

Date				
Period				
Class				

Unit (1) : The Five Senses

Lesson 1: What are the Five Senses? SB Pages: 8 – 9 – 10

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

1. To identify the five senses.
2. To understand the function of each sense.
3. To use the present simple tense to describe daily actions.

Materials

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

Life Skills : Personal hygiene – Healthy habits

Values : Responsibility – kindness

Skills : Listening, speaking, reading, writing

Lesson Procedures Time: minutes

Review: Greet the children. Revise body-related vocabulary.

Ask: "How do we see / hear / smell?"

Warm-up: How many senses do we have?

Presentation Time: minutes

Vocabulary:

eye – ear – nose – tongue – skin – sight – hear – smell – taste – touch –
amazing – delicious – loud noise – voice – smoke – huge

Language Structure:

Q: What do you do with your eyes? A: I see with my eyes.

Other Examples:

- 1- I hear with my ears. 2- I taste with my tongue.
3- I smell with my nose. 4- I touch with my hands.

Practice & production Time: minutes

- Read the sentences and complete with the words in the box.
- Ask and answer. Work with your partner. Take turns.

Assessment

Ask each pupil to describe one sense and give an example.

Example: "I hear music with my ears."

Closing: Next lesson, we will talk about healthy habits!"

Evaluation:

Weakness Points:

4Objectives		Steps	Students
☺ Achieved		☺ Covered	☺ Active
☹ Not achieved		☹ Not covered	☹ Not active
👤 Subject Teacher	👤 Senior Teacher	👤 Supervisor	👤 Manager

Date				
Period				
Class				

Unit (1) : The Five Senses

Lesson 2: Healthy Habits

SB Pages : 11 – 12 – 13

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

1. To identify healthy daily habits.
2. To use present simple tense in sentences.
3. To give advice for staying healthy.

Materials

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

Life Skills: Personal hygiene – Healthy habits

Values: Responsibility – kindness

Lesson Procedures

Time: minutes

Review

Review the 5 senses briefly. Ask: "How do you use your nose/ears in a healthy way?"

Warm-up: Why is a good night's sleep important to us?

Presentation

Time: minutes

Vocabulary:

wake up early – brush teeth – do exercise – breakfast – lunch – dinner – vegetables – fruits – plenty of water – take a shower

Language Structure: Using the present simple tense correctly

- I wake up at 6:00. - She brushes her teeth.
- We eat vegetables every day.

Practice & production

Time: minutes

- Read about Sarah's routine and answer some questions.
- Correct the verb form. - Work in groups. Discuss and role-play.

Assessment

Ask Ss to talk about their daily habits. Example: "I go to bed at 9 p.m."

Closing: "Great work today! Tomorrow, we'll enjoy a fun story!"

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) : The Five Senses

Lesson: 3 – Goha’s Great Meal SB Pages: 14 –15 –16 –17

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

1. To listen to and understand a folk tale.
2. To identify story elements (characters, setting, moral).
3. To use past simple tense in context.

Materials

Student book Story flash cards Teacher’s guide Realia

Life Skills : Personal hygiene – Healthy habits

Values: Responsibility – kindness

Skills: Listening, reading, storytelling, writing

Lesson Procedures

Time: minutes

Review: “What did you eat yesterday?” to introduce past tense.

Warm-up:

Show a soup bowl or picture and ask:

“What does it smell like?” “Would you share your food?”

Presentation

Time: minutes

Vocabulary: restaurant – pay for – owner – cleverly – deep breath hungry – jingling – soup – coins – greedy – share – clever – offer

Language Structure (Past Simple):

-Goha was hungry. He smelled the soup. He shook his coins.

Practice & production

Time: minutes

- Match words to definitions

- Answer story questions

Assessment

Ask students: “What’s the moral of Goha’s story?”

Optional writing: “Write 2 sentences about sharing.”

Closing

“Well done! You are clever like Goha. Tomorrow, we’ll do fun writing.”

