



# English



2025/2026

Term 1

# Primary

1

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

<b>Unit (1) : Welcome to My School</b>		<b>SB Pages: 6 : 11</b>	
<b>Lesson 1: Greetings</b>			
<input type="checkbox"/> <b>Objectives:</b> By the end of this lesson, the students will be able to :			
1- Recognize and respond to greetings in short conversations. 2- Introduce themselves using : <i>What's your name?</i> <i>/ My name is...</i> 3- Use simple expressions: <i>Hello – Goodbye – Nice to meet you – Shake hands.</i>			
<input type="checkbox"/> <b>Materials</b>			
<input checked="" type="checkbox"/> Student book <input checked="" type="checkbox"/> Real objects <input checked="" type="checkbox"/> The board <input checked="" type="checkbox"/> Flash cards <input checked="" type="checkbox"/> Teacher's guide			
<input type="checkbox"/> <b>Life Skills :</b> Social communication, confidence in introducing oneself			
<input type="checkbox"/> Values: Respect and friendship <input type="checkbox"/> Skills : Listening, Speaking, Reading, Writing			
<input type="checkbox"/> <b>Lesson Procedures</b>		<b>Time: .... minutes</b>	
<input type="checkbox"/> Review: Teacher greets class: "Hello! Good morning"!			
<input type="checkbox"/> Warm-up: Role-play greetings.			
<input type="checkbox"/> <b>Presentation</b>		<b>Time:     minutes</b>	
<b>Vocabulary:</b> Hello – Goodbye – Shake hands – Friends – Play Dialog Practice (Listening + Speaking) Model the dialogue (Maya & Hana).			
<input type="checkbox"/> <b>Practice &amp; production</b>		<b>Time: ..... minutes</b>	
-Matching (Ex. 5). -Role Play. -Phonics Focus (Intro Letters Tt & Ii). -Teacher writes T t and I i on board.			
<input type="checkbox"/> <b>Assessment:</b> Oral: Role play greetings with a partner.			
<input type="checkbox"/> <b>Evaluation:</b> Students role-play greetings in pairs.			

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

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

**Unit (1) : Welcome to My School**

**Lesson 2: Phonics**

SB Pages: 12 : 16

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

- 1- Recognize the sound of the letter **Tt** at the beginning of words.
- 2- Identify and name objects that begin with **Tt** (tomato, tree, table, tiger, teacher).

Materials

- Student book     Story flash cards     Teacher's guide  
 Realia

Life Skills : Attention to detail – fine motor skills.

Values: Care for handwriting and practice

Skills: Listening – Speaking – Reading – Writing

Lesson Procedures Time: ..... minutes

Review: Teacher revises Hello on the board.

Warm-up: Teacher writes big **Tt** on the board.

Presentation Time: ..... minutes

**Vocabulary:** tomato – tree – table – tiger – teacher

**Tracing Practice** Teacher models how to write uppercase T and lowercase t.

**Language Function:** *This is a desk. That is a chair.*

Practice & production Time: ..... minutes

-Trace Letters (Ex. 2–3, 6). Match (Ex. 4). Circle the Beginning Letter (Ex. 7–9).

Assessment

I can say words beginning with **Tt**.

Closing: we will take Around My Classroom .

Evaluation: Pair role-play: one student picks an object word and the other finds it in class.

Weakness Points .....

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

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

<b>Unit (1) : Welcome to My School</b>	
<b>Lesson 3: Around My Classroom</b>	<b>SB Pages: 17 : 20</b>
<input type="checkbox"/> Objectives: By the end of this lesson, the students will be able to :	
1- Recognize and say classroom object words (chair, bag, pencil, desk, board, teacher, book).	
2- Understand and follow simple classroom instructions (stand up, sit down, open your books).	
3- Match pictures to classroom objects and actions.	
<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: Following instructions – cooperation	
<input type="checkbox"/> Values: Respect for the teacher and classmates	
<input type="checkbox"/> Skills: Listening, Speaking, Reading, Writing	
<input type="checkbox"/> Lesson Procedures	Time: ..... minutes
<input type="checkbox"/> Review	
Revise Lesson 2 vocabulary ( <i>desk – chair – book – notebook – bag</i> ).	
<input type="checkbox"/> Warm-up	
Teacher greets the class: <i>Hello, students!</i>	
<input type="checkbox"/> Presentation	Time: ..... minutes
Vocabulary: <i>chair – bag – pencil – desk – board – teacher – book</i> . Classroom Instructions: stand up – sit down – open your books.	
<input type="checkbox"/> Practice & production	Time: ..... minutes
<input type="checkbox"/> Assessment	
Oral: Students name objects when the teacher points.	
<input type="checkbox"/> Closing: Sample Sentences for Students	
<input type="checkbox"/> Evaluation	
Listen, point, and write ✓ for the matching picture.	

