

Primary Six Prerparation

First Term



School :

Teacher's name:

Grade : Six Primary.

Year : 2023 / 2024

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
	اصلى / منتدب
	الجهة المنتدب منها
	الفصول التي يقوم بتدريسها

Teacher

Supervisor

Director

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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 مدعومة 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 المستدامة 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.

Some Of Teaching Strategies

- 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 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	الإعتراف 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	اسبوعان
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 اسبوع
2	عدد أسابيع الدراسة للفصل الدراسي الثاني - العام الدراسي 2024/2023 م	18 اسبوع
3	عدد أسابيع الدراسة للعام الدراسي كاملاً 2024/2023 م	35 اسبوع

- 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 والرسمية للغات والخاصة والخاصة للغات.

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 outcomes for Primary Six

SCOPE AND SEQUENCE

Theme 1 | discover myself

	Unit 1 Green cities	Unit 2 We are all different	Unit 3 Vacation plans
Vocabulary	 Community gardening; apartment block; chemical; community garden; harvest; indoor fertilizer; organic; plant; roof; volunteers	 Personality adjectives: friendly, clever, messy, nervous, organized, polite, shy Animals: zebra, bird, cat, fish, horse	 Things to do in a city: climb (the big Zamiat tower), go quad biking, explore (the stocks), ride on a rollercoaster, take photos, visit a museum
Language	Adverbs of frequency: never, rarely, sometimes, often, usually, always Using How often... To ask about the frequency of an action Using the present simple tense with some expressions to talk about the frequency of habits and routines: I visit my cousins every week.	Relative pronouns: who, which, where Using adjectives ending in -ed to describe how a person feels Using adjectives ending in -ing to describe people or things that give us feelings	Using clauses with If or when and present tense verbs to talk about facts or things that are usually true Prepositions of time: at (midnight), on (Friday), in (the afternoon)
Skills	Reading: A text about Utopia Forest, a city reforestation organization An email from an Egyptian boy living in New York Story: The Swish Giant Listening: Talking about weekend and holiday habits Speaking: A dialog between two friends about what you usually do on weekends and in the holidays Writing: A paragraph about how often you do a sport or visit a family member Project: Make an infographic about your neighborhood	Reading: A text about places in a school and what they are used for Folk tale: Hero Cats Scared Listening: A boy's first day at a school Speaking: Describing a friend Writing: A paragraph about the positive and negative things about a pet Project: Make a leaflet with a map of your school	Reading: Discussing plans for a vacation Story: Fatima faces Her Fair Folk tale: Little Deer in the Forest A blog about the Carnival Listening: Planning a quad bike tour A discussion about when people do things Speaking: Forming a trip for a week Discussing study tips Asking and answering about when you do things Writing: A blog post about a visit to a place you like Project: A tourist brochure about a place you visited or the visiting
Phonics	<i>/ai/ and /u/</i>	<i>/i/ and /e/</i>	<i>/i/ and /u/</i>
Life skills	Self-management: understanding why people miss their homes	Self-management: staying calm in new or frightening situations	Self-management: planning for the future
Values	Independence: looking after our world	Respect for others: respecting the fact that we are all different	Cooperation: learning to share with others
Issues and challenges	Resilience: being away from family	Making sensible choices: situations requiring calm and quick thinking	Resilience: facing your fears
Integrated or cross-curricular topics	Project: Make an infographic about your neighborhood	Project: Make a leaflet with a map of your school	Project: A tourist brochure about a place you visited or the visiting

Theme 2 | Myself and others

	Unit 4 Celebrate good times!	Unit 5 Amazing journeys	Unit 6 Taking care
Vocabulary	 Birthday parties: blow up balloons, decorate the birthday cake, hang up streamers, set off the fireworks, make a playlist, send the invitations	 Expressions about traveling: go on a journey, take a camel, take a trip, go on a voyage, sail by ship, travel by train Ancient cultures: advanced, archaeological, city, inspiration, sculptures, tools, mystery	 Making healthy: drink, heat, persuade, stress, press, squeeze, sit, wash, wet Food in Ancient Egypt: barley, herb, preserve (y) Personal care: haircut, face cream, shampoo, soap, toothbrush, toothpaste, perfume
Language	Using the present continuous tense and time expressions to talk about actions in progress around or near the moment of speaking Using the present continuous tense to describe things that are happening in a picture	Using the past simple tense and time phrases to talk about finished actions or situations in the past Past simple negative and question forms	Using How many...? and How much...? to ask about quantities of countable and uncountable things Quantifiers: a few, a little, a lot of, some
Skills	Reading: A dialog about birthday party preparations A text about birthday traditions around the world Listening: Describing what people are doing at a party Speaking: Talking about birthday traditions Writing: A formal invitation to a celebration Project: Making a poster for a celebration at school/in the community	Reading: A text about the discovery of Mohenjo-daro Factual text: Marco Polo Crosses the Desert Listening: A diary entry Speaking: A discussion about a book Writing: Talking about a vocation Describing places and things Project: A diary entry about a trip Project: Making a poster about a famous traveler	Reading: A text about food in ancient Egypt Story: The Missing King Listening: A conversation about making comics Speaking: Asking and answering about quantities of things Describing a scene from a story Writing: Instructions for making something at home Project: Making a poster about different spices and the things we can make with them
Phonics	<i>/ai/ and /u/</i>	<i>/i/ and /u/</i>	
Life skills	Respect for diversity: different traditions around the world	Critical thinking: learning from the past	Productivity: being able to produce and modify something
Values	Courtesy: learning about other cultures	Tolerance: respecting different cultures	Work appreciation: appreciating crafts and doing things by our self
Issues and challenges	Citizenship: helping my community	Non-discrimination: learning from different cultures	Therapeutic health: caring for one's body and eating good food
Integrated or cross-cultural topics	Maths: Estimating volume Project: Making a poster for a celebration at school/in the community	Project: Making a poster about a famous traveler	Social studies: Ancient Egyptian traditions Project: Making a poster about different spices and the things we can make with them



