

Date				
Period				
Class				

Unit (1) : Food, Nature, and Culture

Lesson 1: Life Along the Nile

SB Pages: 8–10

Objectives: By the end of this lesson, the students will be able to :

- 1- Identify animals and plants that live in the Nile River..
2. Use Present Simple to describe a day out.
3. Ask and answer questions about food chains in the Nile..

Materials

- Student book Real objects The board Flash cards
 Teacher’s guide

Life Skills : Environmental awareness & protection

Values: Respect for nature – Caring for the Nile

Skills : Listening – Speaking – Reading – Writing

Lesson Procedures

Time: minutes

Review :What do you know about the Nile River

Warm-up: What kinds of animals and plants live in the Nile?

Presentation

Time: minutes

Vocabulary: *Nile – crocodile – hunt – insects – water weeds.*

Language Structure: Present Simple

Practice & production

Time: minutes

Listening: (Ex. 4–5) Listen to Ahmed & Laila’s dialogue. Answer Qs:**Speaking:** Pair work → Ask & answer.**Writing:** Short sentences using *always / usually / sometimes / never* (adverbs of frequency).

Assessment: Matching exercise (Ex. 6)..

Example: (Ex. 8): “What happens if people harm the Nile River?”

Evaluation:

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
<input checked="" type="checkbox"/> Subject Teacher	<input checked="" type="checkbox"/> Senior Teacher	<input checked="" type="checkbox"/> Supervisor	<input checked="" type="checkbox"/> Manager		

Date				
Period				
Class				

Unit (1) : Food, Nature, and Culture
 Lesson: 2 – Food in the Hot Desert SB Pages: 11–12

Objectives: By the end of this lesson, the students will be able to :

1. Identify food chains in the hot desert.
2. Answer comprehension questions about desert animals.
3. Use adverbs of frequency correctly in sentences.

Materials

Student book Story flash cards Teacher’s guide Realia

Life Skills : Survival skills – Adaptation

Values: Respect for animals and nature

Skills: Reading – Speaking – Writing – Grammar

Lesson Procedures Time: minutes

Review: Quick chat: “What animals can live in the desert?”

Warm-up : *How do they live in the desert?*

Presentation Time: minutes

Vocabulary: camel – snake – lizard – insect – plants – energy -important role – rarely-always-usually-sometimes

Grammar: Adverbs of Frequency

Practice & production Time: minutes

Reordering Sentences (Ex. 4)-Gap-fill with Adverbs (Ex. 5).

Assessment

Pair work: Ask & answer about adverbs of frequency.

A: *They always store water in their bodies.*

Closing: Homework – Design a mini “Keep it clean & safe” sign.

Evaluation

Weakness Points : Using adverbs of frequency.

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor	👤 Manager		

Date				
Period				
Class				

Unit (1) : Food, Nature, and Culture

Lesson: 3 – Story Time – The Giving Tree SB Pages: 13-14-15-16

Objectives: By the end of this lesson, the students will be able to :

- 1- Identify the meaning of new vocabulary from context.
- 2- Read and understand a moral story.
- 3- Recognize consonant clusters in words.

Materials

Student book Flash cards Teacher’s guide Pictures of routines

Life Skills: Caring for others – Responsibility

Values: Appreciation – Gratitude

Skills: Reading – Speaking – Writing – Pronunciation

Lesson Procedures Time: minutes

Review

What do you usually do under a tree? (eat, play, rest, study)

Warm-up

Show picture of a tree. Ask: *How do trees help people*

Presentation Time: minutes

Vocabulary: *crown – trunk – branch – shade – selfish – care for*

Language Structure: Consonant clusters (tr–, bl–, cr–, pl–, dr–).

Practice & production Time: minutes

Reading: (Ex. 4) Listen and read the story “The Giving Tree.”

Comprehension: (Ex. 5–6) T/F + Choose the moral of the story.

Writing: (Ex. 7) Complete the summary using words: *selfish – strong – apples – weak*. Pronunciation

Assessment

Teacher checks answers of T/F and summary.

Closing: Homework

Evaluation

Weakness Points: Consonant clusters (tr–, bl–, cr–, pl–, dr–).

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager		

Date				
Period				
Class				

Unit (1) : Food, Nature, and Culture

Lesson: 4 - Writing (Let's Make a Recipe)

SB Pages: 16–19

Objectives: By the end of this lesson, the students will be able to :

1. Use sequencing words (First – Next – After that – Then – Finally) in writing.
2. Write short clear instructions for making a recipe.
3. Organize sentences in logical order.
4. Talk about their favorite food and explain how to prepare it.

Materials

Student book Poster paper Markers Teacher's guide

Life Skills: Organization – Creative expression – Healthy eating awareness

Values: Sharing food with others – Respecting family traditions

Skills: Writing – Speaking – Reading

Lesson Procedures Time: minutes

Review: Ask: “*What's your favorite food?*” .

Warm-up

Show pictures of koshary / pizza / salad.

Presentation – Project Instructions Time: minutes

Vocabulary: boil – fry – cut – mix – pour – add – cook – serve – recipe

sequencing words: First – Next – After that – Then – Finally

Language Structure: Imperative for instructions and Sequencing expressions

Practice & production Time: minutes

Activity 1 – Ordering Sentences (SB Ex. 2–3)

Assessment

Matching verbs with pictures (cook – cut – fry – boil).

Clear title 3+ ideas Pictures Good speech

Closing

Can students use sequencing words correctly?

Evaluation

Weakness Points:

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager		

Date				
Period				
Class				

Unit (1) : Food, Nature, and Culture	
Lesson: 5 – Helping the Community	SB Pages: 20–24
<input type="checkbox"/> Objectives: By the end of this lesson, the students will be able to :	
1. Identify the parts of a flyer (main heading, sub-heading, image, menu, call to action).	
2. Use creative language to make a flyer persuasive.	
3. Give and receive feedback on their work.	
<input type="checkbox"/> Materials: <input checked="" type="checkbox"/> Student book <input checked="" type="checkbox"/> Flash cards <input checked="" type="checkbox"/> Audio CD	
<input checked="" type="checkbox"/> Teacher’s guide <input checked="" type="checkbox"/> Realia <input checked="" type="checkbox"/> The board	
<input type="checkbox"/> Life Skills: Creativity – Communication – Critical thinking	
<input type="checkbox"/> Values: Teamwork – Encouraging others – Appreciating creativity.	
<input type="checkbox"/> Skills: Writing – Speaking – Reading – Art design	
<input type="checkbox"/> Lesson Procedures	Time: minutes
<input type="checkbox"/> Review: “What healthy food do you eat?”	
<input type="checkbox"/> Warm-up: Teacher shows an example of a flyer (restaurant / shop).	
<input type="checkbox"/> Presentation	Time: minutes
Vocabulary:	
flyer – heading – sub-heading – image – menu – call to action – customers – feedback – excellent – poor – very good	
Language Structure:	
Imperative for invitation: <i>Come and try... / Visit us today!</i>	
- Descriptive phrases: <i>Delicious food / Tasty meals / Great prices.</i>	
<input type="checkbox"/> Practice & production	Time: minutes
Activity 1 – Identify Flyer Parts.	
Activity 3 – Peer Feedback:	
<input type="checkbox"/> Assessment: Teacher checks if students included all flyer parts.	
<input type="checkbox"/> Closing	
“Well done! Next time, we’ll learn about Our healthy body.”	
<input type="checkbox"/> Evaluation :	