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

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

## Unit (1): Welcome to My School

### Lesson: 4 – Phonics

SB Pages: 21 : 24

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

- 1- Recognize the sound of the letter **li**.
- 2- Identify words beginning with the letter **li** (in, ill, ink, insect).
- 3- Match and circle pictures that start with the letter **li**.

Materials:  Student book  Flash cards  Audio CD

Teacher's guide  Realia  The board

Life Skills: Attention to details, phonemic awareness

Values: Practice makes perfect

Skills: Listening – Speaking – Reading – Writing

Lesson Procedures Time: ..... minutes

Review: Revise the previous lesson.

Warm-up: Teacher shows the letter **l** on the board.

Presentation Time: ..... minutes

**Phonics Vocabulary::** *in – ill – ink – insect*

**Letter Formation::** *li uppercase and lowercase.*

Practice & production Time: ..... minutes

- Listen and repeat (Ex. 1). Trace the letter **li** (Ex. 2–3). Match the pictures (Ex. 4). Circle the pictures starting with **li** (Ex. 5). Tracing lines & writing practice (Ex. 6–7).

Choose the picture of the word that starts with **li** (Ex. 8). Pair work: Students point to a picture and say: *This is an insect.*

Teacher dictates words: students raise hands if it starts with **li**.

Assessment: Match shapes to colors on the board.

Closing

Tomorrow, we will talk about The Garden of Colors and Shapes.

Evaluation : Matching/Circling tasks: Identifying **li** words.

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): The Garden of Colors and Shapes**

**Lesson 1: In the Garden**

SB Pages: 25 : 29

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

- 1- Respond to simple questions about things in the garden.
- 2- Identify the formation and sound of the letters **Ss** and **Aa**.
- 3- Use short descriptive phrases: *The grass is green. The flower is red.*

Materials

Student book     Flash cards     Board     Teacher's guide

Life Skills: Observation, describing environment

Values: Caring for nature

Skills: Listening, speaking, reading, writing

Lesson Procedures

Time: ..... minutes

Review: Teacher greets students.

Warm-up:

Shows a flashcard of the sky and asks: *What color is this?* → Expected: *It is blue.*

Presentation

Time: ..... minutes

**Vocabulary:** *bird – flower – butterfly – grass – sky – tree – sun*

**Dialog Practice** (SB p.27): Students listen and repeat the dialogue between Maya and Hana. Teacher highlights colors & objects in the garden.

**Phonics Focus** :Introduce Ss and Aa (next lesson will expand more). Students repeat /s/ sound (sun, sky) and /a/ sound (apple).

Practice & production

Time: ..... minutes

Pair work: Students ask and answer: *A: What's this? B: This is a flower.*

Assessment

Oral: Answering *What's this? What color is it?*

Closing: "Well done! Tomorrow we'll take Phonics."

Evaluation:

Weakness Points: .....

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

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

**Unit (2): The Garden of Colors and Shapes**

**Lesson 2: Phonics**

SB Pages: 30 : 33

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

- 1- Recognize the letter **Ss** in uppercase and lowercase forms.
- 2- Pronounce the /s/ sound correctly in beginning words.
- 3- Identify and name words that begin with **Ss** (sun, spoon, star, spider, snake).

**Materials**

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

Teacher's guide     Board

Life Skills: Fine motor skills (tracing & coloring)

Values: Focus & attention

Skills: Listening – Speaking – Reading – Writing

**Lesson Procedures**

Time: ..... minutes

Review: Revise short descriptive phrases

Warm-up

Teacher shows a sun picture and asks: *What's this?* → *It's the sun.*

**Presentation**

Time: ..... minutes

Vocabulary:

*sun, spoon, star, spider, snake*

Focus on /s/ sound at the beginning.

**Practice & Production**

Time: ..... minutes

Step 1 – Listening & Repetition (Ex. 1, SB p.30). Step 2 – Tracing (Ex. 2, 3, 4, 6, 9). Circle the pictures (Ex. 5). Trace and color (Ex. 7, 8).

Beginning sound activity (Ex. 10). Pair work. Group work

Assessment : Written: Trace and circle the correct letters/pictures.

Closing

Next lesson: we'll Shapes and Colors.”

Evaluation

Weakness Points:.....