Date			
Period			
Class			



Contents	Review	Let's remember	Lesson: 1	Page :vi/vii												
objectives	1-To recognize and revise food words from last year. 2-To ask and answer about fruits, vegetables and sports. 3- To remember language and vocabulary from the last year course.															
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 and therapeutic health- Non-discrimination issues.															
Values	Appreciation of science- Respect- Tolerance.															
Skills	Self-management- eating healthily -Living a healthy life.															
	<u>Lesson Procedures</u>															
Review	I will greet the class and ask about the holiday, and then I will Welcome them back to school.															
Warm up	Revise the food words from last year, and some famous words such as tree, book, fish and body parts.															
Presentation New Vocabulary and structures.	Vocabulary: I will revise them the words: orange- carrots- lemons- grapes- - rice – fish – potatoes- chicken- limes- lunch- dinner- sugar- coconuts-tomatoes-bananas-football- tennis- grass. Language: How long is the ruler?															
Refer To teacher's guide page	Page 1-2															
Exercise	No :1		Page : vi													
Exercise	No :2		Page : vii													
Assessment	I will get a student to come and say the foods using cards.															
Closing	Say the next time we will revise months and verbs.															
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	Let's remember	Lesson: 2	Page:viii/ix												
objectives	1-To remember and revise describing the weather. 2-To use the present and past form of regular and irregular verbs. 3- To revise and add correct capital letters.															
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 and therapeutic health- Non-discrimination issues.															
Values	Appreciation of science- Respect- Tolerance.															
Skills	Self-management- eating healthily -Living a healthy life.															
	<u>Lesson Procedures</u>															
Review	I will greet the class and ask about the holiday, and then I will Welcome them back to school.															
Warm up	Revise the food words from last year, and some famous words such as tree, book, fish and body parts.															
Presentation New Vocabulary and structures.	Vocabulary: I will revise them the words: January- February- March- April- May-June- July – August –September- October- November- December- hot-cold- rainy-windy-cloudy-rainy. Language: I played football and saw a film yesterday.															
Refer To teacher's guide page	Page 3-4															
Exercise	No :1		Page : viii													
Exercise	No :2		Page : ix													
Assessment	I will get a student to come and say the months of the year.															
Closing	Say the next time we will learn about green cities.															
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 1	Green cities	Lesson: 1	Page:4/5												
objectives	1-To listen, read, write and research about green spaces in cities. 2-To identify and speak about kinds of vegetables. 3- To research and write about foods we can grow on our roofs.															
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	Resilience: Being away from family.															
Values	Independence: Looking after our world.															
Skills	Self-management: Understanding why people miss their homes.															
	<u>Lesson Procedures</u>															
Review	I will greet the class and ask about the holiday, and then I will Welcome them back to school.															
Warm up	Revise the food words from last year, and some vegetables.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach them the new words: apartment block-roof-chemical -harvest- plant – natural fertilizer – onion- lettuce - date-grow- friends- onions- sell -produce- tomatoes- organic. Language: I always help my aunt on Fridays.															
Refer To teacher's guide page	Page 4-5															
Exercise	No :1		Page : 5													
Exercise	No :2		Page : 5													
Assessment	I will get a student to come and say the vegetables using cards.															
Closing	Say the next time we will learn about the mini forest.															
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 1	Green cities	Lesson: 2	Page :6/9
objectives	1- To read and speak about the mini forests in the city. 2- To read a text and answer questions about it. 3- To use the adverbs of frequency. 4-To ask and answer using how often.			
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	Resilience: Being away from family.			
Values	Independence: Looking after our world.			
Skills	Self-management: Understanding why people miss their homes.			
	<u>Lesson Procedures</u>			
Review	I will greet the class saying good morning. Ask about words from the last lesson.			
Warm up	Ask about vegetables using: what do you like to grow?			
Presentation New Vocabulary and structures.	Vocabulary: I will teach the words: always- never – usually– rarely - occasionally–sometimes- wildlife- habitat- effect- improve-a few. Language: How often do you play football with your friends? I usually play football with my friends on Fridays.			
Refer To teacher's guide page	Pages 6/9			
Exercise	No1 :1,2		Page : 6-7	
Exercise	No2:1, 2		Page : 8-9	
Assessment	Ask the pupils to speak about the mini forests in the cities.			
Closing	Say good bye. Next time we will read a story " The selfish giant ".			
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 1	Green cities	Lesson : 3	Page :10/13												
objectives	1-To read and learn about writing a formal email. 2- To read and understand a story about the selfish giant. 3-To identify and say the sounds /s/ and /th/.															
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	Resilience: Being away from family.															
Values	Independence: Looking after our world.															
Skills	Self-management: Understanding why people miss their homes.															
	<u>Lesson Procedures</u>															
Review	Welcome saying good morning, Say the vegetables words.															
Warm up	Use adverb of frequency. How often do you visit the sea?															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: pass through- railway line- local resident- hang out- relax- neighborhood- selfish- giant- sick- thick- throw- so- path- pass- mouse- mouth- sing- thing thumb- sum- think -sink. Language: The selfish giant doesn't want to share his garden.															
Refer To teacher's guide page	Pages 10/13															
Exercise	No1 :1/2	Page : 10-11														
Exercise	No2: 1/2	Page : 12-13														
Assessment	I will get a student to come to the front and say words have /th/ sound. Then to say words have /s/.															
Closing	Say the next time we will learn about writing emails.															
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 1	Green cities	Lesson : 4	Page :14/15												
objectives	1-To talk about things that the girl misses about Egypt. 2- To read an email and answer the questions. 3- To learn how to write an informal email.															
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	Resilience: Being away from family.															
Values	Independence: Looking after our world.															
Skills	Self-management: Understanding why people miss their homes.															
	<u>Lesson Procedures</u>															
Review	Greet the class saying good morning; revise the words from last lesson.															
Warm up	I will get a pupil to say words have " th " sound.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the new words: opening phrase- closing phrase –request -tone – famous- informal- formal- distance- floor – castle- example- especially-emojis. Language: Eating koshari on Friday is a family tradition. Donia misses her Egyptian breakfast.															
Refer To teacher's guide page	Pages 14/15															
Exercise	No1 :1			Page : 14												
Exercise	No2: 2			Page : 15												
Assessment	Say some sentences about the food in Egypt.															
Closing	Say good bye. Next time we will make a project about our neighborhood.															
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 1	Green cities	Lesson : 5	Page :16/17												
objectives	1-To revise the language of the unit. 2- To research and make info graphic. 3- To work together in pairs or groups.															
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	Resilience: Being away from family.															
Values	Independence: Looking after our world.															
Skills	Self-management: Understanding why people miss their homes.															
	<u>Lesson Procedures</u>															
Review	I will greet the class. Revise the adverbs of frequency.															
Warm up	Say words have (th) and words have (s) sounds.															
Presentation New Vocabulary and structures.	Vocabulary: I will revise and teach the words: neighborhood – plant - building - always - never - sometimes – often –local resident – natural fertilizer –harvest - organic. Language: Why do you like your neighborhood?															
Refer To teacher's guide page	Pages 16/17															
Exercise	No1 :1,2			Page : 16												
Exercise	No2: 1,2			Page : 17												
Assessment	What places are there in your neighborhood? Check answers.															
Closing	Saying good bye, next time we will learn about describing people.															
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 2	We are all different	Lesson :1	Page :20/21												
objectives	1-To identify and use the personality adjectives to describe people. 2- To listen, read, and write about people and their personalities. 3-To practice making a description for someone.															
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	Making sensible choices.															
Values	Respect for others: Respecting the fact that we are all different.															
Skills	Self-management: Staying calm in new or frightening situations.															
	<u>Lesson Procedures</u>															
Review	Greet the class saying good morning. Revise the story of the giant.															
Warm up	Revise the words have the sounds "th" and "s".															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the new words: buddy- recess - shy- clever- nervous – polite -calm – messy- cute-organized- extra- kind – nice- helpful- worried- carefully- intelligent-funny. Language: What does the girl look like? The girl is friendly, nice and funny.															
Refer To teacher's guide page	Pages 20/21															
Exercise	No1 :1,2		Page : 20													
Exercise	No2: 1.2		Page : 21													
Assessment	Ask and answer about your friends in your classroom.															
Closing	Saying good bye, next we will learn about buildings in a school.															
Evaluation: Weaknesses points :some students need focus on																

