسة :**

**MATERIALS**

***Learning Strategy***

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Blackboard

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Presentations

CD

**- *Writing****:*

***Discussion***

***Brainstorm***

?

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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** |  | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

***Class :***

*Studying Year :*

**المشرف التربوي :**

**معلم المادة :**

**مدير المدرسة :**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

textbook

Presentations

CD

**P C connected to the internet**

***Project:***

**Head- shoulders – knees - toes.**



**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 point to the picture of what they listen to. They repeat in chorus the new words , and write them down at their notebooks.**

**Discussion**

**Brainstorm**

Point to

1. your hands

2- your shoulders

3- your knees

*4- your toes*

Pupils will be able to:

**Chant the song .**

**Do the listening exercise**

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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** | ***Page 14*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***Clap your hands .*** | **Warm Up** |

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

*Class :*

*Material :*

*Studying Year :*

**المشرف التربوي :**

**معلم المادة :**

**مدير المدرسة :**

**Teaching Aids**

***Learning Strategy***

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

**- *Vocabulary***

**Nose - ears -mouth**

***Presentation:***

**T explains how *to make a singular plural*, students listen and read along in their books. Students orders a partner to open / close/ raise/ and clap hands in orders race. The winner is this who does it faster, T plays the audio so that ss can be accustomed to the right English pronunciation** **students listen and read along in their books in preparation for the Workbook exercises**

.

***Evaluation***

***Discussion***

***Chanting***

***playing***

**T asks ss to write the new words on the board and gives immediate feedback.**

Pupils will be able to:

**Do some body actions quickly.**

**Order a partner to do some body actions**

**Know how to make a singular plural**

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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** | ***Page 15*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***Spell open*** | **Warm Up** |

***Class :***

*Material :*

*Studying Year :*

**المشرف التربوي :**

**معلم المادة :**

**مدير المدرسة :**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

***Vocabulary****:*

**Please – stand up –come –go back- sit down- line -circle**



**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 sentence to do it in front of the ss .SS notice the meaning and do it in pairs .All ss should do it , repeating in chorus and , then ,individually. T pays attention to the pronunciation and correct mispronunciations. T draws a circle and repeat “ this is a circle ‘ ss repeat and so on. Feedback is a must .**

***Discussion***

***Brainstorm***

Role play

**T gives instructions to students to :**

**Stand up**

**Sit down**

**Go back**

**Draw a circle**

**pupils will be able to:**

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

**2- give instruction to a partner**

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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** | ***Page 16*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***SS chant the song of Head , Shoulders ,………….*** | **Warm Up** |

***Class :***

*Studying Year :*

**المشرف التربوي :**

**معلم المادة :**

**مدير المدرسة :**

**MATERIALS**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

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CD

**- *Vocabulary***

**T revises the previously studied words**



**Students read aloud the examples. T writes the following sentences on the board for students to do: Please stand up” and ss respond .T writes some other orders and ss respond .A student gives instructions as a teacher to his classmates and they exchange roles. A student asks his friend to write the instruction before doing it . T asks ss to correct any misspellings and mispronunciation**

***Inductive***

***Micro teaching.***

**T asks some more**

**questions to evaluate**

**their understanding to**

**the instructions**

Pupils will be able to:

**Do three classroom actions**

**Give two classroom instructions to a friend**.

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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** | ***Page 17*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***What`s the meaning of ( a circle ) ?*** | **Warm Up** |

**المشرف التربوي :**

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**مدير المدرسة :**

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Blackboard

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CD

Audio

**- *Alphabets***

***Short . tall , and tail letters***



**T focuses students’ attention on the letters 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 write every letter and mention that tail letters are g j p q and y , tall letters areb , d , f , h , k , l ,and t**

***Discussion***

***Miming***

***chanting***

**-T asks ss to write**

**small and capital**

**letters on the board**

pupils will be able to:

**point and say all small letters.**

**Point to and say the alphabet from a to z**

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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 :*

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**-*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** | **My Family** | **Unit** |
|  |  |  |  |  | **Date** | ***5*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***What does “ twins “ mean ?*** | **Warm Up** |

***Class :***

*Studying Year :*

**المشرف التربوي :**

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**مدير المدرسة :**

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**Vocabulary:**

**This is - nice – meet - too**



**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 introduces a friend saying “this is my friend ……..”T asks them to respond saying “ nice to meet you” They act out the talk in threes . SS repeat in chorus and write the new words T urges shy students to participate in the discussions and gives immediate feedback**