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

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

<b>Unit (2): The Garden of Colors and Shapes</b>	
<b>Lesson 3: Shapes and Colors</b>	<b>SB Pages: 34 : 37</b>
<input type="checkbox"/> <b>Objectives:</b> By the end of this lesson, the students will be able:	
1- Count numbers from 1–10 and by 10s up to 100.	
2- Use <i>How many...?</i> questions and answers in full sentences.	
3- Recognize and spell number words ( <i>one, two, three...</i> ).	
<input type="checkbox"/> <b>Materials</b>	
<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"/> Life Skills: Problem-solving – Critical thinking – Communication	
<input type="checkbox"/> Values: Patience – Accuracy – Cooperation	
<input type="checkbox"/> Skills: Listening – Speaking – Reading – Writing	
<input type="checkbox"/> <b>Lesson Procedures</b>	<b>Time: ..... minutes</b>
<input type="checkbox"/> Review: Ask: Revise numbers 1–10 from Lesson 3.	
<input type="checkbox"/> Warm-up: Play “Count the Classroom”:	
<input type="checkbox"/> <b>Presentation</b>	<b>Time: ..... minutes</b>
Vocabulary: <i>one, two, three, ten, twenty, thirty ... one hundred</i>	
Phonics Focus (Ex.5–8)	
Number Line (Ex.10–11)	
<input type="checkbox"/> <b>Practice &amp; production</b>	<b>Time: ..... minutes</b>
Pair work. Complete exercises from book (Ex.1–11).	
<input type="checkbox"/> <b>Assessment</b>	
Oral: Quick-fire questions <i>How many pens are there?</i>	
<input checked="" type="checkbox"/> Check use of vocabulary and accuracy.	
<input type="checkbox"/> <b>Closing:</b> We will talk about Classroom Actions & Routines	
<input type="checkbox"/> <b>Evaluation:</b> Self-Assessment Stars (p.30): Students tick what they can do.	
<input type="checkbox"/> <b>Weakness Points:</b> .....	

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

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

**Unit ( 2 ) : The Garden of Colors and Shapes**

**Lesson 4 : Phonics**

SB Pages: 38 : 41

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

- 1-Recognize the sound of letter **Aa** (short /a/ sound).
- 2- Identify words that begin with letter **Aa** (apple, arrow, ax, ant).
- 3- Trace and write letter **Aa** in uppercase and lowercase correctly.

Materials

Student book     Animal flash cards     The board

Teacher's guide     Pictures of habitats

Life Skills: Observation– Phonemic awareness– Fine motor skills (writing)

Values : Accuracy– Patience– Practice

Skills: Listening, speaking, reading, writing

Lesson Procedures Time: ..... minutes

Review: Revise previous letters (Ss, li, Tt).

Warm-up : Teacher shows an apple  and asks: *What is this?*

Presentation Time: ..... minutes

**Vocabulary:**

*apple – arrow – ax – an*

SB Activity: Repeat after teacher.

Practice & production Time: ..... minutes

-Tracing: Students trace uppercase **A** and lowercase **a**.

-Matching activity: Match picture to the correct **Aa** word.

-Circle the beginning letter activity (Ex.8–9).

Assessment

Quick-fire: Teacher shows pictures (apple, sun, tree). Students say if it starts with **Aa** or not.

Closing: Chant: /a/ – *apple*, /a/ – *ant*, /a/ – *arrow*, /a/ – *axe*.

Evaluation: ✓ Students can say the sound of **Aa**..

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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.....

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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		

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

<b>Unit ( 3 ) : I love My Family</b>			
<b>Lesson 1: Who's in My Family?</b>		SB Pages: 42 : 46	
<input type="checkbox"/> Objectives: By the end of this lesson, the students will be able:			
1- Introduce family members using complete sentences.			
2- Ask and answer <i>Who's this?</i> using family vocabulary.			
3- Recognize and spell basic family words .			
<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: Communication – Confidence building – Social awareness			
<input type="checkbox"/> Values : Respect for family – Cooperation – Love and gratitude			
<input type="checkbox"/> Skills: Listening, reading, writing, speaking			
<input type="checkbox"/> Lesson Procedures		Time: ..... minutes	
<input type="checkbox"/> Review: Revise greetings ( <i>Hello, What's your name?</i> ) from Unit 1.			
<input type="checkbox"/> Warm-up : <i>Teacher shows a picture of her/his family.</i>			
<input type="checkbox"/> Presentation		Time: ..... minutes	
<u>Vocabulary:</u> <i>father, mother, brother, sister, grandmother, grandfather, parents</i>			
- SB Dialog (Maya & Sara): Act it out with 2 students.			
-Drill Q&A : <i>A: Who's this? B: This is my mother.</i>			
<input type="checkbox"/> Practice & production		Time: ..... minutes	
- Matching activity (Ex.5): Match family pictures to the words.			
- Pair work: Students point to pictures and ask each other.			
- Each student draws a simple family tree (stick figures).			
<input type="checkbox"/> Assessment: Oral check: Teacher asks students <i>Who's this?</i> pointing at flashcards.			
<input type="checkbox"/> Closing: Song/chant: <i>This is my father, this is my mother...</i>			
<input type="checkbox"/> Evaluation: <input checked="" type="checkbox"/> Students can say family vocabulary.			
<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	