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) : The Five Senses	
Lesson: 4 – Writing (Sequence Words)	Page: 18 – 19
<input type="checkbox"/> Objectives: By the end of this lesson, the students will be able :	
1. To write about a daily routine.	
2. To use sequence words (First, Next, Then...)	
3. To apply punctuation and time structure.	
<input type="checkbox"/> Materials	
<input checked="" type="checkbox"/> Student book <input checked="" type="checkbox"/> Flash cards <input checked="" type="checkbox"/> Teacher’s guide <input checked="" type="checkbox"/> Pictures of routines	
<input type="checkbox"/> Life Skills: Personal hygiene – Healthy habits	
<input type="checkbox"/> Values: Responsibility – kindness	
<input type="checkbox"/> Skills: Writing, grammar, sequencing	
<input type="checkbox"/> Lesson Procedures	Time: minutes
<input type="checkbox"/> Review	
Ask students to say their daily routines orally using “First... Then...”	
<input type="checkbox"/> Warm-up	
Show 4–5 pictures of daily activities. Ask students to order them.	
<input type="checkbox"/> Presentation	Time: minutes
Vocabulary: daily routine – beginning – middle – end – Finally wake up – brush – breakfast – including – lunch – sleep – follow	
Language Structure: sequence words	
First, I wake up. Next, I brush my teeth. Then, I go to school. After that, I play. Finally, I sleep.	
<input type="checkbox"/> Practice & production	Time: minutes
Exercise No1: Fill in routine using sequence words	
Exercise No2: Write your own daily routine	
<input type="checkbox"/> Assessment	
Ask students to write 5–6 sentences using sequence words. Check punctuation.	
<input type="checkbox"/> Closing: “Next time, we’ll create a project about healthy habits.”	
<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 (1) : The Five Senses

Lesson: 5 - Think and create (A presentation) SB Pages: 20 – 21 – 22

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

1. To review all unit vocabulary and grammar.
2. To present a project about healthy habits.
3. To use clear pronunciation and visuals.
4. To Plan a presentation on healthy eating habits.

Materials

Student book Poster paper Markers Teacher's guide

Life Skills: Personal hygiene – Healthy habits

Values: Responsibility – kindness

Skills: Speaking, drawing, summarizing, presenting

Lesson Procedures Time: minutes

Review: Recap all lessons using a quick quiz or flashcards.

Warm-up

Ask: "What makes a good project?" Show example poster.

Presentation – Project Instructions Time: minutes

Title: My Healthy Life

Include 3 healthy habits

Add pictures/drawings

Present orally in class

Practice & production Time: minutes

project work and preparation only.

Assessment

Each pupil presents their poster to the class. Use rubric:

Clear title 3+ ideas Pictures Good speech

Closing

"Excellent work! You are healthy and smart. Next unit: My Community!"

Evaluation

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:

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Language Structure:

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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				

Unit (2) : My Community

Lesson: 1 – Helping the Community SB Pages: 24 – 25 – 26

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

1. To talk about ways to help the community.
2. To use present simple with “I / he / she / they”.
3. To describe community actions.

Materials: Student book Flash cards Audio CD

Teacher’s guide Realia The board

Issues: Encouraging social responsibility and community support.

Values: Helping others and volunteering.

Skills: Listening, speaking, reading, writing

Lesson Procedures Time: minutes

Review: “What healthy habits do you remember from last unit?”

Warm-up: Show picture of community (park, street, people helping)
– ask: “What can you see?”

Presentation Time: minutes

Vocabulary:

plant trees – clean the street – collect clothes – help neighbors
feed animals – volunteer – happen – trash – other things – everyone

Language Structure:

- I help my community. - He plants trees. - She helps her neighbors.
- They collect old clothes.

Practice & production Time: minutes

Exercise No1: Read a dialogue and answer questions

Exercise No2: Complete sentences using verbs

Assessment: “What do you do to help your community?”

Closing

“Well done! Next time, we’ll learn about problems and solutions in our community.”

Evaluation :

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

Date				
Period				
Class				

Unit (2) : My Community

Lesson 2: Community Problems and Solutions SB Pages: 27 – 28 – 29

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

1. To identify common problems in the community.
2. To suggest solutions using modal “can”.
3. To understand cause and effect.

Materials

Student book Flash cards Board Teacher’s guide

Issues: Recognizing social responsibility in solving problems.

Values: Teamwork and positive change.

Skills: Listening, speaking, reading, writing

Lesson Procedures Time: minutes

Review: “What do you do to help your neighbors?”

Warm-up:

Write “Problems” and “Solutions” on board. Ask for examples.