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
<input checked="" type="checkbox"/> Subject Teacher	<input checked="" type="checkbox"/> Senior Teacher	<input checked="" type="checkbox"/> Supervisor	<input checked="" type="checkbox"/> Manager		

Date				
period				
class				

.....
 ✎ SB Pages :

Objectives: By the end of this lesson, the students will be able:

1.
 2.
 3.

Materials

Student book Printed character cards visual Aids

Audio Recording Teacher's guide

Life Skills:

Values:

Skills:

Lesson Procedures Time: minutes

Review:

Warm-up :

Presentation Time: minutes

Vocabulary:

.....

.....

Language Structure:

.....

Practice & production Time: minutes

.....

.....

.....

Assessment:

Closing:

Evaluation

Weakness Points:

.....

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager		

Date				
Period				
Class				

Unit (2) : My Healthy Body			
Lesson 1: Sports for Better Health		SB Pages: 26-27	
<input type="checkbox"/> Objectives: By the end of this lesson, the students will be able to :			
1. Identify benefits of playing sports for physical and mental health..			
2. Use new vocabulary words in sentences.			
3. Express opinions about their favorite sport and its importance.			
<input type="checkbox"/> Materials			
<input checked="" type="checkbox"/> Student book <input checked="" type="checkbox"/> Flash cards <input checked="" type="checkbox"/> Board <input checked="" type="checkbox"/> Teacher’s guide			
<input type="checkbox"/> Issues: Recognizing social responsibility in solving problems.			
<input type="checkbox"/> Values: Teamwork and positive change.			
<input type="checkbox"/> Skills: Listening, speaking, reading, writing			
<input type="checkbox"/> Lesson Procedures		Time: minutes	
<input type="checkbox"/> Review: “What do you do to help your neighbors?”			
<input type="checkbox"/> Warm-up:			
<i>“What sports do you play? How do you feel after playing them?”</i>			
<input type="checkbox"/> Presentation		Time: minutes	
Vocabulary: fit – muscles – lungs- regularly-stressed – mental health – energy – exercise – strong – healthy			
Language Structure:			
Imperative for invitation: Come and try our pizza!			
Descriptive phrases: Delicious food			
<input type="checkbox"/> Practice & production		Time: minutes	
Activity 1 – Identify Flyer Parts			
Activity 2 – Create a Flyer			
<input type="checkbox"/> Assessment			
Use creative and descriptive language.			
<input type="checkbox"/> Closing: “Well done! Tomorrow we’ll do exercises.”			
<input type="checkbox"/> Evaluation			
<input type="checkbox"/> Weakness Points:			

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
<input checked="" type="checkbox"/> Subject Teacher	<input checked="" type="checkbox"/> Senior Teacher	<input checked="" type="checkbox"/> Supervisor	<input checked="" type="checkbox"/> Manager		

Date				
Period				
Class				

Unit (2) : My Healthy Body

Lesson: 2- My Habits – Then and Now

SB Pages: 28–30

Objectives: By the end of this lesson, the students will be able to :

1. Compare past and present habits using *used to / now..*
2. Identify healthy and unhealthy habits..
3. Use a / an / some / any correctly in sentences.

Materials

Student book Pictures Real objects (e.g. carpet, sugar cane photo)

Teacher’s guide Board

Life Skills: Health awareness – Decision making – Responsibility.

Values: Healthy living – Family support – Self-discipline.

Skills: Reading – Grammar – Speaking – Writing

Lesson Procedures Time: minutes

Review: “What's your healthy habit?”

Warm-up

Teacher asks: “*What do you usually eat for breakfast? Is it healthy?*”

Presentation Time: minutes

Vocabulary:

healthy – unhealthy – habits – exercise – football – snacks – vegetables – fruits – vitamins – grill – bake – fry – soda – energy

Language Structure:

Using **a / an / some / any**. **a** → before singular countable nouns starting with consonant sound. **an** → before singular countable nouns starting with vowel sound.

Practice & Production Time: minutes

Pair work: Ask and answer questions.

Did you use to eat chips every day?

Assessment : “What do people eat in your region?”

Closing

Next lesson: we’ll write about heart and blood.”

Evaluation

Weakness Points: Using a / an / some / any

Objectives		Steps	Students
☺ Achieved		☺ Covered	☺ Active
☹ Not achieved		☹ Not covered	☹ Not active
☞ Subject Teacher	☞ Senior Teacher	☞ Supervisor	☞ Manager

Date				
Period				
Class				

Unit (2) : My Healthy Body

Lesson: 3 – Heart and Blood

SB Page: 31 – 33

Objectives: By the end of this lesson, the students will be able to :

1. Identify the function of the heart and blood in the human body.
2. Read and understand a short informational text about the heart.
3. Answer comprehension questions using complete sentences.

Materials

Student book Teacher’s guide Word cards

Board Example descriptions

Life Skills: Healthy living

Values: Taking care of your body

Skills: Listening – Speaking – Reading – Writing

Lesson Procedures Time: minutes

Review: Ask students: “What parts of the body do you know?”

Warm-up

What do you see in the picture?

Presentation Time: minutes

Vocabulary: heart – pump – blood – oxygen – nutrients – waste – carbon dioxide – blood vessels – stress – healthy – powerful

Language Structure:

Present Simple (scientific facts): “The heart pumps blood.”

“Exercise helps the heart.”

Practice & production Time: minutes

Read text “Our Body’s Super Pump” and answer it.

Pronunciation (Syllables): Clap for each vowel sound.

Assessment

Monitor comprehension through T/F, MCQ, and pronunciation tasks.

Closing: Self-check: Students clap and count syllables correctly.

Evaluation

Weakness Points: Self-check: Students clap and count syllables.