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

<b>Unit (3): I love My Family</b>			
<b>Lesson 2 : Phonics (Nn &amp; Pp)</b>		<b>SB Pages: 47 : 51</b>	
<input type="checkbox"/> Objectives: By the end of this lesson, the students will be able:			
1- Identify the sounds /n/ and /p/ in words.			
2- Recognize and say words beginning with letters <b>Nn</b> and <b>Pp</b> .			
3- Trace and write the uppercase and lowercase forms of <b>Nn</b> and <b>Pp</b> .			
4- Circle and match pictures with the correct beginning sounds.			
<input type="checkbox"/> Materials			
<input checked="" type="checkbox"/> Student book <input checked="" type="checkbox"/> Story flashcards			
<input checked="" type="checkbox"/> Teacher's guide <input checked="" type="checkbox"/> The board <input checked="" type="checkbox"/> Pictures of lion, fox, cave			
<input type="checkbox"/> Life Skills: Listening accuracy			
<input type="checkbox"/> Values : Practice and persistence			
<input type="checkbox"/> Skills: Listening – Speaking – Reading – Writing			
<input type="checkbox"/> Lesson Procedures		Time: ..... minutes	
<input type="checkbox"/> Review: Revise letters learned before (Tt, li, Ss, Aa).			
<input type="checkbox"/> Warm-up: Teacher shows flashcard with “Nn” and asks: What sound? (/n/).			
<input type="checkbox"/> Presentation		Time: ..... minutes	
Vocabulary : <b>Nn</b> → nurse, nail, nose, net, neck.			
<b>Pp</b> → pencil, potato, parrot, panda, pizza.			
Students listen, repeat, and practice.			
<input type="checkbox"/> Practice & production		Time: ..... minutes	
- Trace Nn & Pp (Ex.2–3).			
- Circle objects starting with Nn / Pp (Ex.4).			
- Writing race: On the board, 2 students trace Nn & Pp quickly.			
<input type="checkbox"/> Assessment: Writing check: Students trace correctly in their notebooks.			
<input type="checkbox"/> Closing: Chant: <i>N is for nose, net, nurse – P is for pencil, parrot, pizza.</i>			
<input type="checkbox"/> Evaluation: ✓ Students can pronounce /n/ and /p/ correctly.			
<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): I love My Family**

**Lesson 3: Numbers from 1 to 5**

SB Pages: 52 : 55

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

- 1- Read and understand simple sentences about classroom routines.
- 2- Identify and use classroom action verbs in context .
- 3- Label and match pictures with the correct classroom actions.
- 5- Use the simple present tense to describe classroom routines.

Materials

Student book     Story flashcards

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

Life Skills: Teamwork – Following instructions – Classroom discipline

Values : Respect – Cooperation – Responsibility

Skills: Listening – Speaking – Reading – Writing

Lesson Procedures Time: ..... minutes

Review: Recall verbs from Lessons 1–2.

Warm-up: *What do you do in the classroom?*

Presentation Time: ..... minutes

Vocabulary : *How many – point to – count – want – flowers - please – butterfly – butterflies – pencils – bags – stars*

Language Structure (Present Simple): *Hello! In class, I sit on my chair. I read my book. I write in my notebook. I draw a picture. I play with my friends. I clean my desk.*

Practice & production Time: ..... minutes

- Labeling (Ex.2)
- Grammar Practice (Ex.4–5).
- Writing (Ex.6)

Assessment: Ask pupils: “*What do you do in class?*”

Closing: Homework: Write 5 sentences about your classroom activities

Evaluation: Role-play: Students act out 3–4 classroom actions

Weakness Points:

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

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

**Unit (3): I love My Family**

**Lesson 4: Phonics**

SB Pages: 56 : 60

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

- 1- Trace and write action words correctly.
- 2- Complete simple sentences using classroom action verbs.
- 3- Reorder words to form correct sentences in the Present Simple tense.

Materials

Student book     Historical photos     Board

Audio CD     Teacher's guide     Timeline poster

Life Skills: Self-expression – Creativity – Following instructions

Values: Responsibility – Respect for learning – Cooperation

Skills: Reading – Writing – Speaking – Creativity

Lesson Procedures Time: ..... minutes

Review: Quick revision of verbs: *read, write, play, draw, sit, stand, clean, sing.*

Warm-up: What do you do in the classroom?