Presentation Time: minutes

Vocabulary: solve a problem – instead of – everywhere
trash – traffic – bins – difference – pollution – clean streets

Language Structure:

There is traffic in the morning. We can take the bus.

People don’t throw trash anymore.

Practice & production Time: minutes

Exercise No1: Match problems to solutions

Exercise No2: Read and write T/F

Assessment

Give a problem and ask pupils to give a solution using “can”.

Closing: “Well done! Tomorrow we’ll explore Egyptian culture.”

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 Community

Lesson: 3 Egypt : My Culture

SB Pages: 30–31–32–33

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

1. To explore Egyptian traditions.
2. To compare cultural aspects of Upper and Lower Egypt.
3. To use prefixes to make new words.

Materials

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

Teacher's guide Board

Issues: Cultural identity and appreciation.

Values: Pride in Egyptian culture.

Skills: Reading, discussion, writing

Lesson Procedures

Time: minutes

Review: "Where do you live – Upper Egypt or Lower Egypt?"

Warm-up

Show photos of festivals, food, clothes from both regions.

Presentation

Time: minutes

Vocabulary:

festival – galabeya – sugar cane – decorations – carpets – pottery – traditional – celebrate – harvest – modern – proud of – culture – stylish – bright – outfit – region – Upper Egypt – turban

Language Structure:

People in Upper Egypt grow sugar cane and make carpets.
In Lower Egypt, they wear galabeyas and eat special food.

Practice & Production

Time: minutes

Exercise No1: Answer multiple choice

Exercise No2: Compare traditions

Assessment : "What do people do in your region?"

Closing

Next lesson: we'll write about someone in your community."

Evaluation

Weakness Points: Sentence rhythm when using "and"

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

Date				
Period				
Class				

Unit (2) : My Community

Lesson: 4 – Writing (A Diary Entry)

SB Page: 34 – 35

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

1. To write about someone in the community.
2. To use adjectives in sentences.
3. To organize writing into a short paragraph.

Materials

Student book Teacher’s guide Word cards

Board Example descriptions

Issues: Writing structured and descriptive text.

Values: Appreciating roles in the community.

Skills: Writing, spelling, grammar

Lesson Procedures

Time: minutes

Review: “Who helps in your neighborhood?” (e.g. doctor, teacher)

Warm-up

Show photo of community helper. Ask students to describe them.

Presentation

Time: minutes

Vocabulary: Diary Entry – neighborhood – rich history – safety – safely – friendly – helpful – kind – responsible – brave – honest

Language Structure:

-My uncle is a doctor. -He is helpful and kind.

-She is a brave firefighter.

Practice & production

Time: minutes

Exercise No1: Describe a community helper

Exercise No2: Complete paragraph with adjectives

Assessment

Each student writes a short paragraph describing someone they know.

Closing: “Great writing! In our next class, we’ll work on a community project.”

Evaluation

Weakness Points: Adjective spelling and sentence expansion

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

Date				
Period				
Class				

Unit (2) : My Community			
Lesson: 5 – Think and create (A Poster) SB Pages: 36 - 37 - 38			
<input type="checkbox"/> Objectives: By the end of this lesson, the students will be able:			
1. To Make a poster about ways to solve a community problem			
2. To use prepositions of place correctly.			
3. To help his community to stop air pollution.			
<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: stop air pollution – cycle to school – ways - solve			
next to – between – in front of – behind – on the corner of			
Language Structure:			
The school is next to the park. The hospital is in front of the bank.			
<input type="checkbox"/> Practice & production		Time: minutes	
No exercises – project-based task.			
<input type="checkbox"/> Assessment			
Each group presents their map using complete sentences.			
<input checked="" type="checkbox"/> Check use of vocabulary and accuracy.			
<input type="checkbox"/> Closing: “Well done, geographers! You made amazing community maps.”			
<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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.....

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) : Animals in Our World

Lesson: 1 – Let's Meet the Animals! SB Pages: 40 – 41– 42

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

1. To identify different animals and their homes.
2. To use prepositions of place in context.
3. To describe animal behavior.

Materials

Student book Animal flash cards The board

Teacher’s guide Pictures of habitats

Life Skills: Critical thinking and Environmental awareness.

Values : Respect for life

Skills: Listening, speaking, reading, writing

Lesson Procedures Time: minutes

Review: What animals do you know? - Where do they live?