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



Date			
Period			
Class			



Contents	Unit 2	We are all different	Lesson:2	Page :22/25												
objectives	1- To identify and know what type of text it is. 2- To know about different places in a school and their jobs. 3- To use who, where and which to join sentences. 4- To identify and use adjectives with "ing" and "ed".															
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	Making sensible choices.															
Values	Respect for others: Respecting the fact that we are all different.															
Skills	Self-management: Staying calm in new or frightening situations.															
	<u>Lesson Procedures</u>															
Review	Greet the class. Describe the weather in Egypt.															
Warm up	Answer: Do you like your home and your country? Why?															
Presentation New Vocabulary and structures.	Vocabulary: Teach the new words: laboratory – library – court- gymnasium – laptop- desktop –experiment- equipment- recess – who - where – which-exciting- excited- interesting- interested. Language: Mr Sergany is the teacher who runs the football club. This is the building where we do physical education.															
Refer To teacher's guide page	Pages 22/25															
Exercise	No1 :1,2		Page : 22-23													
Exercise	No2: 1,2,3		Page : 24/25													
Assessment	Ask and check answers: Where can we read books at school?															
Closing	I will say good bye, next we will read a nice story "hare's house".															
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 2	We are all different	Lesson:3	Page :26/29												
objectives	1-To understand how the characters feel in a story. 2-To say the sounds / ^/ and /æ/). 3- To learn and use estimating numbers.															
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	Making sensible choices.															
Values	Respect for others: Respecting the fact that we are all different.															
Skills	Self-management: Staying calm in new or frightening situations.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the places in a school and their jobs.															
Warm up	Describe your friend Hatem using adjectives.															
Presentation New Vocabulary and structures.	Vocabulary: Teach the new words using cards: hare- scared –worry - biggest- strongest –noise-hat – hut – stack – stuck- bag- bug. Language: When we don't need to calculate exactly, we estimate an approximate number. We can round decimal numbers up or down to the nearest whole number: 2.66→3.00 / o 3.95→4.00.															
Refer To teacher's guide page	Pages 26/29															
Exercise	No1 :1,2		Page : 26-27													
Exercise	No2: 1,2		Page : 28/29													
Assessment	Say words have (^) sound and words have (æ) sound.															
Closing	I will say good bye, we will read an essay about the pets.															
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 2	We are all different	Lesson:4	Page 30/31												
objectives	1-To read and know some facts about different pets. 2-To ask and answer questions about a text. 3- To use but to join two contrasting ideas in a sentence.															
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	Making sensible choices.															
Values	Respect for others: Respecting the fact that we are all different.															
Skills	Self-management: Staying calm in new or frightening situations.															
	<u>Lesson Procedures</u>															
Review	Greet the children. Say words have sound (^) and (æ).															
Warm up	Say the adjectives. Describe some friends using these adjectives.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: pets – strange – lizard –fur - independent– positive- include- interesting – negative – difficult . Language: Dalia is polite and clever but she isn't friendly. My new school is great but it is very far from my house.															
Refer To teacher's guide page	Pages 30/31															
Exercise	No1 :1,2		Page : 30													
Exercise	No2: 1,2		Page : 31													
Assessment	Say two sentences using but to join them in one sentence.															
Closing	I will say good bye, next we will make a map of our school.															
Evaluation: Weaknesses points :some students need focus on																