Presentation Time: ..... minutes

Vocabulary : hat – hair – hands – horse – house – dog - duck – door – doll – drum

Language Structure : Sentence Completion (Ex.2): Fill in the blanks using verbs: a) I **read** my book. b) I **play** with my friends.

Practice & production Time: ..... minutes

- Reordering (Ex.3): Students reorder words into sentences.

- Writing & Drawing (Ex.4): Students draw themselves doing an action in class.

Assessment

Written: Sentence completion & reordering exercises.

Closing: Next class: Review Units 1, 2, and 3.

Evaluation Self-assessment checklist (p.43):  I can say and write action words.

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: .....

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

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

**Unit (4): My Body and My Senses**

**Lesson 1: Head to Toe**

SB Pages: 66 : 69

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

1. Identify and name parts of the body.
2. Use simple structures to describe body parts.
3. Listen and respond to questions about body parts.
4. Count and use numbers with body parts (1 head, 2 eyes, etc.)

**Materials**

- Student's Book                       Teacher's Guide                       Audio CD  
 Flashcards of body parts                       Pictures/posters

**Life Skills and Values :** Identifying and counting body parts.  
Self-awareness - Identifying and describing senses -  
Understanding body functions

**Skills:** Listening – Speaking – Reading – Writing

**Lesson Procedures** Time: ..... minutes

**Review:** How many pencils do you have?

**Warm-up:** Teacher points to eyes, nose, ears and asks: What is this?

**Presentation** Time: ..... minutes

Vocabulary: head, ear, eye, nose, mouth, tongue, arms, hand, legs, foot/feet, toes

**Language Structure :** I have 1 head.      I have 2 eyes.

**Practice & production** Time: ..... minutes

- Listen and circle: Pupils listen and identify body parts.
- Count and choose: Pupils practice "I have 2 hands / I have 1 nose".
- Matching exercise: Match pictures with words.
- Pair work: Pupils ask and answer:  
A: How many eyes do you have?      B: I have 2 eyes.

**Assessment:** Pupils complete sentences in their books:  
I have 1 mouth. I have 2 eyes...  
Teacher checks pronunciation during repetition.

**Closing:** Next time we will learn about how we use our senses.

**Evaluation:**

**Weakness Points:** .....

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

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

**Unit (4): My Body and My Senses**

**Lesson 2: Phonics Focus Hard "c" = /k/ SB Pages: 70 : 74**

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

1. Recognize the hard "c" sound /k/ in words.
2. Read and pronounce words with the digraph "ck" and hard "c".
3. Identify and circle words with the /k/ sound in a short text.

**Materials**

Student's Book     Teacher's Guide     Flashcards (cat, cold, carry, back, black, etc.)     Audio CD     Word cards

**Life Skills and Values:** Identifying and counting body parts. Self-awareness - Identifying and describing senses - Understanding body functions

**Skills:** Listening – Speaking – Reading – Writing

**Lesson Procedures** Time: ..... minutes

**Review:** Revise Lesson 1: Teacher points to a picture and asks: *Who is this?*

**Warm-up:** Students answer: *This is my mother / father ...*

**Presentation** Time: ..... minutes

**Vocabulary:** Red - ring - rabbit - robot – rocket - egg - eggplant  
elbow - enter - elephant

**Practice & production** Time: ..... minutes

- Reading activity: Pupils read the story and answer questions.
- Listening & filling letters: Pupils complete:   at → cat /   ry → cry / li  ked → licked.
- Rearranging letters: e.g., t a c → cat, y c r → cry, s c k t u → stuck.
- Pair work: Pupils practice saying /k/ words in pairs.

**Assessment :** Teacher asks pupils to read one /k/ word each aloud.

**Closing:** Next time we will read a new story using the past tense.

**Evaluation**

**Weakness Points:** .....

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

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

**Unit (4): My Body and My Senses**

**Lesson 3: My Senses**

**SB Pages: 75 : 78**

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

1. Identify and name the five senses.
2. Use simple sentences to describe senses .
3. Listen and respond to short sentences about senses.
4. Read and complete exercises about the five senses.

Materials

Student's Book     Flashcards     Realia     Teacher's guide

Life Skills and Values: Identifying and describing senses - Understanding body functions

Skills: Listening, speaking, reading, writing

Lesson Procedures Time: ..... minutes

Review: *How many eyes do you have?*

Warm-up : Teacher shows eyes, ears, nose, mouth, hands → asks: What do we use them for?

Presentation Time: ..... minutes

**Vocabulary:** senses , See, hear, smell, taste, touch, tongue  
**Language focus :** I can see with my eyes. I can hear with my ears.  
 I can taste with my tongue. I can smell with my nose.  
 I can touch with my hands.