Warm-up : Show animal pictures (lion, monkey, giraffe...).

Ask: “Where does it live?”

Presentation Time: minutes

Vocabulary:

forest – cave – nest – desert – trees – ocean – jungle – heavy – during – striped – thick fur – trunk – spotted coat – sharp claws

Language Structure: Using the present simple tense correctly.

- The monkey lives in the trees. - The lion sleeps in a cave.

Practice & production Time: minutes

- Read and match the animals to their description.

- Work with your partner. Write a short story about animals using the verbs from exercise 6 and the adjectives from exercise 8.

Assessment

Describe one animal and where it lives using “in/on/under...”

Closing: “Tomorrow we’ll talk about animals in danger.”

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) : Animals in Our World			
Lesson: 2 – Taking Care of Animals SB Pages: 43 – 44 – 45			
<input type="checkbox"/> Objectives: By the end of this lesson, the students will be able:			
1. To identify endangered animals.			
2. To give facts using “can/can’t”.			
3. To create awareness about animal protection.			
<input type="checkbox"/> Materials			
<input checked="" type="checkbox"/> Student book <input checked="" type="checkbox"/> Posters of endangered animals			
<input checked="" type="checkbox"/> Audio CD <input checked="" type="checkbox"/> Teacher’s guide <input checked="" type="checkbox"/> Pictures <input checked="" type="checkbox"/> Flashcards			
<input type="checkbox"/> Life Skills: Critical thinking and Environmental awareness.			
<input type="checkbox"/> Values : Respect for life			
<input type="checkbox"/> Skills: Listening, reading, writing, speaking			
<input type="checkbox"/> Lesson Procedures		Time: minutes	
<input type="checkbox"/> Review: Where do animals live? Do all animals live safely?			
<input type="checkbox"/> Warm-up : How should we exercise our pets?			
<input type="checkbox"/> Presentation		Time: minutes	
Vocabulary: special care – endangered – protect – pollution – fishing nets – challenges – Forest officers – kindness – wild – vet – give advice – check animals’ health – work hard – cages			
Language Structure: Comparative Adjectives			
- Cats are safer than lions. - Bears are bigger than dogs.			
- Rabbits are healthier than other animals.			
<input type="checkbox"/> Practice & production		Time: minutes	
- Read the text: How do vets and forest officers help animals?			
- Make sentences to describe the pictures using comparative adjectives.			
- Work in pairs to give advice to keep some animals at home.			
<input type="checkbox"/> Assessment: Each pupil names one endangered animal and says a fact using “can”.			
<input type="checkbox"/> Closing: “You’re great animal protectors! Next class is a story lesson!”			
<input type="checkbox"/> Evaluation			
<input type="checkbox"/> Weakness Points:			

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

Date				
Period				
Class				

Unit (3) : Animals in Our World

Lesson: 3 Story: The Old Lion and the Fox SB Pages: 46 : 49

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

1. To read and understand a fable.
2. To identify characters, setting, and moral.
3. To use past simple tense correctly.
4. To Discriminate between the consonant blends /fr/ /dr/ /pl/.

Materials

Student book Story flashcards

Teacher's guide The board Pictures of lion, fox, cave

Life Skills: Critical thinking and Environmental awareness.

Values : Respect for life

Skills: Listening, reading, storytelling, speaking

Lesson Procedures Time: minutes

Review: Ask: "Do lions eat meat?" "Are lions clever?"

Warm-up: Why should we learn from the mistakes of others?

Presentation Time: minutes

Vocabulary : Fluffy tail – trick – cave – pretend – wise –footprints
moral – danger – hunt – catch – mistakes – run away – lay down

Language Structure (Past Simple):

The lion was old and hungry. He pretended to be sick.
The fox saw the footprints.

Practice & production Time: minutes

- Listen and read. How did the fox know it was in danger?
- Read and complete the summary with the words in the box.
- Identify the morals and characters and work in groups

Assessment: Ask pupils: "What is the moral of the story?"

Closing: "Great thinkers! Next lesson: we will write about animals.

Evaluation

Weakness Points: Past tense irregular verb forms

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

Date				
Period				
Class				

Unit (3): Animals in Our World

Lesson: 4 Research Report: Endangered Animals SB Page: 50 : 53

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

1. To write a short paragraph about an animal.
2. To use past simple to describe events.
3. To practice punctuation and sentence building.