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



Date			
Period			
Class			



Contents	Unit 2	We are all different	Lesson:5	Page :32/33												
objectives	1- To work with a group to make a map of the school. 2- To evaluate progress in this unit. 3-To read and talk about places in the school.															
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	Making sensible choices.															
Values	Respect for others: Respecting the fact that we are all different.															
Skills	Self-management: Staying calm in new or frightening situations.															
	<u>Lesson Procedures</u>															
Review	Greet the children, revise the sound (^) and (a) from last lesson.															
Warm up	I will get the pupils to describe friends using adjectives.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: buildings – map- leaflet – area - meals – relax – clever – polite – organized- kind - cute. Language: This is the man who is always helpful. This is the house where my uncle lives.															
Refer To teacher's guide page	Pages 32/33															
Exercise	No1 :1,2		Page : 32													
Exercise	No2: 1,2		Page : 33													
Assessment	Get the pupils to show their leaflets to each group.															
Closing	I will say good bye, next we will learn about vacation plans.															
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 3	Vacation plans	Lesson: 1	Page :36/37
objectives	1-To listen, read, research, and write about making vacation plans. 2-To identify and talk about things to do in a city. 3-To learn about some famous places in Cairo.			
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	Resilience: Facing your fears.			
Values	Cooperation: Learning to share with others.			
Skills	Self-management: planning for the future.			
	<u>Lesson Procedures</u>			
Review	Revise the sounds th and s and words have the sounds.			
Warm up	Revise the pets and compare between them using adjectives.			
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: Bab Zuweila minaret - roller coaster- museum- quad biking – explores the souks – palace. Language: On Monday we can take photos at the Manial Palace.			
Refer To teacher's guide page	Pages 36/37			
Exercise	No1 :1		Page : 36	
Exercise	No2: 2		Page : 37	
Assessment	Which two cities do the boys mention? Check answers.			
Closing	I will tell them next we will learn about using "if "and "when" to join two sentences.			
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 : 3	Vacation plans	Lesson:2	Page :38/41
objectives	1-To use clauses with if or when plus present tense verbs, or a modal verb like can, to talk about facts. 2- To use prepositions of time at, on, and in, to say when something happens.			
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	Resilience: Facing your fears.			
Values	Cooperation: Learning to share with others.			
Skills	Self-management: planning for the future.			
	<u>Lesson Procedures</u>			
Review	Greet the class; revise the adjectives from the last lesson.			
Warm up	Ask and answer about pet animals and describe them.			
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: if- when – celebrate – suggest – prefer- travel-quicker- heat – mean- need- concentrate. Language: If you press the button, the tablet switches off. At 7. at midnight. on Friday in August, in summer, in 2023.			
Refer To teacher's guide page	Pages 38/41			
Exercise	No1 :1/2	Page : 38-39		
Exercise	No2: 1/2	Page : 40-41		
Assessment	I will get them to use if/when to say sentences.			
Closing	I will say goodbye, next we will read a nice story.			
Evaluation: Weaknesses points :some students need focus on				

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



Class			
Period			
Class			



Contents	Unit: 3	Vacation plans	Lesson:3	Page :42/45												
objectives	1-To read and understand a story. 2- To learn to face our fears. 3-To identify and know the new sounds w\ and \v\ .															
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	Resilience: Facing your fears.															
Values	Cooperation: Learning to share with others.															
Skills	Self-management: planning for the future.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the sentences with if or when.															
Warm up	Ask and answer: How does the rollercoaster work?															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: minaret- famous –decide – disappointed – fantastic - hunt – polite- stick- belt- hisses- bite - deer- volcano- violin - wolf –window-veil-vest. Language: The faces of the characters can tell you how they feel.															
Refer To teacher's guide page	Pages 42/45															
Exercise	No1 :1,2	Page : 42-43														
Exercise	No2: 1,2	Page : 44-45														
Assessment	What is that story about? Check answers.															
Closing	I will tell them that we will learn about writing a blog post.															
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 : 3	Vacation plans	Lesson:4	Page :46/47												
objectives	1-To read and learn to write a blog post. 2- To read a text to answer questions about it. 3- To write a blog post about a place you like visiting.															
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	Resilience: Facing your fears.															
Values	Cooperation: Learning to share with others.															
Skills	Self-management: planning for the future.															
	<u>Lesson Procedures</u>															
Review	Greet the class; revise the story of the tiger and the little deer.															
Warm up	Say words have the sounds : ^ , a – v- w.															
Presentation New Vocabulary and structures.	Vocabulary: To teach and revise the words: carnival – simulation theater – orient train –waterfall- ticket- surprise- screen- seat – section- title- date- opinion. Language: A blog post should have a title and date, and use informal language.															
Refer To teacher's guide page	Pages 46/47															
Exercise	No1 :1,2	Page : 46														
Exercise	No2: 1,2	Page : 47														
Assessment	Ask them to tell about how they celebrate their birthdays.															
Closing	I will tell them we will make a tourist brochure 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 :3	Vacation plans	Lesson:5	Page :48/49												
objectives	1- To read and make a tourist brochure for a place you visited. 2-To evaluate progress in this unit.															
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	Resilience: Facing your fears.															
Values	Cooperation: Learning to share with others.															
Skills	Self-management: planning for the future.															
	<u>Lesson Procedures</u>															
Review	Greet the children; Revise the sentences with if and when.															
Warm up	Say words have the sounds "w" and "v".															
Presentation New Vocabulary and structures.	<p><u>Vocabulary:</u> To teach and revise the words: destination – amazing - important- interesting- busy – tourist brochure- paper – go quad biking– minaret –roller coaster.</p> <p><u>Language:</u> My birthday is in winter. Let's go to the library on Tuesday.</p>															
Refer To teacher's guide page	Pages 48/49															
Exercise	No1 :1,2		Page : 48													
Exercise	No2: 1,2		Page : 49													
Assessment	Show your tourist brochure to your friends.															
Closing	I will tell them we will revise all the words and sentences that we learn next time.															
Evaluation: Weaknesses points :some students need focus on																