Discussion

Role-play

Brainstorm

**Teacher asks students to work in threes , introducing a friend and responding**

Pupils will be able to:

*.*

**Introduce his brother and sister to others.**

**Act out the talks in threes**

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

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **My Family** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 20*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***This is Aly*** | **Warm Up** |

***Class :***

*Studying Year :*

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**- *Vocabulary****:*

**Shake hands – friend - nice to meet you**



**Teacher revises the previous lesson asking students to work in threes . A student say “ this is my friend………” and “ nice to see you “Teacher revises colors by asking them to color the pictures. Students write the new words on their notebooks and T go round them helping shy students to do their best and participate . Feedback is a must**

***Miming***

***Role play***

***drawing***

**Who can write “ nice to meet you ?**

**pupils will be**

**say “ This is my friend ………**

**Say “ nice to meet you”**

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

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **My Family** | **Unit** |
|  |  |  |  |  | **Date** | ***21*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***Who is this ?*** | **Warm Up** |

***Class :***

*Studying Year :*

**المشرف التربوي :**

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Audio

**- *Vocabulary:***

***Little- monkey –jump –bump—head –bed-call- doctor***



***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 names using “ mom Dad – Grandpa –Grandma “T advises students to obey their parents. Finally, all students chant the song in chorus*.**

**.**

***Discussion***

***Brainstorm***

*What`s the meaning of “monkey*

*Jump ?*

*Bump* ?

Pupils will be able to:

*Shout “no more monkeys”.*

*Do hand actions for the song.*

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

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **My Family** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 22-23*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***Touch your shoulders , knees ?*** | **Warm Up** |

***Class :***

*Studying Year :*

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***Vocabulary***

**Grandpa – grandma –dad- brother – sister-mom**



**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 your dad`s name? brother`s name ? and so on.**

**Finally , T asks ss to draw a family tree writing names of their family members and say who they are .Students play the five finger game. T gives immediate feedback.**

***Discussion***

***Brainstorm***

***Playing***

***drawing***

**- Pupils will be evaluated through:**

**Their drawings for their families.**

**Pupils will be able to:**

**Study the members of the Family**

**Draw a family**

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

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **My Family** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 24-25*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***Who can write doctor ?*** | **Warm Up** |

***Class :***

*Studying Year :*

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**P C connected to the internet**

**Vocabulary:**

**Apple - bear - cow - duck - egg**

**Presentation**

**T writes the title on the board and elicit as many ideas and words as possible from the class T lists the words on the board. They repeat in chorus and say if they like these things or not .Ex. 2They trace and copy the capital and small letters. Ex.3 students listen to the audio and write the missing letters .They listen and repeat in chorus several times. T gives a chance for fun time by writing on a partner`s back and asking him what the letter is. Immediate feedback is very important**

playing

Brainstorm

**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:**

**Make the sound of the letters A,B ,C , D .**

**Write the letters on a friend`s back**

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

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **My Family** | **Unit** |
|  |  |  |  |  | **Date** |  | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **What`s an apple ? Do you like it ?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **معلم المادة :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  **- *Vocabulary***    **Years – old**  ***Presentation:***  **The teacher says his age to ss “ I am 30 years old , what about you ? How old are you ? “T elicits the answer from students, He Writes the question on the board and ss read aloud in chorus, then, individually.**  **The teacher puts students in pairs to ask and answer the questions and invites two students to tell each other about their ages , and asking “ how old are you ? “and Play the audio. students listen with their books closed and the teacher Plays the audio again, students listen and read along in their books.**  .  ***Discussion***  ***Brainstorm***  ***Listening***  ***T asks every student***  ***about his age , then***  ***students work in pairs***  ***asking and answering***  **Pupils will be able to:**  ***Listen and say “ how old are you ?”***  ***Practice the talks in pairs***   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **How Old are you?** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 28*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***I am 9 years old, how old are you?*** | **Warm Up** |

***Class :***

*Material :*

*Studying Year :*

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**مدير المدرسة :**

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Audio

***Vocabulary****:*

**I am - I`m- It is - it`s**

. 