Materials

Student book Animal photos The board

Word cards Teacher’s guide

Life Skills: Critical thinking and Environmental awareness.

Values : Respect for life

Skills: Writing, grammar, creativity

Lesson Procedures Time: minutes

Review: Have you seen an animal before?” “What happened?”

Warm-up: Show a photo of a pet. Ask: “What did it do yesterday?”

Presentation Time: minutes

Vocab: facts about – the Middle East – habitat – species – wild remain – Arabian Leopard – disappearing – forever – clear – title Pollution – dugong – organization – fishing net – reason Introduction – examples – conclusion – solutions – pollution

Practice & production Time: minutes

- Fill in a story about an animal
- Write a report about another endangered animal.
- Write your own short paragraph about your favourite animal.

Assessment

Each pupil writes 4–6 sentences about an animal they saw or like.

Closing: “Your stories are amazing! Next class, we make a project!”

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				

Unit (3): Animals in Our World

Lesson: 5 – Think and Create : A collage SB Page: 54 – 55 - 56

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

1. To create an animal fact file.
2. To use comparative adjectives correctly.
3. To create a collage of endangered animals.
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: Critical thinking and Environmental awareness.

Values : Respect for life

Skills: Writing, drawing, presenting

Lesson Procedures Time: minutes

Review: Ask: “What is your favorite animal?” “Why?”

Warm-up

Show two animals. Ask: “Which is bigger? Which is faster?”

Presentation – Grammar Focus Time: minutes

Vocabulary: cutting - pasting photos – collage – endangered animals – allow – overlap – feedback – glue together - cloth
Protect – gentle – in danger – teach – disappear – forever

Practice & production Time: minutes

project-based task: Make your own collage and show it to your partner. Ask for their feedback.

Assessment

Each student presents their animal fact file with 3–5 facts.

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	
<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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Assessment:

Closing:

Evaluation

Weakness Points:

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

Date				
Period				
Class				

Unit (4) : Egypt My Homeland			
Lesson: 1 – Places in Egypt		SB Pages: 62– 63 – 64	
<input type="checkbox"/> Objectives: By the end of this lesson, the students will be able:			
1. To identify natural wonders in Egypt.			
2. To use descriptive adjectives.			
3. To say where places are located.			
<input type="checkbox"/> Materials			
<input checked="" type="checkbox"/> Student book <input checked="" type="checkbox"/> Map of Egypt <input checked="" type="checkbox"/> Teacher’s guide			
<input checked="" type="checkbox"/> Audio CD <input checked="" type="checkbox"/> Flash cards <input checked="" type="checkbox"/> Pictures of natural sites			
<input type="checkbox"/> Life Skills: Identity - Exploration			
<input type="checkbox"/> Values: Citizenship - Pride in our homeland.			
<input type="checkbox"/> Skills: Listening, speaking, reading, writing			
<input type="checkbox"/> Lesson Procedures		Time: minutes	
<input type="checkbox"/> Review: What is your favourite animal?			
<input type="checkbox"/> Warm-up: Did you visit the Pyramids of Giza? Which places do you like to visit?			
<input type="checkbox"/> Presentation		Time: minutes	
<u>Vocabulary</u> : Pyramids – Cairo Tower – Egyptian Museum desert – tour guide – ride a camel – Siwa oasis – mountain – Nile River – valley – lake – famous – busy market – giant stones			
Language Structure: Using the present simple for facts.			
<input type="checkbox"/> Practice & production		Time: minutes	
- Read a text about Exploring Egypt with Ali.			
- Work in groups. Discuss and role-play.			
<input type="checkbox"/> Assessment			
Ask pupils to name one natural place in Egypt and describe it.			
<input type="checkbox"/> Closing: “Well done! Tomorrow we’ll visit Egypt’s ancient history!”			
<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 (4) : Egypt My Homeland

Lesson : 2 – My city

SB Pages: 65 – 66 – 67

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

1. To recognize famous historical sites and public places.
2. To use the prepositions of place well .
3. To compare ancient and modern places.

Materials

Student book Historical photos Board

Audio CD Teacher’s guide Timeline poster

Life Skills: Identity - Exploration

Values: Citizenship - Pride in our homeland.

Skills: Listening, reading, speaking, writing

Lesson Procedures Time: minutes

Review: Ask: “What do you know about the pyramids?”