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
Subject Teacher	Senior Teacher	Supervisor		Manager	

Date				
Period				
Class				

Unit (2) : My Healthy Body			
Lesson: 4 – Writing Life Savers in Action SB Pages: 34–37			
<input type="checkbox"/> Objectives: By the end of this lesson, the students will be able to :			
1. Identify healthcare workers in the community and their roles.			
2. Understand and use key vocabulary related to health and healthcare.			
3. Write a short non-fiction text about a healthcare worker.			
<input type="checkbox"/> Materials			
<input checked="" type="checkbox"/> Student book <input checked="" type="checkbox"/> Chart paper <input checked="" type="checkbox"/> Markers			
<input checked="" type="checkbox"/> Teacher’s guide <input checked="" type="checkbox"/> Word cards <input checked="" type="checkbox"/> Flashcards			
<input type="checkbox"/> Issues: Spatial awareness and collaboration.			
Pride in local area and creativity.			
<input type="checkbox"/> Skills: Speaking, creating, presenting			
<input type="checkbox"/> Lesson Procedures		Time: minutes	
<input type="checkbox"/> Review: Ask: “What places do you know in your town?”			
<input type="checkbox"/> Warm-up: Draw a simple map on board. Ask: “Where is the hospital?”			
<input type="checkbox"/> Presentation		Time: minutes	
Vocabulary: doctor – nurse – pharmacist – paramedic – diagnose – treatment – patient – medicine – stethoscope – emergency – support – healthy – illness – respect – habits			
Language Structure:			
To work around the clock- To give help on the spot . To diagnose			
<input type="checkbox"/> Practice & production		Time: minutes	
A. Reading Comprehension (choose the correct answer)			
<input type="checkbox"/> Assessment			
Write 5 sentences about a healthcare worker you know. Mention:			
<input checked="" type="checkbox"/> Check use of vocabulary and accuracy.			
<input type="checkbox"/> Closing: Healthcare workers are true heroes in our lives.			
<input type="checkbox"/> Evaluation			
<input type="checkbox"/> Weakness Points:			

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
<input checked="" type="checkbox"/> Subject Teacher	<input checked="" type="checkbox"/> Senior Teacher	<input checked="" type="checkbox"/> Supervisor		<input checked="" type="checkbox"/> Manager	

Date				
Period				
Class				

Unit (2) : My Healthy Body			
Lesson: 5 – Think and Create a Poster		SB Pages: 38–39	
<input type="checkbox"/> Objectives: By the end of this lesson, the students will be able to :			
1. Identify and list six healthy habits.			
2. Use visual elements (title, steps, drawings) to create a poster.			
3. Demonstrate teamwork and creativity through group activity.			
<input type="checkbox"/> Materials			
<input checked="" type="checkbox"/> Student book <input checked="" type="checkbox"/> Animal flash cards <input checked="" type="checkbox"/> The board			
<input checked="" type="checkbox"/> Teacher’s guide <input checked="" type="checkbox"/> Pictures of habitats			
<input type="checkbox"/> Life Skills: Collaboration and teamwork.			
<input type="checkbox"/> Values : Awareness of healthy living habits.			
<input type="checkbox"/> Skills: Speaking, writing, designing, presenting.			
<input type="checkbox"/> Lesson Procedures		Time: minutes	
<input type="checkbox"/> Review: Ask: “What do you usually do to stay healthy?”			
<input type="checkbox"/> Warm-up : Show flashcards of fruits, water, toothbrush, etc.			
<input type="checkbox"/> Presentation		Time: minutes	
Vocabulary:			
healthy – unhealthy – habits – exercise – football – snacks – vegetables – fruits – vitamins – grill – bake – fry – soda – energy			
Language Structure: To be fit means to be healthy and active.			
Lungs help us breathe.			
<input type="checkbox"/> Practice & production		Time: minutes	
A. Poster Activity (Group Work):			
B. Quick Review (Choose the correct answer):			
<input type="checkbox"/> Assessment			
Students present posters in groups.			
<input type="checkbox"/> Closing: <i>Healthy habits make our body strong and our mind active.</i>			
<input type="checkbox"/> Evaluation			
<input type="checkbox"/> Weakness Points:			

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
<input checked="" type="checkbox"/> Subject Teacher	<input checked="" type="checkbox"/> Senior Teacher	<input checked="" type="checkbox"/> Supervisor		<input checked="" type="checkbox"/> Manager	

Date				
period				
class				

.....
 ✎ SB Pages :

Objectives: By the end of this lesson, the students will be able:

1.
 2.
 3.

Materials

Student book Printed character cards visual Aids

Audio Recording Teacher's guide

Life Skills:

Values:

Skills:

Lesson Procedures Time: minutes

Review:

Warm-up :

Presentation Time: minutes

Vocabulary:

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Language Structure:

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Practice & production Time: minutes

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.....

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Assessment:

Closing:

Evaluation

Weakness Points:

.....

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager		

Date				
Period				
Class				

Unit (3) : When Nature Changes

Lesson: 1 – Weather Wonders and Warnings SB Pages: 42–44

Objectives: By the end of this lesson, the students will be able to :

1. Describe different weather conditions..
2. Talk about past events using the past simple tense.
3. Recognize and repeat vowel digraphs in common words.

Materials

Student book Posters of endangered animals

Audio CD Teacher’s guide Pictures Flashcards

Life Skills: Environmental awareness & disaster preparedness

Values : Caring for others – Helping the planet

Skills: Listening – Speaking – Reading – Writing

Lesson Procedures Time: minutes

Review: Recall: What types of weather do you know?

Warm-up :

What do you see? What do you know about these disasters?

Presentation Time: minutes

Vocabulary: flood – drought – wildfire – sandstorm – heat wave – thunderstorm – damaged – spread – stuck – planet – news

Language Structure: *Past Simple* (regular & irregular verbs)e.g.,
The water covered the streets.

Phonics: vowel digraphs (oo, ee, ai, ea).

Practice & production Time: minutes

(Ex. 4) Listen to the dialogue between Mazen & Dina → Answer comprehension questions.

(Ex. 5) Answer comprehension questions.

Assessment: Matching (Ex. 1: heat wave, flood, drought, sandstorm, wildfire, and thunderstorm).

Closing: we will talk about Extreme Weather in Ancient Egypt

Evaluation ✓ **Participation in class discussion.**

Weakness Points:

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✍ Subject Teacher	✍ Senior Teacher	✍ Supervisor		✍ Manager	

Date				
Period				
Class				

Unit (3): When Nature Changes

Lesson: 2 Extreme Weather in Ancient Egypt SB Pages: 45–47

Objectives: By the end of this lesson, the students will be able to :

1. Identify types of extreme weather in Ancient Egypt (floods, droughts, sandstorms).
2. Explain how Ancient Egyptians solved problems caused by weather.
3. Use **Past Simple tense** in affirmative, negative, and interrogative forms.