**students look at the words in the box .T explains that “ It is “ is abbreviated to “ It`s “ and both are the same and no difference at all between them. The same is for “ I am “ and “ I`m “ T writes sentences using “ it is “ and ss replace it with “ It`s “ . T does the same with “ I am “ and “ I`m”. ss work in pairs . T gives some more additional exercises to make sure that ss have mastered all the points.**

***Discussion***

**Brainstorm**

**role play**

.**Use I`m”**

**I am a student .**

**I am 10 years old.**

.**Use It`s:**

**It is a cat.**

**It is a red car.**

**pupils will be able to:**

**1- quickly ask others about their age.**

.**Use I am and I`m, It is and It`s**

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **How Old are you?** | **Unit** |
|  |  |  |  |  | **Date** | ***29*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***How Old are you?*** | **Warm Up** |

***Class :***

*Studying Year :*

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



**After the warm up, T plays the audio and students listen carefully to the song. T asks students to count using his fingers and students say how many they are. T changes his fingers to cover all numbers from 1 to 10 . t asks them to write the numbers on the board individually and other students correct mistakes, T teaches them the proper way of writing numbers and how to pronounce them. 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***

***T asks students to***

***write numbers***

***individually on their***

***notebooks and gives***

***immediate feedback***

**Pupils will be able to study:**

***Listen and chant the camels chant.***

***Count to 10***

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

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **How Old are you?** | **Unit** |
|  |  |  |  |  | **Date** | ***30*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***What color is your bag ?*** | **Warm Up** |

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**T claps , then asks students how many times he clapped . T lets volunteers to give answers , and other students correct any mistakes ,They play this game together . T asks volunteers to write their answers on the board , and gives immediate feedback. T asks ss to answer a handwriting exercise on the workbook, then a worksheet focusing upon the proper way of writing numbers and letters. Finally. students chant the song of the ten little camels in chorus .T asks shy students to participate urging them to do their best**

***Discussion***

***Role Play***

**- Pupils will be evaluated through:**

**their ways of writing and copying letters on the worksheet and the workbook**

**pupils will be able to:**

**play the clap and Guess the Number Game.**

**Do handwriting practice to write numbers.**

**Answer an additional worksheet to trace and copy letters**

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

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **How Old are you?** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 31*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **Students chant the song of numbers together** | **Warm Up** |

***Class :***

*Material :*

**المشرف التربوي :**

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**مدير المدرسة :**

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Audio

**- *Vocabulary****:*

**Square -triangle – circle-star**



**T Plays the audio twice. The first time students listen .The second time, they listen and T points to the drawing , They repeat in chorus and draw individually. T asks them to draw every object with a specified color. T points to some shapes and ss say its name in English .T asks students to compare answers with a partner.**

.

***Discussion***

Role-play

***Brainstorm***

listening

repetition

T asks individuals to draw :

**A star**

**A circle**

**A triangle**

**-**

**Pupils will be able to:**

***1- study some new words.***

***2-Color the shapes.***

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

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **How Old are you?** | **Unit** |
|  |  |  |  |  | **Date** | ***Page 32*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***How many pens do you have ?*** | **Warm Up** |

***Class :***

*Studying Year :*

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**Vocabulary:**

**Shape - diamond - rectangle - right**

***:***



**T asks “What `s this shape ? “ T permits volunteers to answer : It`s a diamond . T draws different shapes on the board and asks students about the shapes. Volunteers write their answers on the board .T says “ that`s right “ or that`s wrong to give immediate feedback. T asks students to draw different shapes and work in pairs asking and answering, then they color these shapes,**

***Discussion***

***Brainstorm***

***Predicting***

**T asks them to draw**

**A red triangle**

**A green rectangle**

**A black circle**

**Pupils will be able to:**

*1*-.**say the names of shapes.**

**2- find three shapes outside home**

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

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **How Old are you?** | **Unit** |
|  |  |  |  |  | **Date** | ***6*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***Draw a red circle and blue triangle*** | **Warm Up** |

***Class :***

*Studying Year :*

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**- *Vocabulary****:*

***Fish- goat - hat –jet - ink*.**



**T gives students a few minutes to discuss what they see in pairs. T asks them to think about. T Organizes students in small groups or pairs . They listen and write the missing letters .Then T moves to the fun time .Students write in the air ! An individual says what letter is written. T gives some more additional exercises to make sure students have mastered all points and vocabulary of the unit**

*Brainstorm*

*Tracing and copying*

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

**Fish**

**Goat**

**Ink**

**goat**

pupils will be able to :

***make the sounds of the letters F , G , H , I , J***

***- write the letters from A to J***

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

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **How Old are you?** | **Unit** |
|  |  |  |  |  | **Date** | ***7*** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | ***What does “ Fish” mean ? Do you like it ?*** | **Warm Up** |