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



Date			
Period			
Class			



Contents		Review 1	Lesson: 1	Page :50/51												
objectives	To revise the vocabulary and language from units (1 to 3).															
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	Resilience: Facing your fears.															
Values	Cooperation: Learning to share with others.															
Skills	Self-management – Self- assessment.															
	<u>Lesson Procedures</u>															
Review	Greet the children, say words have " v "and "w" sounds.															
Warm up	Revise the adjectives. Revise the meaning of the words.															
Presentation New Vocabulary and structures.	<p>Vocabulary: Revise the words from units (1-3): adjectives (polite – clever – organized) – hill- lizard- the roller coaster– always - never – sometimes- often - rarely.</p> <p>Language: This is the book which I read many times. My father is the man who teaches me everything.</p>															
Refer To teacher's guide page	Pages 50/51															
Exercise	No1 :1/2		Page : 50													
Exercise	No2: 1/2		Page : 51													
Assessment	Revise the sentences using who, where, and which.															
Closing	I will say goodbye, next time we will revise all sounds.															
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 :52/53
objectives	1-To revise the letter sounds from units (1 to 3) ,s-th- v – w– ^ –a. 2- To evaluate progress in units (1 to 3). 3-To revise using if and when to join sentences.			
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	Resilience: Facing your fears.			
Values	Cooperation: Learning to share with others.			
Skills	Self-management – Self- assessment.			
	<u>Lesson Procedures</u>			
Review	Greet the children, say words have" th "and "s" sounds.			
Warm up	Revise the adjectives. Revise adverbs of frequency.			
Presentation New Vocabulary and structures.	<u>Vocabulary:</u> Revise the words with different sounds: (sing- thing – van- veil- wall -wolf- cut- cat –bug- bag – boring- bored. <u>Language:</u> My birthday is on April 5. If we press this button, the TV switches off.			
Refer To teacher's guide page	Pages 52/53			
Exercise	No1 :1/2		Page : 52	
Exercise	No2: 1/2		Page : 53	
Assessment	I will get a pupil to say words have the sounds (w – s).			
Closing	I will tell them that we will read and write stories 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		Review 1	lesson: 3	Page :54/55
objectives	1-To revise the adjectives and green spaces words. 2- To evaluate progress in units (1 to 3). 3-To read phrases and rewrite a story.			
Materials	<input type="checkbox"/> Student book	<input type="checkbox"/> real objects	<input type="checkbox"/> The board	
	<input type="checkbox"/> C D	<input type="checkbox"/> Teacher's guide	<input type="checkbox"/> Flash cards	
issues	Resilience: Facing your fears.			
Values	Cooperation: Learning to share with others.			
Skills	Self-management – Self- assessment.			
	<u>Lesson Procedures</u>			
Review	Greet the children, say words have " w "and "th" sounds.			
Warm up	Revise the adverbs of frequency. Revise the adjectives.			
Presentation New Vocabulary and structures.	<u>Vocabulary:</u> Revise the words :(polite- clever –shy- ugly- smart-) – message- store - phone shopping- fall over- sign- hole. <u>Language:</u> Tamer always reads the paper in the morning.			
Refer To teacher's guide page	Pages 54/55			
Exercise	No1 :1/2	Page : 54		
Exercise	No2: 1/2	Page : 55		
Assessment	I will get a pupil to say words have the sound (s –v).			
Closing	I will tell them that we will learn about celebrations 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	Celebrate good times!	Lesson :1	Page :58/59
objectives	1-To listen, read and write about celebrations. 2- To listen, read, and find what people do in celebrations. 3-To practice using the present continuous tense.			
Materials	<input type="checkbox"/> Student book	<input type="checkbox"/> real objects	<input type="checkbox"/> The board	<input type="checkbox"/> C D
	<input type="checkbox"/> C D	<input type="checkbox"/> Teacher's guide	<input type="checkbox"/> Flash cards	
issues	Citizenship: Helping my community.			
Values	Curiosity: Learning about other cultures.			
Skills	Respect for diversity: Different traditions around the world.			
	<u>Lesson Procedures</u>			
Review	Greet the class saying good morning. Revise the story of Fatima.			
Warm up	Revise the words have the sounds "th" and "s".			
Presentation New Vocabulary and structures.	Vocabulary: I will teach the new words: blow up balloons – party-hanging up the streamers- celebrate - make a play list – let off the fireworks –yard- invite- invitation. Language: What are you doing at the party? I am hanging up the streamers.			
Refer To teacher's guide page	Pages 58/59			
Exercise	No1 :1,2		Page : 58	
Exercise	No2: 1.2		Page : 59	
Assessment	Ask and answer about what the kids are doing in the party.			
Closing	Saying good bye, next we will learn the present continuous.			
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	Celebrate good times!	Lesson:2	Page :60/63												
objectives	1- To ask and answer in the present continuous tense. 2- To know how to get information from pictures. 3- To read an email and answer the questions about it.															
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	Citizenship: Helping my community.															
Values	Curiosity: Learning about other cultures.															
Skills	Respect for diversity: Different traditions around the world.															
	<u>Lesson Procedures</u>															
Review	I will greet the children. Revise the thing they do at a party.															
Warm up	Revise asking with: What are you doing now? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach and revise words: at the moment - worry - revision –news - already–whose –why- who – where- enjoy -finish. Language: What is the girl doing? She is playing the piano.															
Refer To teacher's guide page	Pages 60/63															
Exercise	No1 :1-2			Page : 60-61												
Exercise	No2: 1-2			Page : 62-63												
Assessment	Ask: What are you doing now? Get pupils to answer.															
Closing	I will tell them next time we will read and learn about birthdays around the world.															
Evaluation: Weaknesses points :some students need focus on																