Materials

Student book Story flashcards Teacher’s guide The board

Pictures of lion, fox, cave

Life Skills: Problem solving and Environmental awareness.

Values : Respecting ancient knowledge and solutions.

Skills: Listening – Speaking – Reading – Writing.

Lesson Procedures Time: minutes

Review: What kinds of weather do we have today in Egypt?

Warm-up: Ask: “Do you think the weather was different in Ancient Egypt?”

Presentation Time: minutes

Vocabulary : flood – drought – sandstorm – irrigation – mud bricks – survive

Language Structure (Past Simple):

The Nile flooded every year. They didn’t have modern tools.

Practice & production Time: minutes

1. Reading Comprehension (Choose):- Read and complete the summary with the words in the box.

2. Answer the Questions.

Assessment: Ask pupils: “What is the moral of the lesson?”

Closing: “Great thinkers! Next lesson: we will write about the story.

Evaluation

Weakness Points: Past tense irregular verb forms.

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor		👤 Manager	

Date				
Period				
Class				

Unit (3) : When Nature Changes			
Lesson 3- Story Time – The Two Frogs		SB Pages: 49–51	
<input type="checkbox"/> Objectives: By the end of this lesson, the students will be able to :			
1. Read and understand a moral story about two frogs.			
2. Recognize vowel digraphs (ea, oo, oa) in words.			
3. Answer comprehension questions (T/F, WH-questions).			
<input type="checkbox"/> Materials			
<input checked="" type="checkbox"/> Student book <input checked="" type="checkbox"/> Animal photos <input checked="" type="checkbox"/> The board			
<input checked="" type="checkbox"/> Word cards <input checked="" type="checkbox"/> Teacher’s guide			
<input type="checkbox"/> Life Skills: Decision making and Problem solving.			
<input type="checkbox"/> Values : Think before acting			
<input type="checkbox"/> Skills: Listening – Reading – Speaking – Writing			
<input type="checkbox"/> Lesson Procedures		Time: minutes	
<input type="checkbox"/> Review: “How does weather affect our daily lives?”			
<input type="checkbox"/> Warm-up: Show pictures of frogs/ponds. Ask: “Where do frogs live?”			
<input type="checkbox"/> Presentation		Time: minutes	
Vocabulary: pond – well – flies – leap – safely – deep – home			
<input type="checkbox"/> Pronunciation: vowel digraphs (ea, oo, oa)			
<input type="checkbox"/> Practice & production		Time: minutes	
Listening & Reading → Students listen to and read “The Two Frogs.”			
Comprehension: True/False (Ex. 5)			
Fill in blanks with (deep – well – home) (Ex. 6)			
Pronunciation Practice: Identify vowel digraphs in given words/sentences.			
<input type="checkbox"/> Assessment			
Each pupil writes 4–6 sentences about what did they learn?			
<input type="checkbox"/> Closing: “Your stories are amazing! Next class, we make a project!”			
<input type="checkbox"/> Evaluation: Understood the moral of the story.			
<input type="checkbox"/> Weakness Points:			

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor		👤 Manager	

Date				
Period				
Class				

Unit (3): When Nature Changes

Lesson: 4 – Writing –Once Upon My Imagination SB Page: 52–53

Objectives: By the end of this lesson, the students will be able to :

1. Understand the structure of a fiction story (beginning, problem, middle, climax, ending).
2. Read and analyze the model story “*Lily’s Flowers Get Sunshine!*”.
3. Write their own short fiction story using imagination.
4. To Plan a research project about a forest animal.

Materials

Student book Fact file template Markers and photos

Teacher’s guide Flashcards

Life Skills: Creativity and imagination

Values : Kindness and positive thinking

Skills: Reading – Writing – Speaking – Listening

Lesson Procedures Time: minutes

Review: Ask: “Do you believe imagination can solve problems?”

Warm-up

Show the story “*Lily’s Flowers Get Sunshine!*” and ask.

Presentation – Grammar Focus Time: minutes

Introduce **fiction story structure:** Beginning – Problem – Middle – Climax – Ending.

Highlight the example in the book.

Practice & production Time: minutes

Writing task (SB p.53): Students write their own imaginative story about **Ziad**. Students share their stories in pairs or small groups.

Assessment

Each student presents their fiction story with 3–5 sentences.

Closing

“Well done, zoologists! Next unit: Let’s explore beautiful Egypt!”

Evaluation

Weakness Points:

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor		👤 Manager	

Date				
Period				
Class				

Unit (3) : When Nature Changes

Lesson:5–Think and Create – A Collage & Quick Review SB Pages: 54–55

Objectives: By the end of this lesson, the students will be able to :

1. Create a collage about different weather conditions and “Nature’s Different Moods.”
2. Express opinions about their own and classmates’ creative work.
3. Review and practice past simple tense in short texts.

Materials

Student book Historical photos Board

Audio CD Teacher’s guide Timeline poster

Life Skills: Creativity and artistic expression

Values: Respecting classmates’ work

Skills: Creating – Speaking – Reading – Writing

Lesson Procedures Time: minutes

Review: Quick recap of previous lesson (Lily’s story & imagination).

Warm-up: Show sample pictures of different weather moods.

Presentation Time: minutes

Vocabulary : collage – overlap – mood – celebrate –_enjoy pharaoh – worried – decide – safe / safely- leap – home

Language Structure : Describing pictures and ideas

Asking for and giving **opinions**.

Practice & production Time: minutes

Pair activity: “Ask a Friend” – Students present their collage to a partner and answer:

Ex.1: Write weather words (teacher can prompt from SB pictures).

Ex.3: Reading questions about *The Two Frogs*.

Assessment

Observe students’ participation in collage making.

Closing: “Well done, historians! Next class: the story of an explorer!”

Evaluation

Weakness Points:

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
<input checked="" type="checkbox"/> Subject Teacher	<input checked="" type="checkbox"/> Senior Teacher	<input checked="" type="checkbox"/> Supervisor		<input checked="" type="checkbox"/> Manager	

Date				
period				
class				

.....
 ✎ SB Pages :

Objectives: By the end of this lesson, the students will be able:

1.
 2.
 3.

Materials

Student book Printed character cards visual Aids

Audio Recording Teacher's guide

Life Skills:

Values:

Skills:

Lesson Procedures Time: minutes

Review:

Warm-up :

Presentation Time: minutes

Vocabulary:

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.....

Language Structure:

.....

Practice & production Time: minutes

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.....

.....

Assessment:

Closing:

Evaluation

Weakness Points:

.....