Practice & production Time: ..... minutes

- Listen to a dialog about senses and answer:
- Listen, point, then repeat:
- Listen and match each sense to the correct body part.

Assessment : Pupils say sentences: I can ... with my ...

Closing : Next time we will talk about phonics.

Evaluation

Weakness Points:.....

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

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

**Unit (4): My Body and My Senses**

**Lesson 4 : Phonics**

SB Pages: 79 : 83

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

1. Recognize the **soft “c” sound /s/** in words (when “c” is followed by e, i, y).
2. Pronounce words with the soft /s/ sound correctly (face, nice, city, pencil, cent).
3. Differentiate between **soft “c” (/s/)** and **hard “c” (/k/)** sounds.
4. Sort words into the correct sound groups.

**Materials**

Student’s Book     Flashcards     Realia     Teacher’s guide

**Life Skills and Values:** Identifying and describing senses - Understanding body functions

**Skills:** Listening, reading, speaking, writing

**Lesson Procedures**

Time: ..... minutes

**Review:** Revise last phonics lesson (hard “c” = /k/ → cat

**Warm-up:** Do these words ( cat – city ) sound the same?

**Presentation**

Time: ..... minutes

Vocabulary: cat – car – cake - carrot- cup - key– kangaroo – king  
Kite – kitchen

Language focus: revise sentences about senses correctly.

**Practice & production**

Time: ..... minutes

- Listen to the teacher and repeat.

- Look, say, then trace the beginning letter of the word:

**Assessment:** Pupils pronounce a set of words correctly.

Teacher checks sorted word lists.

**Closing :** Teacher reviews: Soft c → e, i, y = /s/. Hard c → a, o, u = /k/

**Evaluation**

**Weakness Points:**.....

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

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		

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

**Unit ( 5 ) : On the Farm**

**Lesson 1: Welcome to the farm**

**SB Pages: 85 : 88**

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

1. Identify and name common farm animals.
2. Use simple sentences to describe animals.
3. Listen and respond to vocabulary about animals and farm life.
4. Read and match words to pictures of farm animals.

**Materials**

Student book     CD     Flash cards     Teacher's guide

**Life Skills and Values:** Identifying and describing farm animals - Understanding food origins - Comparing and differentiating sizes.

**Skills:** Listening – Speaking – Reading – Writing

**Lesson Procedures**

*Time: ..... minutes*

**Review:** Do you like animals?

**Warm-up:** Which animals can you see on the farm?

**Presentation**

*Time: ..... minutes*

**Vocabulary:** look at ,love , farm animals ,big , small , cow, hen sheep, horse, goat, duck, chicken

**Language Structure :** *The horse is big . The duck is small.*

**Practice & production**

*Time: ..... minutes*

- Listen to a dialogue and repeat some farm animals.
- Circle the pictures that show something big.
- Listen, point, and circle.

**Assessment**

Each pupil says 1–2 sentences about an animal

**Closing**

**Review:** cow, sheep, horse, goat, hen, duck.

**Evaluation**

**Weakness Points:**.....  
.....

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

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

**Unit ( 5 ): On the Farm**

**Lesson 2 : Phonics ( Mm & Gg )**

**SB Page: 89 : 93**

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

1. Recognize the letters Mm and Gg (capital and small).
2. Produce the sounds /m/ and /g/ correctly.
3. Trace and write the letters M, m, G, g.

**Materials**

Student book     Word wall     Teacher’s guide     Board

**Life Skills and Values:** Identifying numbers and their values. Counting objects and using numbers in sentences.

**Skills:** Listening – Speaking – Reading – Writing

**Lesson Procedures** Time: ..... minutes

**Review:** What animals are on the farm?

**Warm-up:** Show flashcards of goat and milk to lead into today’s phonics.

**Presentation – Writing Support** Time: ..... minutes

Vocabulary : moon – monkey – milk – mango – mouse – grapes  
goat – guitar – girl – gloves

**Practice & production** Time: ..... minutes

- Listen to your teacher and repeat.
- Trace and write the letters (Mm)and (Gg) in its uppercase and lowercase forms:

**Assessment :** Quick check:  
Show a picture (e.g., grapes). Ask: “What letter?” Pupils answer “G”.

**Closing:**

**Evaluation**

**Weakness Points:** .....

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

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

**Unit ( 5 ): On the Farm**  
**Lesson 3 : Numbers from 6 to 10** **SB Pages: 94 : 97**

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

1. Count farm animals and objects correctly from 6 to 10.
2. Match numbers with pictures of objects/animals.
3. Write and trace the numbers **6–10**.
4. Use simple sentences to say how many animals or objects they see (e.g., *I can see 7 horses.*)

**Materials**

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

**Life Skills and Values:** Identifying numbers and their values.  
Counting objects and using numbers in sentences.

**Skills:** Listening – Speaking – Reading – Writing

**Lesson Procedures** Time: ..... minutes

- Review:** Review numbers 1–5 with pupils using fingers or objects  
 **Warm-up :** How many fingers do you have?