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



Date			
Period			
Class			



Contents	Unit 4	Celebrate good times!	Lesson:3	Page :64/67												
objectives	1- To read and know about different birthdays. 2- To know how to estimate volume. 3- To use and know the synonym of some words. 4-To identify and pronounce the sounds /e/ and /ei/.															
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	Citizenship: Helping my community.															
Values	Curiosity: Learning about other cultures.															
Skills	Respect for diversity: Different traditions around the world.															
	<u>Lesson Procedures</u>															
Review	Greet the class. Ask pupils to describe their birthday party.															
Warm up	Answer: What are the children doing in the party?															
Presentation New Vocabulary and structures.	Vocabulary: Teach the new words: adult – blow out – breath – noodles – guests- invite –longer life- candles- cakes – celebrations- bed –shed - head- cake- train- say. Language: Adults are fully grown people, not children. Guests are people you invite to your home.															
Refer To teacher's guide page	Pages 64/67															
Exercise	No1 :1,2	Page : 64-65														
Exercise	No2: 1,2	Page : 66-67														
Assessment	Ask and check answers: Which birthday food would you like to eat?															
Closing	I will say good bye, next we will read and write a formal invitation.															
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	Celebrate good times!	Lesson:5	Page 70/71												
objectives	1-To work in groups to make a poster for a celebration. 2-To ask and answer questions about a text. 3- To evaluate progress in this unit.															
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	Citizenship: Helping my community.															
Values	Curiosity: Learning about other cultures.															
Skills	Respect for diversity: Different traditions around the world.															
	<u>Lesson Procedures</u>															
Review	Greet the children. Say words have sound (e) and (ei).															
Warm up	Say the formal words. Find their informal synonym.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: celebration – community – title –carefully - spelling– grammar- punctuation- check – correct – make a playlist – decorate a cake. Language: I am not going home now. My father is working at the moment.															
Refer To teacher's guide page	Pages 70/71															
Exercise	No1 :1,2		Page : 70													
Exercise	No2: 1,2		Page : 71													
Assessment	Show your celebration poster to your friends.															
Closing	I will say good bye, next we will learn about amazing journeys.															
Evaluation: Weaknesses points :some students need focus on																

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input checked="" 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	Amazing journeys	Lesson :1	Page :74-75
objectives	1-To listen, read and write about famous travellers in the past. 2- To listen, read, and find why these travellers are famous. 3-To practice using the past simple tense.			
Materials	<input type="checkbox"/> Student book	<input type="checkbox"/> real objects	<input type="checkbox"/> The board	<input type="checkbox"/>
	<input type="checkbox"/> C D	<input type="checkbox"/> Teacher's guide	<input type="checkbox"/> Flash cards	<input type="checkbox"/>
issues	Non-discrimination: Learning from different cultures.			
Values	Tolerance: Respecting different cultures.			
Skills	Critical thinking: Learning from the past.			
	<u>Lesson Procedures</u>			
Review	Greet the class saying good morning. Revise the celebrations.			
Warm up	Revise the words have the sounds "e" and "ei".			
Presentation New Vocabulary and structures.	Vocabulary: I will teach the new words: travellers – explorers – trip - famous – voyage- journey- diary – during- ship- poem -experience. Language: I went to Dahab with my family, we went by bus. How long were you in Dahab? * We went for a week.			
Refer To teacher's guide page	Pages 74/75			
Exercise	No1 :1,2		Page : 74	
Exercise	No2: 1.2		Page : 75	
Assessment	Ask and check answer about what the famous explorers did.			
Closing	Saying good bye, next we will read about a surprising discovery.			
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	Amazing journeys	Lesson:2	Page :76/79												
objectives	1- To read and know about different cultures from the past. 2- To talk about things that happened in the past. 3- To read and write using the past simple tense.															
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	Non-discrimination: Learning from different cultures.															
Values	Tolerance: Respecting different cultures.															
Skills	Critical thinking: Learning from the past.															
	<u>Lesson Procedures</u>															
Review	I will greet the children. Revise the past simple tense using verbs.															
Warm up	Revise asking with: Why was Ibn Battuta famous? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach and revise words: culture – sculptures - mystery –inspiration - archeologists–tools –advanced – mentioned- clay –metal- objects. Language: clay is a type of earth that is sticky when wet. The Nok culture is still a mystery today.															
Refer To teacher's guide page	Pages 76/79															
Exercise	No1 :1-2		Page : 76-77													
Exercise	No2: 1-2		Page : 68-79													
Assessment	Ask: What did you do yesterday? Get pupils to answer.															
Closing	I will tell them next time we will read a nice story about an island.															
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	Amazing journeys	Lesson:3	Page :80/83												
objectives	1- To read and know about Marco polo and his journey. 2- To read and understand a story. 3- To use and know the meaning of some words. 4-To identify and pronounce the sounds /j/ and /dj/.															
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	Non-discrimination: Learning from different cultures.															
Values	Tolerance: Respecting different cultures.															
Skills	Critical thinking: Learning from the past.															
	<u>Lesson Procedures</u>															
Review	Greet the class. Ask pupils to describe their birthday party.															
Warm up	Answer: What are the children doing in the party?															
Presentation New Vocabulary and structures.	Vocabulary: Teach the new words: cross – fascinated – caravan – swaying – legends- wasteland –wondered- age- huge – usually- dangerous- cage –television - joke- leisure. Language: Fascinated by means very interested in. Swaying is moving from side to side.															
Refer To teacher's guide page	Pages 80/83															
Exercise	No1 :1,2	Page : 80-81														
Exercise	No2: 1,2	Page : 82-83														
Assessment	Ask the pupils to find words have the sounds /j/ and /dj/.															
Closing	I will say good bye, next we will read and write a diary.															
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	Amazing journeys	Lesson:4	Page :84/85												
objectives	1-To identify and use informal language to write a diary. 2-To identify and use adjectives and adverbs. 3- To learn some words and the meaning of them.															
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	Non-discrimination: Learning from different cultures.															
Values	Tolerance: Respecting different cultures.															
Skills	Critical thinking: Learning from the past.															
	<u>Lesson Procedures</u>															
Review	Greet the class; finds words with the sounds /j/ and /dj/.															
Warm up	I will ask them to speak about culture of Nok using the past tense.															
Presentation New Vocabulary and structures.	Vocabulary: Teach the new words using cards: diary - magical –skill - sail- push –exciting- enjoyable. Language: Skills are the ability to deal with something well. Magical is very enjoyable and exciting.															
Refer To teacher's guide page	Pages 84/85															
Exercise	No1 :1,2		Page : 84													
Exercise	No2: 1,2		Page : 85													
Assessment	Say words have (j) sound and words have (dj) sound.															
Closing	I will say good bye, we will make a poster about famous traveller.															
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	Amazing journeys	Lesson:5	Page 86/87						
objectives	1-To work in groups to make a poster about a traveller. 2-To ask and answer questions about the poster. 3- To evaluate progress in this unit.									
Materials	<table border="1"> <tr> <td>Student book</td> <td></td> </tr> </table>	Student book		<table border="1"> <tr> <td>real objects</td> <td></td> </tr> </table>	real objects		<table border="1"> <tr> <td>The board</td> <td></td> </tr> </table>	The board		
Student book										
real objects										
The board										
	<table border="1"> <tr> <td>C D</td> <td></td> </tr> </table>	C D		<table border="1"> <tr> <td>Teacher's guide</td> <td></td> </tr> </table>	Teacher's guide		<table border="1"> <tr> <td>Flash cards</td> <td></td> </tr> </table>	Flash cards		
C D										
Teacher's guide										
Flash cards										
issues	Non-discrimination: Learning from different cultures.									
Values	Tolerance: Respecting different cultures.									
Skills	Critical thinking: Learning from the past.									
	<u>Lesson Procedures</u>									
Review	Greet the children. Say words have sound (j) and (dj).									
Warm up	Say the word. Ask pupils to find their meaning.									
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: traveller- explorer – route – ship –train - travel– map - experience – voyage – sails – skills . Language: The travellers found treasure last year. They went to the desert in 1275.									
Refer To teacher's guide page	Pages 86/87									
Exercise	No1 :1,2		Page : 86							
Exercise	No2: 1,2		Page : 87							
Assessment	Show your traveller poster to your friends.									
Closing	I will say good bye, next we will learn about taking care.									
Evaluation: Weaknesses points :some students need focus on										