Warm-up: What is your favourite place?

Presentation Time: minutes

Vocabulary : Stay connected – feel better – packages – send letters – treasures pharaoh – tomb – archaeologist – museum – shopping mall – post office – borrow – lend – happen – sell

Language Structure : Using the Prepositions of Place

☞ The cat is in front of the box. ☞ The cat is between the boxes.

Practice & production Time: minutes

- Read the text and answer questions. What can people do at the post office?

- Work in groups talk about your favourite place.

Discuss and role-play.

Assessment

Ask pupils to describe one ancient place using two sentences in the past.

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	
☞ Subject Teacher	☞ Senior Teacher	☞ Supervisor	☞ Manager		

Date				
Period				
Class				

Unit (4) : Egypt My Homeland

Lesson: 3 – Math : The world of big numbers SB Pages: 68 – 69

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

1. To Read and understand descriptions of famous places.
2. To differentiate between confusing sounds /p/ and /b/ .
3. To say and deal with big numbers correctly.

Materials

Student book Story cards Teacher’s guide

Character pictures Flash cards Audio CD

Life Skills: Identity - Exploration

Values: Citizenship - Pride in our homeland.

Skills: Listening, reading, sequencing, speaking

Lesson Procedures Time: minutes

Review: Ask: “What do explorers do?”

Warm-up: Show compass or map and ask: “What is it for?”

Presentation Time: minutes

Vocabulary:

billion – Thousand – hundred – million – explore – journey – mean – population – reach – voiced – voiceless – press – lips

Language Structure (Past Simple):

He found a map.

Practice & production Time: minutes

- Read and complete using the words in the box.

- Listen and complete with /p/ or /b/ under each word.

Assessment

Ask Ss to say some numbers and words starting with B and P.

Closing

“Great storytelling! Next lesson: writing about a journey.”

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) : Egypt My Homeland
Lesson: 4 – Writing a blog : A Visit to St. Catherine Mountain
SB Pages: 70 – 71 – 72 – 73

- Objectives:** By the end of this lesson, the students will be able:
1. To write a paragraph about a place in Egypt.
 2. To use past tense with time expressions.
 3. To organize writing logically.

Materials

SB Writing cards Teacher’s guide Word wall

Issues: Identity - Exploration

Life Skills: Citizenship - Pride in our homeland.

Skills: Writing, spelling, sequencing

Lesson Procedures Time: minutes

Review: “What is your favorite place in Egypt?”

Warm-up: Why do people visit natural and historical places like St. Catherine Mountain?

Presentation Time: minutes

Vocabulary: descriptive – senses – imagine – salty – details
travel – monastery – history – title – popular – prepare – writer
adventure – natural – historical – interesting enjoyed – stayed
Grammar: Using different tenses to describe a visit and a place

Practice & production Time: minutes

- Read Tarek’s blog post about St. Catherine Mountain.
- Write your own blog post about a place in Egypt.

Assessment

Students write about a place they visited using 4–6 sentences.

Closing

“You are amazing writers! Next time: project presentation!”

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) : Egypt My Homeland			
Lesson: 5 – Think and create: A leaflet		SB Page: 74 – 75 - 76	
<input type="checkbox"/> Objectives: By the end of this lesson, the students will be able:			
1. To identify a leaflet about Siwa Oasis.			
2. To use descriptive sentences well.			
3. To create a leaflet about another place in Egypt.			
<input type="checkbox"/> Materials			
<input checked="" type="checkbox"/> Student book <input checked="" type="checkbox"/> A leaflet <input checked="" type="checkbox"/> Markers <input checked="" type="checkbox"/> Flashcards			
<input checked="" type="checkbox"/> Photos of Egypt <input checked="" type="checkbox"/> Teacher’s guide			
<input type="checkbox"/> Life Skills: Identity - Exploration			
<input type="checkbox"/> Values: Citizenship - Pride in our homeland.			
<input type="checkbox"/> Skills: Speaking, creating, presenting			
<input type="checkbox"/> Lesson Procedures		Time: minutes	
<input type="checkbox"/> Review: “Which place in Egypt do you love most?”			
<input type="checkbox"/> Warm-up: Show a leaflet . Discuss what makes it good.			
<input type="checkbox"/> Presentation – Poster Instructions		Time: minutes	
<u>New Vocab:</u> local – sweet dates – sunset – daytime – summer fresh – olive oil – excellent price – bring – should – main heading sub-heading – tourists – wear – image – take pictures – natural detailed description – a call to action – invitation - add details			
<input type="checkbox"/> Practice & production		Time: minutes	
- Look and read the leaflet about the Siwa Oasis.			
- Make a leaflet about another place in Egypt.			
<input type="checkbox"/> Assessment			
Each pupil presents their poster using full sentences and visuals.			
<input type="checkbox"/> Closing			
“You are Egypt ambassadors! Next unit: talking about jobs			
<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:

.....