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager		

Date				
Period				
Class				

Review 1 (Units 1–3)			
Lesson: Review 1 (Units 1–3)		SB Pages: 57–59	
<input type="checkbox"/> Objectives: By the end of this lesson, the students will be able to :			
1. Revise and categorize vocabulary related to Extreme Weather – The Nile River – My Body .			
2. Practice Past Simple tense in affirmative, negative, and question forms.			
3. Demonstrate correct use of adverbs of frequency (always / never).			
<input type="checkbox"/> Materials			
<input checked="" type="checkbox"/> Student book <input checked="" type="checkbox"/> Story cards <input checked="" type="checkbox"/> Teacher’s guide			
<input checked="" type="checkbox"/> Character pictures <input checked="" type="checkbox"/> Flash cards <input checked="" type="checkbox"/> Audio CD			
<input type="checkbox"/> Life Skills: Identity - Exploration			
<input type="checkbox"/> Values: Citizenship - Pride in our homeland.			
<input type="checkbox"/> Skills: Listening, reading, sequencing, speaking			
<input type="checkbox"/> Lesson Procedures		Time: minutes	
<input type="checkbox"/> Review: Quick brainstorm: <i>What words do you remember from Units 1–3?</i> (teacher writes them on the board).			
<input type="checkbox"/> Warm-up: What did you learn from <i>Units 1–3?</i>			
<input type="checkbox"/> Presentation		Time: minutes	
<u>Vocabulary</u> : Task: Sort words into categories: Extreme Weather: storm – heat wave. The Nile River: crocodile – water <u>weeds</u>			
Language Structure: Past Simple review: Rewrite sentences with adverbs of frequency. Change to negative / question / positive statements.			
<input type="checkbox"/> Practice & production		Time: minutes	
-Read the passage about <i>Extreme Weather</i> .			
-Summarize the text in one sentence.			
<input type="checkbox"/> Assessment			
Vocabulary sorting accuracy.			
<input type="checkbox"/> Closing			
“Great students ! Next lesson: My community.”			
<input type="checkbox"/> Evaluation			
<input type="checkbox"/> Weakness Points:			

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
☹ Subject Teacher	☹ Senior Teacher	☹ Supervisor	☹ Manager		

Date				
Period				
Class				

Unit (4) : My Community

Lesson (1): Places in Our Community

SB Pages: 62–64

Objectives: By the end of this lesson, the students will be able:

1. Identify different places in the community (restaurant, bakery, club, supermarket, coffee shop, theme park).
2. Ask and answer questions about favorite places.
3. Use **Present Simple tense** to describe routines.

Materials

SB Writing cards Teacher’s guide Word wall

Life skills : Communication skills

Values: Respecting the community.

Skills: Listening – Speaking – Reading – Writing

Lesson Procedures Time: minutes

Review: Ask: “Where do you usually go with your family?”

Warm-up: Show flashcards of places → students guess the place.

Presentation Time: minutes

Vocabulary: bakery – restaurant – club – coffee shop – theme park – supermarket

Grammar: Asking & answering : “Where do you go when you’re hungry?”

Practice & production Time: minutes

Listening: Listen to Tamer & Adel’s dialogue → answer comprehension Qs.

Reading: Complete sentences (Ex. 3 & 7).

Assessment

Sorting activity (Ex. 6) → classify places into “Places for Play” / “Places for Food & Drink.”

Closing

“You are amazing writers! Next time: Egyptian Villages!”

Evaluation: Did students identify and use new vocabulary correctly?

Weakness Points:

Objectives		Steps		Students
☺ Achieved		☺ Covered		☺ Active
☹ Not achieved		☹ Not covered		☹ Not active
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor		👤 Manager

Date				
Period				
Class				

Unit (4): My Community			
Lesson (2): Egyptian Villages		SB Pages: 65–67	
<input type="checkbox"/> Objectives: By the end of this lesson, the students will be able:			
1. Identify and name key places in an Egyptian village (field, cottage, barn, community center, main square).			
2. Describe daily life in a village using the Present Simple tense.			
3. Use prepositions of time (at, in, on) in context.			
4. Compare village life and city life through discussion.			
<input type="checkbox"/> Materials			
<input checked="" type="checkbox"/> Student book <input checked="" type="checkbox"/> Real objects (money, food cards)			
<input checked="" type="checkbox"/> Audio CD <input checked="" type="checkbox"/> Teacher's guide <input checked="" type="checkbox"/> Board <input checked="" type="checkbox"/> Flashcards			
<input type="checkbox"/> Life Skills: Observation & description			
<input type="checkbox"/> Values: Appreciation of simple living			
<input type="checkbox"/> Skills: Listening – Speaking – Reading – Writing			
<input type="checkbox"/> Lesson Procedures		Time: minutes	
<input type="checkbox"/> Review: Ask: “Where do you live – in a village or a city?”			
<input type="checkbox"/> Warm-up : Show flashcards: <i>field, cottage, barn, community center, main square.</i>			
<input type="checkbox"/> Presentation		Time: minutes	
Vocabulary: field – cottage – community center – barn – main square			
Language Structure: Prepositions of Time → (at / in / on).			
<input type="checkbox"/> Practice & production		Time: minutes	
Listening (Ex. 1): Listen & match words to pictures.			
<input type="checkbox"/> Assessment: Vocabulary check → Students label flashcards.			
<input type="checkbox"/> Closing : Next time we will talk about Multiply It with Words!.			
<input type="checkbox"/> Evaluation			
<input type="checkbox"/> Weakness Points:.....			

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
☞ Subject Teacher	☞ Senior Teacher	☞ Supervisor		☞ Manager	

Date				
Period				
Class				

Unit (4): My Community

Lesson (3): Multiply It with Words!

SB Pages: 68–69

Objectives: By the end of this lesson, the students will be able:

1. Solve simple word problems using multiplication (32×4 , 22×3).
2. Understand and practice step-by-step multiplication with ones and tens.
3. Identify and pronounce English trigraphs (“dge”, “tch”, “igh”).

Materials

Student book Market scene poster Flashcards Teacher’s guide CD Word cards

Life Skills: *Problem solving & logical thinking*

Values: Accuracy and patience in solving problems

Skills: Math reasoning – Pronunciation – Reading – Speaking – Writing

Lesson Procedures Time: minutes

Review: Ask: “If you have 2 baskets and each has 5 apples, how many apples?”

Warm-up: Write the problem: $4 \text{ boxes} \times 32 \text{ apples} \rightarrow 128 \text{ apples}$.

Presentation Time: minutes

Vocabulary: apples – oranges – box / boxes – total – multiply- ones– tens – problem -solution – bridge.

Language Structure:

A farmer has 3 baskets. Each basket has 22 oranges. How many oranges does he have?