Aims	Steps	Understanding
Achieved <input type="radio"/>	Covered <input checked="" 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	Taking care	Lesson :1	Page :90-91												
objectives	1-To listen, read and write about making things at home. 2- To learn how to take care of one's self. 3-To read and follow instructions to make something.															
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	Therapeutic health: Caring for one's body and eating good food.															
Values	Work appreciation: Appreciating crafts and doing things by own self.															
Skills	Productivity: Being able to produce and modify something.															
	<u>Lesson Procedures</u>															
Review	Greet the class saying good morning. Revise the celebrations.															
Warm up	Revise the words have the sounds "j" and "dj".															
Presentation New Vocabulary and structures.	Vocabulary: I will teach the new words: wax – squeeze – drop - press – wick- popsicle sticks- stir – heat- perfume- instructions. Quantities- soap crystal – ingredients Language: Step one: Heat the wax to melt it, then stir it well.															
Refer To teacher's guide page	Pages 90/91															
Exercise	No1 :1,2		Page : 90													
Exercise	No2: 1.2		Page : 91													
Assessment	Ask and check answer: about what the instructions to make candles.															
Closing	Saying good bye, next we will read about food in Ancient Egypt.															
Evaluation: Weaknesses points :some students need focus on																

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



Date			
Period			
Class			



Contents	Unit 6	Taking care	Lesson:2	Page :92/95												
objectives	1- To read and know about food in Ancient Egypt. 2- To find the meaning of words in a text. 3- To use how many, how much, few, little some and any to speak about countable and uncountable nouns.															
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	Therapeutic health: Caring for one's body and eating good food.															
Values	Work appreciation: Appreciating crafts and doing things by own self.															
Skills	Productivity: Being able to produce and modify something.															
	<u>Lesson Procedures</u>															
Review	I will greet the children. Revise the past simple tense using verbs.															
Warm up	Revise asking with: How can we make candles? Check answers.															
Presentation New Vocabulary and structures.	Vocabulary: I will teach and revise words: Ancient – festival –herbs –barley - preserve–honey –geese – a few- a lot of –a little- some. Language: There aren't any tigers in Egypt. How many pens do you have?															
Refer To teacher's guide page	Pages 92/95															
Exercise	No1 :1-2		Page : 92-93													
Exercise	No2: 1-2		Page : 94-95													
Assessment	I will say a thing and get pupils use how many or how much.															
Closing	I will tell them next time we will read a nice story about a king.															
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	Taking care	Lesson:3	Page :96/99												
objectives	1- To read and understand a story. 2- To use the pictures in a story to understand new words. 3- To read and know about personal care in Ancient Egypt.															
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	Therapeutic health: Caring for one's body and eating good food.															
Values	Work appreciation: Appreciating crafts and doing things by own self.															
Skills	Productivity: Being able to produce and modify something.															
	<u>Lesson Procedures</u>															
Review	Greet the class. Ask pupils about countable and uncountable nouns.															
Warm up	Answer: What were the famous foods in Ancient Egypt?															
Presentation New Vocabulary and structures.	Vocabulary: Teach the new words: caretakers – throne – crown – scepter – astonished- dust –leaning- stick- powder – cardamom - cinnamon- breath mints –toothpaste - perfume- incense- cream. Language: The Ancient Egyptians loved strong perfumes. Caretakers are people who look after and clean a building.															
Refer To teacher's guide page	Pages 96/99															
Exercise	No1 :1,2		Page : 96-97													
Exercise	No2: 1,2		Page : 98-99													
Assessment	Ask the pupils to find personal things we use to care our bodies.															
Closing	I will say good bye, next we will make a salt dough model.															
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	Taking care	Lesson:4	Page :100/101												
objectives	1-To write instructions and quantities of ingredients. 2-To follow instructions to make things with salt dough. 3- To learn some words and the meaning of them.															
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	Therapeutic health: Caring for one's body and eating good food.															
Values	Work appreciation: Appreciating crafts and doing things by own self.															
Skills	Productivity: Being able to produce and modify something.															
	<u>Lesson Procedures</u>															
Review	Greet the class; finds thing we use to take care of our bodies.															
Warm up	I will ask them to speak about food in Ancient Egypt.															
Presentation New Vocabulary and structures.	Vocabulary: Teach the new words using cards: preparation time- method –ingredients - flour- oven –salt dough- recipe- pour. Language: Leave the items to cool, then paint them.															
Refer To teacher's guide page	Pages 100/101															