.....

Language Structure:

.....

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 5: A Day at Work

Lesson: 1 – Different Jobs SB Pages: 80 – 81 – 82

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

1. To Identify the roles of different jobs.
2. To Discuss significance of different jobs/uniforms.
3. Answer questions about different jobs according to a text.

Materials

Student book Real objects (money, food cards)

Audio CD Teacher's guide Board Flashcards

Life Skills: teamwork

Values: responsibility

Skills: Listening, speaking, reading, writing

Lesson Procedures Time: minutes

Review: "What places can tourist visit in Egypt?"

Warm-up : What does your father do?

Presentation Time: minutes

Vocabulary: engineer – firefighter – police officer – doctor – nurse – uniform – helmet – sick people – save – stop fires
Care for – patients.

Language Structure: using the present simple tense correctly

Practice & production Time: minutes

Exercise No1: Listen and read about different jobs.

Exercise No2: Work with your partner. Take turns. Think of your favorite job.

Assessment

Ask each student to talk about his job when he\ she grows up.

Closing : Next time we will talk about superlative adjectives.

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): A Day at Work

Lesson: 2 – Jobs I Love

SB Pages: 83 – 84 – 85

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

1. To name common items found in markets.
2. To describe items using quantity and color.
3. To understand short dialogues about shopping.

Materials

Student book Market scene poster Flashcards

Teacher’s guide CD Word cards

Life Skills: teamwork

Values: responsibility.

Skills: Listening, reading, speaking, writing

Lesson Procedures Time: minutes

Review: “What do you want to be when you grow up?”

Warm-up: Look at the pictures; Do you know what their jobs are?

Presentation Time: minutes

Vocabulary: mentor – wildlife photographer – make puppets – shy students – voice-over actor – loud – tell stories – dangerous

Language Structure: Superlative adjectives

This tree is the tallest tree in the park.

Mona is the nicest friend I have.

Nora is the happiest girl in the class.

Practice & production Time: minutes

Exercise No1: Read a text about jobs and answer questions.

Exercise No2: Work in groups. Discuss and role-play.

Assessment

Students make sentences using the superlative adjectives.

Closing : Next time will talk about a story.

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) : A Day at Work

Lesson: 3 – Story : The Last House SB Pages: 86 : 89

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

1. To Identify main ideas in a story setting.
2. To identify story elements (problem, events, solution).
3. To Provide a different ending to a story.

Materials

Student book CD Story cards Teacher’s guide

Life Skills: teamwork

Values: responsibility.

Skills: Listening, reading, retelling, role-playing

Lesson Procedures Time: minutes

Review: What do you want to be when you grow up?

Warm-up

What do you think makes someone good at their job?

Presentation Time: minutes

Vocabulary: Wooden – promised – Skilled – Fit – feel regret – gift – wood – carpenter – poor – shocked – busy – wait – worry

Language Structure (Past Simple):

He used weak wood. The windows didn’t fit.

Practice & production Time: minutes

- Listen and read. What did the village king ask Sami to do?
- Read and complete the summary with the words in the box.
- Think and change the ending of the story.

Assessment

Pupils retell the story using key vocabulary and act it out in pairs.

Closing

“You’re great storytellers! Next class, we’ll write about shopping.”