Model: $22 \times 3 = 66 \text{ oranges}$

Practice & production Time: minutes

Math Practice: Students solve word problems (Ex. 2).

Pronunciation: Fill in missing trigraphs (Ex. 2) and circle correct words (Ex. 3).

Assessment

Teacher checks student answers to multiplication problems.

Closing : Next time will talk about The New Administrative Capital .

Evaluation:Pronounce and use trigraph words in context.

Weakness Points:.....

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor	👤 Manager		

Date				
Period				
Class				

Unit (4): My Community

Lesson:4- Writing-The New Administrative Capital SB Pages: 70–72

Objectives: By the end of this lesson, the students will be able:

1. Identify the main features of the New Administrative Capital.
2. Understand and use new vocabulary related to cities and technology.
3. Write a short narrative text in the first person about a city or village.

Materials

Student book CD Story cards Teacher’s guide

Life Skills: Awareness of new urban development in Egypt

Values: Pride in Egypt – Appreciation of progress

Skills: Reading – Writing – Speaking – Critical thinking

Lesson Procedures Time: minutes

Review: Ask: “What do you know about Cairo? Why do we need new cities?”

Warm-up: What can you see?

Presentation Time: minutes

Vocabulary: smart – reduce – crowding – technology – green areas – glass – steel – tower – airport

Language Structure: Narrative writing in the first person (*I, my, me*).
Using descriptive adjectives.

Practice & production Time: minutes

-Pair work: “What makes a place feel like home?”

-Complete sentences:

- Students write a short narrative text in the first person about their favorite city/village.

Assessment

Q&A from the text.

Closing

“You’re great students! Next class, we’ll write a research.”

Evaluation

Weakness Points:.....

.....

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor	👤 Manager		

Date				
Period				
Class				

Unit (4): My Community			
Lesson:5–Writing: Think and create a research SB Page:74– 75			
<input type="checkbox"/> Objectives: By the end of this lesson, the students will be able:			
1. Understand the purpose of research.			
2. Follow the steps of research (pick a topic, ask a question, look for information, organize findings).			
3. Conduct a simple research task about a given topic.			
<input type="checkbox"/> Materials			
<input checked="" type="checkbox"/> Student book <input checked="" type="checkbox"/> Word wall <input checked="" type="checkbox"/> Teacher’s guide <input checked="" type="checkbox"/> Board			
<input type="checkbox"/> Life Skills: Curiosity and Independent learning			
<input type="checkbox"/> Skills: Reading-Writing-Speaking-Critical thinking			
<input type="checkbox"/> Lesson Procedures		Time: minutes	
<input type="checkbox"/> Review: Ask: “Why do we research anything?”			
<input type="checkbox"/> Warm-up: Brainstorm with students: “What do you want to know about the world?”			
<input type="checkbox"/> Presentation – Writing Support		Time: minutes	
Vocabulary : Coffee shop – supermarket – restaurant – theme park – bakery – research – topic – question – information – organize			
Language functions: How to write a research.			
<input type="checkbox"/> Practice & production		Time: minutes	
- Write a research exercise 1.			
- Quick Review – Page 75. 2. Read and correct the prepositions of time.			
<input type="checkbox"/> Assessment			
Students present their posters in small groups.			
<input type="checkbox"/> Closing: “Excellent writing! Next class: your final project!”			
<input type="checkbox"/> Evaluation			
<input type="checkbox"/> Weakness Points:			
.....			

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
⌘ Subject Teacher	⌘ Senior Teacher	⌘ Supervisor		⌘ Manager	

Date				
period				
class				

.....
 ✎ SB Pages :

Objectives: By the end of this lesson, the students will be able:

1.
 2.
 3.

Materials

Student book Printed character cards visual Aids

Audio Recording Teacher's guide

Life Skills:

Values:

Skills:

Lesson Procedures Time: minutes

Review:

Warm-up :

Presentation Time: minutes

Vocabulary:

.....

.....

Language Structure:

.....

Practice & production Time: minutes

.....

.....

.....

Assessment:

Closing:

Evaluation

Weakness Points:

.....

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager		

Date				
Period				
Class				

Unit (5): Our World, Our Resources

Lesson 1: Treasures of Egypt

SB Pages: 78–80

Objectives: By the end of this lesson, the students will be able:

- 1-Identify natural resources in Egypt (water, oil, gas, cotton, wheat, minerals).
- 2- Ask and answer questions about natural resources and their importance.
- 3- Use comparative adjectives in context (e.g., “Soil is more fertile than sand”).

Materials

- Student book Poster paper Photos or drawings
 Teacher’s guide Markers and crayons

Life Skills: Environmental awareness – Critical thinking

Values: Respect for nature – Responsibility in using resources

Skills: Listening – Speaking – Reading – Writing

Lesson Procedures Time: minutes

Review: *Teacher asks: “What do we get from the Nile?”*

Warm-up: Students name things we need from nature (water, food, air, energy).

Presentation – Poster Structure Time: minutes

Vocabulary: *minerals– soil– fossil fuel – sunlight – wind .*

Language Structure: Present Simple → *“The Nile provides water. Farmers grow cotton.”*

Practice & production Time: minutes

Listen to the dialogue between *Mr. Hani, Ali, and Mona*. Students write 4–5 sentences about how to **conserve resources**.

Assessment: Choose the correct answer (SB Ex.7).

Closing: “You’re creative students! Well done, everyone!”

Evaluation: Why must we use natural resources wisely?

Weakness Points:

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor	👤 Manager		

Date				
Period				
Class				

Unit (5): Our World, Our Resources

Lesson (2): Metals and Minerals in Our World

SB Pages: 81–83

Objectives: By the end of this lesson, the students will be able:

1. Identify and describe different mineral resources (gold, diamond, copper, iron).
2. Demonstrate understanding of the reading text by answering comprehension questions (True/False – fill in the blanks).
3. Use **comparative adjectives** correctly in sentences.

Materials

Student book Printed character cards

Teacher’s guide Audio Recording visual Aids

Life Skills: Problem-solving – Responsible use of resources

Values: Using resources wisely – Respecting nature’s gifts

Skills: Reading – Speaking – Writing – Grammar

Lesson Procedures Time: minutes

Review: Teacher asks: “Have you ever seen a real crystal or mineral?”

Warm-up: Show flashcards (gold, diamond, copper, iron)

Presentation Time: minutes

Vocabulary: precious – shiny – rare – non-renewable –miners

Grammar Focus: Comparative Adjectives (SB p.83)

Short adjectives: +er + than → *Gold is cheaper than diamond.*

Ending in –y: change to –ier + than → *Amira is happier than Mohamed.*

Long adjectives: use *more/less ... than.....*

Practice & production Time: minutes

- Activity (SB Ex.7) The orange tree is taller than the apple tree.