**Presentation** Time: ..... minutes

**Vocabulary:** How many – Counting – six – seven – eight – nine – ten

**Structure:** Using numbers correctly.

- ~~✗~~ *I can see 6 ducks.*                      ~~✗~~ *I can see 8 pens.*

**Practice & production** Time: ..... minutes

- Listen to the following dialog.      - Listen, count, and repeat.
- Count the objects and match them to the correct number.
- Count the fruits and write the number in the box:

**Assessment**

How many fingers do you have?

**Closing:** Next time, we will talk about phonics.

**Evaluation**

**Weakness Points:** .....

<b>Objectives</b>		<b>Steps</b>		<b>Students</b>	
☺ Achieved		☺ Covered		☺ Active	
☹ Not achieved		☹ Not covered		☹ Not active	
<del>✗</del> <b>Subject Teacher</b>	<del>✗</del> <b>Senior Teacher</b>	<del>✗</del> <b>Supervisor</b>	<del>✗</del> <b>Manager</b>		

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

**Unit ( 5 ): On the Farm**

**Lesson 4 : Phonics**

**SB Pages: 98 : 102**

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

1. Recognize and pronounce the sounds of letters **Oo** and **Ff**.
2. Identify words beginning with **Oo** and **Ff**
3. Trace and write the uppercase and lowercase forms of **Oo** and **Ff**.
4. Match and color pictures with their beginning sounds.

**Materials**

Student book

Teacher's guide     Audio Recording     visual Aids

**Life Skills and Values:** Identifying numbers and their values. Counting objects and using numbers in sentences.

**Skills:** Listening – Speaking – Reading – Writing

**Lesson Procedures** Time: ..... minutes

**Review:** Revise numbers from one to ten.

**Warm-up:** What is the difference between 'Fan' and 'Van' ?

**Presentation** Time: ..... minutes

**Vocabulary:** octopus – ostrich – olive – on – fan – fox – frog – fish – sit – help

**Practice & production** Time: ..... minutes

- Listen to your teacher and repeat.
- Trace and write the letters (Oo) and (Ff) in its uppercase and lowercase forms.

**Assessment :** Point to the pictures that start with the letter (Ff) and (Oo)

**Closing:** Next class, we'll talk about animals.

**Evaluation**

**Weakness Points:** .....

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

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		

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

<b>Unit ( 6 ): Animals Around Me</b>			
<b>Lesson 1 : Welcome to the Jungle</b> ✎ SB Pages : 104 : 107			
<input type="checkbox"/> Objectives: By the end of this lesson, the students will be able to :			
1. Recognize and name jungle animals.			
2. Use simple sentences to describe animals.			
3. Ask and answer simple questions using “How many”.			
<input type="checkbox"/> Materials			
<input checked="" type="checkbox"/> Student book <input checked="" type="checkbox"/> visual Aids <input checked="" type="checkbox"/> Teacher’s guide			
<input type="checkbox"/> Life Skills and Values: Identifying and describing jungle animals - Identifying domestic animals (pets) - Grouping them based on features.			
<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 : How many lions can you see?			
<input type="checkbox"/> Presentation		Time: ..... minutes	
<u>Vocabulary:</u> jungle, lion, elephant, giraffe, tiger, monkey, snake.			
Language Structure: ✎ There is a snake on the ground.			
<input type="checkbox"/> Practice & production		Time: ..... minutes	
- Listen to the following dialog.			
- Circle the animals that belong in the jungle.			
- Match the pictures with the correct word.			
<input type="checkbox"/> Assessment: Circle the pictures of the animals that have 4 legs:			
<input type="checkbox"/> Closing: Next time, we will talk about phonics.			
<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		

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

**Unit ( 6 ): Animals Around Me**  
**Lesson 2: Phonics (Bb & Ll)**

**SB Pages: 108 : 112**

- Objectives:** By the end of this lesson, the students will be able :
1. Recognize and pronounce the sounds of **Bb** and **Ll**.
  2. Identify and name words beginning with **Bb** and **Ll**.
  3. Trace and write uppercase and lowercase forms of **B, b, L, l** correctly.
  4. Match and circle pictures with the correct beginning sound.

**Materials**

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

**Life Skills and Values:** Identifying and describing jungle animals - Identifying domestic animals (pets) - Grouping them based on features.