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): A Day at Work			
Lesson: 4 – Writing : Non-Fiction Story SB Page: 90 – 91			
<input type="checkbox"/> Objectives: By the end of this lesson, the students will be able:			
1. To identify the work of the heroes who fight fires.			
2. To Provide a different ending to a story.			
3. To write a real life story.			
<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: teamwork			
<input type="checkbox"/> Values: responsibility			
<input type="checkbox"/> Skills: Writing, spelling, grammar			
<input type="checkbox"/> Lesson Procedures		Time: minutes	
<input type="checkbox"/> Review: Do you like stories?			
<input type="checkbox"/> Warm-up: What makes someone a hero?			
<input type="checkbox"/> Presentation – Writing Support		Time: minutes	
Vocabulary : non-fiction – real life – protective uniform – heroes Equipment – equipment – ladders – in danger – oxygen tanks introductory sentence – details – closing sentence – helpful			
Grammar : using the present simple tense for facts and habits.			
<input type="checkbox"/> Practice & production		Time: minutes	
- Read this non-fiction (real-life) story and answer some questions.			
- Work with a partner. Write a non-fiction text about anything real. Share it with the class.			
<input type="checkbox"/> Assessment			
Pupils Find and write examples from this non-fiction text.			
<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	
<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 (5) : A Day at Work

Lesson: 5 – Think and Create : Origami Art Page: 92 – 93

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

1. To create a poster about a favorite shop.
2. To use vocabulary related to shops and products.
3. To present information clearly and confidently.

Materials

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

Life Skills: Expressing opinions and giving descriptions.

Values: Creativity, confidence, self-expression.

Skills: Speaking, presenting, designing

Lesson Procedures Time: minutes

Review: “What is your favorite shop?” “Why do you like it?”

Warm-up: Show a sample poster and discuss its parts (name – things sold – why liked)

Presentation – Poster Structure Time: minutes

Pupils include: made by – make origami – folding – paper – make shapes – Japanese art – follow the instructions – details

Practice & production Time: minutes

- Look and learn how to make origami art that shows a job.
- In pairs, make an origami of a nurse’s uniform. Exchange the uniform with your partner and give them feedback.

Assessment

If you can make an origami of a teacher's job, what will it look like?

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

Evaluation

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:

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Language Structure:

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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				

Unit (6) : Story: The Hundred Dresses

Part one : SB Pages : 96 – 97 – 89 – 99

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

1. To use some definitions for some vocabulary correctly.
2. To Identify story elements: setting, characters, conflict, resolution.
3. To describe the sequence of events properly.

Materials

Student book Printed character cards

Teacher’s guide Audio Recording visual Aids

Life Skills: Empathy, Kindness, Bullying, Self-expression

Values: Guessing events - critical thinking

Skills: Listening, speaking, reading, and telling a story.

Lesson Procedures

Time: minutes

Review: What is your favourite job?

Warm-up: Have you ever seen someone being treated unfairly?

Presentation

Time: minutes

Vocabulary: drawings – quiet – faded – despite – , especially embarrassed – teased – talented – competition – poor – closet ashamed – popular – annoyed – afraid of – lose – playground

Language Structure: Using the past simple tense to tell a story.

Practice & production

Time: minutes

- Read aloud (teacher or audio). Students follow along.

- Pause to explain key parts.

- Ask: What do you think about Wanda? Peggy? Maddie?

Think – Pair – Share : Ask the Ss : Who is your favorite character? Why?

Assessment : Do the exercise on the SB about the story.

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

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) : Story: The Hundred Dresses

Part two : SB Pages : 100 : 107

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

1. To Discuss the moral values presented in the story.
2. To Retell the sequence of events in order.
3. To Write a reflective letter based on the story's events.

Materials

Student book Printed character cards visual Aids

Audio Recording Teacher's guide

Life Skills: Empathy, Kindness, Bullying, Self-expression

Values: Guessing events - critical thinking

Skills: Listening, reading, speaking and telling a story.

Lesson Procedures Time: minutes

Review: Recap Story - Briefly review the key events.

Warm-up : Where does the story take place?

Presentation Time: minutes

Vocabulary: announced – annual – surprise – covered with – win a competition – sign – receive a medal– absent – noticed – apologize – behavior – bullying – experience – promise – letter

Language Structure: Using the past simple tense to tell a story.

Practice & production Time: minutes

- Read aloud (teacher or audio). Students follow along.
- Pause to explain key parts.
- In groups, students role-play a scene.
- Others guess which part they are acting.

Think – Pair – Share :

- Ask the students : Who is your favorite character? Why?

Assessment: Ask students to how to write a reflective letter

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				

.....
 ✎ 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				

.....
 ✎ 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

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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				

.....
 ✎ 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

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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		