- Activity (SB Ex.8) Winter is colder than summer..

Your new tablet is better than your old tablet.

Copper is more useful than gold.

Assessment : Students write 2 comparative sentences about minerals.

Closing: Next class, we’ll go on to complete the next part.

Evaluation: Why are minerals important?

Weakness Points:

Objectives		Steps		Students
☺ Achieved		☺ Covered		☺ Active
☹ Not achieved		☹ Not covered		☹ Not active
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor	👤 Manager	

Date				
Period				
Class				

Unit (5): Our World, Our Resources

Lesson : 3 “Just Watch!” –Story Time & Pronunciation SB Pages: 84–86

Objectives: By the end of this lesson, the students will be able:

1. Read and understand the story “*Just Watch!*”.
2. Match new vocabulary with their definitions.
3. Recognize the meaning of prefixes (dis-, bi-, mis-) and identify stressed syllables.

Materials

Student book Printed character cards visual Aids

Audio Recording Teacher’s guide

Life Skills: Confidence – Problem solving – Teamwork

Values: Helping others – Not giving up – Respect for effort

Skills: Reading – Speaking – Listening – Writing – Pronunciation

Lesson Procedures Time: minutes

Review: “*What is more important: size or effort? Why?*”

Warm-up : Ask: “*Can the small one help the big one?*”

Presentation Time: minutes

Vocabulary: cargo – digger – give up – path – thick – load.

Language Functions: Comprehension (Ex.3 – T/F). Pronunciation (Prefixes).
Stress Rules.

Practice & production Time: minutes

Practice (Ex.3): Complete sentences.

Assessment: Students retell the story in pairs.

Closing: “Excellent ! Tomorrow we will revise the previous lessons.”

Evaluation

Weakness Points:

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
☞ Subject Teacher	☞ Senior Teacher	☞ Supervisor	☞ Manager		

Date				
Period				
Class				

Unit (5): Our World, Our Resources

Lesson 4: Writing – Who Am I?

SB Pages: 87–88

Objectives: By the end of this lesson, the students will be able :

1. Write an object-perspective narrative using first-person perspective.
2. Describe non-living things using the five senses and adjectives.
3. Express the importance of natural resources in creative writing.

Materials

Student book Story flash cards Teacher’s guide Realia

Life Skills : Creativity & Imagination

Values: Respect for natural resources – Awareness of water’s importance

Skills: Writing – Reading – Speaking – Creativity

Lesson Procedures Time: minutes

Review: Think: *If you were water, what would you say?*

Warm-up : *Read and review the model text: “I Am Water”*

Presentation Time: minutes

Vocabulary: tear– bathe– destroy– sweat– Object-Perspective – Narrative .

Grammar: **First Person**: Use “I”, “me”, “my”. Description. Ending

Practice & production Time: minutes

Choose another natural resource. Write your own Object-Perspective Narrative (40–60 words).

Assessment

Creativity & originality in the narrative.

Correct use of first-person perspective.

Closing: We will take lesson 5 tomorrow.

Evaluation: ✓ Participation in warm-up discussion.

Weakness Points :.....

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor	👤 Manager		

Date				
Period				
Class				

Unit (5): Our World, Our Resources

Lesson: 5 – Think and Create A Poster

SB Page: 90

Objectives: By the end of this lesson, the students will be able :

- 1- Create a visual poster to express personal values.
- 2- Practice comparative and superlative adjectives.
- 3- Suggest ways to protect natural resources.

Materials

Student book Flash cards Teacher’s guide Pictures of routines

Life Skills: Creativity – Reflection on personal values

Values: Respect for family, friends, teachers, pets, and nature

Skills: Speaking – Writing – Creativity – Art

Lesson Procedures

Time: minutes

Review

Read, look, and number: minerals

Warm-up

What do you consider valuable in your life?

Presentation

Time: minutes

Vocabulary: *minerals, fossil fuel, water, soil, sunlight, wind*

Language Structure Comparative and superlative adjectives

Practice & production

Time: minutes

Create a poster titled “My Gold”.

Choose the correct answer in comparative/superlative exercises.

Write three ways to keep our natural resources safe.

Assessment

Creativity and clarity of the poster.

Closing: We will take a story next session.

Evaluation: ✓ Participation in discussion and brainstorming.

Weakness Points:

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager		

Date				
period				
class				

.....
 ✎ SB Pages :

Objectives: By the end of this lesson, the students will be able:

1.
 2.
 3.

Materials

Student book Printed character cards visual Aids

Audio Recording Teacher's guide

Life Skills:

Values:

Skills:

Lesson Procedures Time: minutes

Review:

Warm-up :

Presentation Time: minutes

Vocabulary:

.....

.....

Language Structure:

.....

Practice & production Time: minutes

.....

.....

.....

Assessment:

Closing:

Evaluation

Weakness Points:

.....

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
✎ Subject Teacher	✎ Senior Teacher	✎ Supervisor	✎ Manager		

Date				
Period				
Class				

Unit 6: The Talking Earth

Story by: Jean Craighead George

SB Pages: 93–94

Objectives: By the end of this lesson, students will be able to:

1. Ask and answer questions about the story.
2. Rewrite the story from the heroine's perspective, demonstrating comprehension and creative narrative skills.
3. Answer comprehension questions about the story.

Materials

- Student Book Notebook Flashcards (vocabulary & story elements)
 The board Teacher's Guide

Life Skills: Critical thinking – Creativity – Comprehension

Values: Respect for elders – Care for nature

Skills: Reading – Writing – Speaking – Listening

Lesson Procedures

Time: ... minutes

Review & Warm-up

- Discuss: *What do you know about the Everglades?*
- Quick brainstorming: Native people, tribes, and life in the wild.

Presentation

Time: ... minutes

- **Story Vocabulary:** canoe – Everglades – alligator – owl – National Park – shell – scientist – swamp – splash-native – tribe – elders – shelter – survive – attack – struggle – wisdom – disappointed – hoot – wild – pack – swamp

Practice & Production

Time: ... minutes

Reading Comprehension

- Answer questions about the story.

Assessment

- Accuracy and detail in answering comprehension questions.

Evaluation

- ✓ Participation in discussion and pair work.

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor	👤 Manager		

Date				
Period				
Class				

Unit 6: The Talking Earth

Lesson: Story Reading – Billie Wind

SB Pages: 95–96

Objectives: By the end of this lesson, students will be able to:

1. Read and understand the story of Billie Wind.
2. Identify main characters, setting, and plot events.
3. Discuss beliefs, values, and perspectives presented in the story.