**Skills :** Listening, Speaking, Reading, Writing

**Lesson Procedures**

**Time: .... minutes**

**Review:** Teacher shows a ball and banana: "What is this? What sound do you hear at the beginning?"

**Warm-up:** Do you have a ball?

**Presentation**

**Time:     minutes**

New Vocab: bird, ball, banana, bike, boy- leaf, lamp, lemon, lion, lunch).

**Practice & production**

**Time: ..... minutes**

- Listen to your teacher and repeat.
- Trace and write the letter (Bb) and (Ll) in its uppercase and lowercase form.

**Assessment:**

Teacher asks: "What letter is this? What sound does it make"

**Evaluation:**

**Weakness Points:** .....

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

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

<b>Unit ( 6 ): Animals Around Me</b>		<b>SB Pages: 113 : 116</b>	
<b>Lesson 3: My Pets</b>			
<input type="checkbox"/> <b>Objectives:</b> By the end of this lesson, the students will be able to:			
1. Identify and name common pets.			
2. Use the prepositions of place correctly in simple sentences.			
3. Ask and answer questions about the location of pets			
4. Match words to pictures and check understanding using ✓ / ✗ activities			
<input type="checkbox"/> <b>Materials</b>			
<input checked="" type="checkbox"/> Student book			
<input checked="" type="checkbox"/> Teacher's guide <input checked="" type="checkbox"/> Audio Recording <input checked="" type="checkbox"/> visual Aids			
<input type="checkbox"/> Life Skills and Values: Introducing prepositions - Understanding position and space.			
<input type="checkbox"/> Skills: Listening – Speaking – Reading – Writing			
<input type="checkbox"/> <b>Lesson Procedures</b>		Time: ..... minutes	
<input type="checkbox"/> Review: <i>What is the difference between B and P ?</i>			
<input type="checkbox"/> Warm-up: Where is your book?			
<input type="checkbox"/> <b>Presentation</b>		Time: ..... minutes	
New Vocab : pets - couch – cage - cat – dog - turtle – bird – Where - in – on – under			
Language : A: Where is the bird?      B: It is in the cage.			
<input type="checkbox"/> <b>Practice &amp; production</b>		Time: ..... minutes	
<input checked="" type="checkbox"/> Listen to the following dialog.		<input checked="" type="checkbox"/> Listen, point, and repeat.	
<input checked="" type="checkbox"/> Write ✓ if the word matches the picture and ✗ if it doesn't.			
<input checked="" type="checkbox"/> Match the pictures to the correct words.			
<input type="checkbox"/> Assessment : Where is your book?			
<input type="checkbox"/> Closing: Next class, we'll talk about phonics.			
<input type="checkbox"/> Evaluation			
<input type="checkbox"/> Weakness Points: .....			
.....			

<b>Objectives</b>		<b>Steps</b>		<b>Students</b>	
☺ 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		

<b>Date</b>				
<b>Period</b>				
<b>Class</b>				

**Unit ( 6 ): Animals Around Me**

**Lesson 4 : Phonics (Uu / Jj)**

SB Pages : 117 : 121

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

1. Recognize and pronounce the letters **Uu** and **Jj** with their initial sounds.
2. Identify and name vocabulary starting with **Uu** (*umbrella*) and **Jj** (*jellyfish, jam, jeans, jacket, jar*).
3. Trace and write uppercase and lowercase **Uu** and **Jj** correctly.
4. Match and circle words to pictures beginning with **Uu** and **Jj**

Materials

Student book     Printed character cards     visual Aids

Audio Recording     Teacher's guide

Life Skills and Values: Introducing prepositions - Understanding position and space.

Skills: Listening – Speaking – Reading – Writing

Lesson Procedures

Time: ..... minutes

Review: Review previous phonics letters (Bb, Ll)

Warm-up : A Teacher shows an umbrella and asks: "What is this?"  
→ emphasize sound /ʌ/ for Uu

Presentation

Time: ..... minutes

Vocabulary:

Up – under – unlock – umbrella – jellyfish – jar - jam – jeans - jacket

Practice & production

Time: ..... minutes

- Listen to your teacher and repeat. - Trace and write the letters (Uu) and (Jj) in their uppercase and lowercase forms.

- Circle the objects that start with : A) the letter (Jj) B) the letter (Uu):

Assessment: Which letter starts the word umbrella? Which letter starts the word jeans?

Closing: Review both sounds /ʌ/ for Uu and /dʒ/ for Jj

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

.....

.....

.....

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

.....

.....

.....

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

.....

.....

.....

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

.....

.....

.....

Assessment: .....

Closing: .....

Evaluation

Weakness Points: .....

.....

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