Exercise	No1 :1,2		Page : 100													
Exercise	No2: 1,2		Page : 101													
Assessment	I will ask them to say what we can do from salt dough.															
Closing	I will say good bye, next time we will read about Egyptian flavors.															
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	Taking care	Lesson:5	Page 102/103												
objectives	1-To read, search and write about spices and flavors in Egypt. 2- To work in groups to make a poster about spices in Egypt. 3- To evaluate progress in this unit.															
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	Therapeutic health: Caring for one's body and eating good food.															
Values	Work appreciation: Appreciating crafts and doing things by own self.															
Skills	Productivity: Being able to produce and modify something.															
	<u>Lesson Procedures</u>															
Review	Greet the children. Say words have sound (j) and (dj).															
Warm up	Say the word. Ask pupils to find their meaning.															
Presentation New Vocabulary and structures.	Vocabulary: To teach the new words: spices- flavors- secret –souks - recipe - combination - packaged– store - souvenirs – a kind of. Language: what else can we make with spices beside dishes? We can make perfume and medicine.															
Refer To teacher's guide page	Pages 102/103															
Exercise	No1 :1,2		Page : 102													
Exercise	No2: 1,2		Page : 103													
Assessment	Show your spices poster to your friends.															
Closing	I will say good bye, next we will revise all words that we learnt.															
Evaluation: Weaknesses points :some students need focus on																

Aims		Steps		Understanding	
Achieved	<input type="radio"/>	Covered	<input checked="" 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 :104/105												
objectives	To revise the vocabulary and language from units (4 to 6).															
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	Citizenship –Non- discrimination- therapeutic health.															
Values	Curiosity – Tolerance – Work appreciation.															
Skills	Critical thinking – Self- assessment.															
	<u>Lesson Procedures</u>															
Review	Greet the children, say words have" e "and "ei" sounds.															
Warm up	Revise the celebrations. Revise how many and how much.															
Presentation New Vocabulary and structures.	<p>Vocabulary: Revise the words from units (4-6): culture - soap –ship- camel – traveller – hill- explorer- sand dune– roof - caravan – sails- fireworks- balloons - barley.</p> <p>Language: There were lots of balloons at the celebration. There is a lot of shampoo, there are three bottles.</p>															
Refer To teacher's guide page	Pages 104/105															
Exercise	No1 :1/2		Page : 104													
Exercise	No2: 1/2		Page : 105													
Assessment	Revise the meaning of some words such as caravan- dust -sails.															
Closing	I will say goodbye, next time we will revise all sounds.															
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: 2	Page :106/107
objectives	1-To revise the letter sounds from units (4 to 6) , e- ei - j – dj. 2- To evaluate progress in units (4 to 6). 3-To revise using the part phrases.			
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	Citizenship –Non- discrimination- therapeutic health.			
Values	Curiosity – Tolerance – Work appreciation.			
Skills	Critical thinking – Self- assessment.			
	<u>Lesson Procedures</u>			
Review	Greet the children, say words have" j "and "dj" sounds.			
Warm up	Revise the celebrations. Revise meaning of words.			
Presentation New Vocabulary and structures.	<u>Vocabulary:</u> Revise the words: blow out – moral- candles –blow up balloons- decorate a cake- travel -cross- sail- bed -- huge – fridge- treasure- pressure- measure. <u>Language:</u> Stop and think before you do something. You don't need lots of things to be happy.			
Refer To teacher's guide page	Pages 106/107			
Exercise	No1 :1/2	Page : 106		
Exercise	No2: 1/2	Page : 107		
Assessment	I will get a pupil to say words have the sounds (e – ei).			
Closing	I will tell them that we will make face cream 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		Review 2	lesson: 3	Page :108/109
objectives	1-To revise and learn how to make things (face cream). 2- To evaluate progress in units (4 to 6). 3-To read and talk about journeys and taking care.			
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	Citizenship –Non- discrimination- therapeutic health.			
Values	Curiosity – Tolerance – Work appreciation.			
Skills	Critical thinking – Self- assessment.			
	<u>Lesson Procedures</u>			
Review	Greet the children, say words have " j "and "e" sounds.			
Warm up	Revise the adverbs of frequency. Revise the adjectives.			
Presentation New Vocabulary and structures.	<u>Vocabulary:</u> Revise the words: whisk- bowl- wooden spoon- pan – coconut- diamond – shea butter- voyage- journey. <u>Language:</u> First, say what equipment you need. Then, list the quantities of each ingredient you need. Next, explain the method in the correct order. Finally, answer any questions.			
Refer To teacher's guide page	Pages 108/109			
Exercise	No1 :1/2		Page : 108	
Exercise	No2: 1/2		Page : 109	
Assessment	I will get a pupil to say words have the sound (ei –dj).			
Closing	I will say that we finish our course now; I wish you a happy holiday.			
Evaluation: Weaknesses points :some students need focus on				

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