Materials

- Student Book Notebook Flashcards (vocabulary & story elements)
 The board Teacher’s Guide

Life Skills: Critical thinking – Listening to different perspectives – Creativity

Values: Respect for elders – Openness to nature and cultural wisdom

Skills: Reading – Writing – Speaking – Listening

Lesson Procedures

Time: minutes

Review & Warm-up

- *What do you know about Native Americans and their connection to nature?*
- *Have you ever listened carefully to nature? What did you notice?*

Presentation

Time: minutes

Story Summary (Pages 95–96):

- Billie Wind was a young Native American girl living in Florida.
- She loved science and wanted to become a scientist.

Story Vocabulary: canoe – Everglades – National Park – wind – water – animals – elders – wisdom – pack – scientist

Practice & Production

Time: minutes

1. Who is Billie Wind?
2. Pair work: Discuss whether Billie should believe the elders.
3. Rewrite the story from Billie Wind’s perspective.

Assessment: Comprehension accuracy.

Evaluation

- Understanding of main characters, setting, and plot.

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor	👤 Manager		

Date				
Period				
Class				

Unit 6: The Talking Earth

Lesson: Story Reading – Billie Wind in the Everglades

SB Pages: 97–98

Objectives: By the end of this lesson, students will be able to:

1. Describe Billie Wind’s experiences in the Everglades.
2. Identify challenges and survival strategies in the wild.
3. Understand how Billie learned from observing nature.

Materials

Student Book Notebook Flashcards (vocabulary & survival strategies) The board Teacher’s Guide

Life Skills: Observation – Problem-solving – Resilience

Values: Respect for nature – Patience – Learning from the environment

Skills: Reading – Writing – Speaking – Listening

Lesson Procedures

Time: ... minutes

Review & Warm-up

- Quick recap: *What happened to Billie Wind when she first entered the Everglades?*
- Discuss: *Have you ever faced a challenge and learned something from it?*

Presentation

Time: ... minutes

Story Summary (Pages 97–98):

- At first, Billie struggled to survive in the Everglades.
 - No shelter, no food, no help.

Story Vocabulary: swamp – survive – struggle – alligator – owl – splash – hoot – shelter – fire – observe – animals

Practice & Production

Time: ... minutes

1. What difficulties did Billie face at first in the Everglades?
2. Retell this part of the story from Billie’s perspective.

Assessment: Accuracy in comprehension answers.

Evaluation

Understanding of Billie’s challenges and growth in the Everglades.

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor	👤 Manager		

Date				
Period				
Class				

Unit 6: The Talking Earth

Lesson: Story Conclusion & Activities – Billie Wind SB Pages: 99–101

Objectives: By the end of this lesson, students will be able to:

1. Understand and describe Billie Wind’s final lessons in the Everglades.
2. Identify characters and match them with their roles.
3. Apply comprehension skills through multiple-choice and fill-in exercises.
4. Decode a hidden message using a code breaker activity.
5. Reflect on the importance of listening to nature and maintaining ecological balance.

Materials

- Student Book Notebook Flashcards (story vocabulary & characters)
 The board Teacher’s Guide

Life Skills: Observation – Critical thinking – Problem solving

Values: Respect for nature – Patience – Responsibility for the environment

Skills: Reading – Writing – Speaking – Listening

Lesson Procedures

Time: minutes

Review & Warm-up

- Recap: *What challenges did Billie face and how did she overcome them?*
- Discuss: *What does it mean to “listen” to nature?*

Presentation

Time: minutes

Story Summary (Pages 99–100):

Story Characters:

Practice & Production

Time: minutes

Character Matching - Multiple Choice Questions - Fill-in-the-Blank (Word Bank)

- Words: splash – hooting – shells – survive – canoe

Code Breaker Activity

- Hidden message: *“I PROMISE TO KEEP MY SCHOOL CLEAN”*
- Encourage students to solve and discuss the meaning.

Reflection Question

- What do you think would happen if Billie didn’t go to the Everglades?

Assessment

- Participation in code breaker and reflection discussion.
- Ability to summarize lessons learned from nature.

Evaluation

- ✓ Comprehension of the story’s conclusion.
- ✓ Understanding of characters and their roles.
- ✓ Creativity and thoughtfulness in reflection answers.
- ✓ Engagement in vocabulary and critical thinking activities

Objectives		Steps		Students	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor	👤 Manager		

Date				
Period				
Class				

Unit 6: The Talking Earth

Lesson: Story Events & Comprehension Activities – Billie Wind SB Pages: 102–104

Objectives: By the end of this lesson, students will be able to:

1. Sequence the main events of Billie Wind’s journey in the Everglades.
2. Distinguish between true and false statements about the story.
3. Identify story elements through picture sequencing and comprehension questions.
4. Complete summaries using appropriate vocabulary.
5. Retell the story from Billie’s perspective in a creative writing task.

Materials

- Student Book Notebook Flashcards (vocabulary & story events)
- The board Teacher’s Guide

Life Skills: Sequencing – Critical thinking – Creative writing

Values: Respect for nature – Patience – Observation

Skills: Reading – Writing – Speaking – Listening

Lesson Procedures

Time: minutes

Review & Warm-up

- Recap: *What lessons did Billie Wind learn from the Everglades?*
- Discuss: *Have you ever learned something important by observing nature?*

Presentation

Time: minutes

Story Events Summary (SB Pages 102–104):

Practice & Production

Time: minutes

1. Sequence Events 2. True or False 3. Picture Sequencing

4. Comprehension Questions

5. Creative Writing Task

- Imagine you are Billie. Write about your journey in the Everglades, including your feelings, observations, and lessons learned.

Assessment

- Accuracy in sequencing events and comprehension tasks.
- Ability to complete summaries using appropriate vocabulary.
- Creativity and detail in retelling the story from Billie’s perspective.

Evaluation

- ✓ Understanding of story events and character development.
- ✓ Ability to analyze and summarize the story.
- ✓ Use of vocabulary and descriptive language.
- ✓ Participation in sequencing, discussion, and writing activities.

Objectives		Steps		Students
☺ Achieved		☺ Covered		☺ Active
☹ Not achieved		☹ Not covered		☹ Not active
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor		👤 Manager

Date				
period				
class				

.....
 ✎ SB Pages :

Objectives: By the end of this lesson, the students will be able:

1.
 2.
 3.

Materials

Student book Printed character cards visual Aids

Audio Recording Teacher's guide

Life Skills:

Values:

Skills:

Lesson Procedures Time: minutes

Review:

Warm-up :

Presentation Time: minutes

Vocabulary:

.....

.....

Language Structure:

.....

Practice & production Time: minutes

.....

.....

.....

Assessment:

Closing:

Evaluation

Weakness Points:

.....

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