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موقع واجباتي منصة تعليمية تساهم بنشر
حل المناهج الدراسية بشكل متميز لترتقي بمجال التعليم
على الإنترنت ويستطيع الطلاب تصفح حلول الكتب مباشرة
لجميع المراحل التعليمية المختلفة

جميع الحقوق محفوظة للقائمين على الموقع *

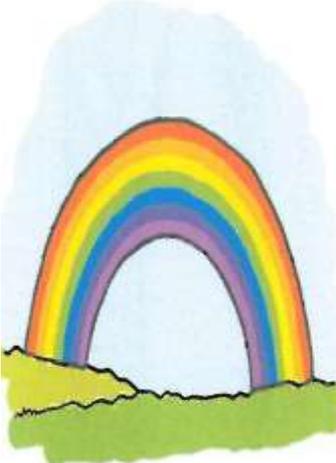
WEEKS	DATES		Distribution of the syllabus We Can 1
	FROM	TO	
1	2/1/1441	6/1/1441	Unit 1 – lessons 1, 2 - WB – goal 1, 2, 3, 4
2	9/1/1441	13/1/1441	Unit 1 – lesson3 - WB – goal 5, 6
3	16/1/1441	20/1/1441	Unit 1 – lesson 4 - WB – goal 7, 8
4	23/1/1441	27/1/1441	Unit 2 –lessons 1, 2 - WB – goal 9, 10, 11, 12 Unit 2– lesson 3 - WB – goal 13, 14
5	30/1/1441	4/2/1441	Unit 2 – lesson 4 - WB – goal 15, 16
6	7/2/1441	11/2/1441	Test of of 1 st Period Assessment
7	14/2/1441	18/2/1441	Unit3 – lesson 1 - WB – goal 17, 18
8	21/2/1441	25/2/1441	Unit3 – lesson 2 - WB – goal 19, 20
9	28/2/1441	3/3/1441	Unit 3– lesson 3 - WB – goal 21, 22
10	6/3/1441	10/3/1441	Unit 3– lesson 4 - WB – goal 23, 24
11	13/3/1441	17/3/1441	Unit 4– lesson1 - WB – goal 25, 26
12	20/3/1441	24/3/1441	Unit 4– lesson2 - WB – goal 27, 28
13	27/3/1441	1/4/1441	Unit 4– lesson 3 - WB – goal 29, 30
14	4/4/1441	8/4/1441	Unit 4– lesson 4 - WB – goal 31, 32
15	11/4/1441	15/4/1441	Unit 5
16	18/4/1441	22/4/1441	Vacation - Therapeutic program (26/3) special test for those who aren't proficient in the skills of some periods
17-18	25/4/1441	7/5/1441	Final test

<i>Subject</i>	English 4th g.	<i>Unit Title</i>	Introduction	<i>Lesson</i>	Page 2 & 3
<i>Evaluation too</i>	☺ oral tests ○ written tests ○ observation ○ discussion ○ exercises ○ activities ○ others.....				
<i>Vocabulary</i>	Put away, take out, take a seat, open, welcome, thanks, book, pencil, bag				
<i>Objectives</i>	<i>Aids</i>	<i>Procedure</i>			<i>Verification</i>
<p>1. To identify [Welcome].</p> <p>2. To recognise greeting.</p> <p>3. To define the new commands.</p>	<p>❖ Student's book</p> <p>❖ Workbook</p> <p>❖ Poster (s)</p> <p>❖ Flashcards</p> <p>❖ Wordcards</p> <p>❖ CD</p>	<ul style="list-style-type: none"> • Greet the students and say "Welcome". • Write the date and the title on the board. • Introduce myself to the class and encourage them to do the same. <p>❖ Page 2 and 3:</p> <p><u>1 Listen and point.</u></p> <ul style="list-style-type: none"> • Ask them to greet each other and say "Welcome". • Ask the students to listen and then play the CD twice. • Read the sentences twice. • Ask the students to look at the activity1 in the book. • Practice the commands with each other. 			<p><u>Evaluation:</u></p> <p>1. Greet each other.</p> <p>2. Introduce yourself.</p> <p>3. Say two commands.</p> 

Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				
Subject	English 4 th g.	Unit Title	1 My friends	Lesson	Talk time
Evaluation too	☺ oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....				
Vocabulary	Name, what's your name?, car, boy, girl, yellow, red, blue, green, purple, play				
Objectives	Aids	Procedure			Verification
<ol style="list-style-type: none"> To ask about one's name. To say their names. To say [Hello]. 	<ul style="list-style-type: none"> ❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 	<ul style="list-style-type: none"> Greet the students and say "Hello". Write the date and the title on the board. ❖ Page 4: <ul style="list-style-type: none"> <u>1 Listen and do.</u> Play the CD twice and ask them to listen. Ask them to read the dialogue. <u>2 Practice the talks in pairs.</u> Ask the students: "What's your name?" Get the students to respond. Ask them to make dialogues and ask each other about the name. <u>3 Practice with actions.</u> Ask the students to make the dialogue with actions. ❖ Page 5: <ul style="list-style-type: none"> <u>4 Greeting game.</u> Practice [Hello]. Ask the students to greet five students quickly. Go round the class to check that they can greet each other correctly. 			<p>Evaluation:</p> <ol style="list-style-type: none"> Ask about one's name. Say your name. Greet someone using Hello. 

<i>Homework</i>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.
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<i>Subject</i>	English 4 th g.	<i>Unit Title</i>	1 My friends	<i>Lesson</i>	Rhythms and sounds
<i>Evaluation too</i>	☺ oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....				
<i>Vocabulary</i>	I'm fine, thank you, Goodbye, How are you?				
<i>Objectives</i>	<i>Aids</i>	<i>Procedure</i>			<i>Verification</i>
<p>1. To pronounce "I'm fine, thank you".</p> <p>2. To say [Goodbye].</p> <p>3. To ask [How are you?].</p>	<ul style="list-style-type: none"> ❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 	<ul style="list-style-type: none"> • Greet the students. • Revise the previous lesson and check the homework. • Write the date and the title on the board. ❖ <u>Page 6: 1 Listen and chant.</u> • Listen to the CD twice. • Ask the students to read. • Ask them to say the song. <u>2 Listen and pronounce.</u> Explain the task. Play the CD twice. • Read the words. • Explain [I'm, fine, thank you]. • Ask them to repeat. • Go round the class to check that they say the words correctly. <u>3 Listen and chant.</u> Explain the task. Play the CD twice. • Read the song. • Ask them to repeat. • Go round the class to check that they say the song correctly. ❖ <u>Page 7: 4 Greeting relay.</u> • Define the greeting [How are you?] and it's answer. • Ask the students to pass the greeting down the line. 			<p>Evaluation:</p> <p>1. Ask "How are you?" and answer.</p> <p>2. Greet your friend while he is going home.</p>

			<ul style="list-style-type: none"> Walk around the class to make sure that the students are playing the game correctly. 		
Homework	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				
Subject	English 4 th g.	Unit Title	1 My friends	Lesson	Words
Evaluation too	☺ oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....				
Vocabulary	“What’s this color?”, rainbow, red, yellow, pink, blue, purple, orange, green, touch, race, fast				
Objectives	Aids	Procedure		Verification	
<ol style="list-style-type: none"> To ask "What’s this color?". To say the colors. 	<ul style="list-style-type: none"> ❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 	<ul style="list-style-type: none"> Greet the students. Revise the previous lesson and check the homework. Write the date and the title on the board. ❖ Page 8: <u>1 Chant and point.</u> Play the CD twice and ask the students to repeat. Use the flashcards to present the colors. Point to a flashcard of [Red] and say [Red]. Ask the students to repeat. Do the same with the other flashcards of colors. Define the question [What’s this color?]. Ask and encourage them to respond. <u>2 Listen and chant.</u> Explain the task and then, play the CD twice and give them time to repeat. Read the rainbow chant and ask them to chant. ❖ Page 9: <u>1 Color race. Listen and touch as fast as you can!</u> 		<p><u>Evaluation:</u></p> <ol style="list-style-type: none"> Ask about the color of your friend’s pencil. Say three colors. 	

		<ul style="list-style-type: none"> ● Revise the colors. ● Revise the question [What's this color?] ● Ask the students to listen to the CD twice. ● Ask them to touch the color as fast as possible. 	
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Homework Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.

Subject	English 4 th g.	Unit Title	1 My friends	Lesson	Phonics
Evaluation too	☺ oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....				
Vocabulary	Alphabet, color, letters				
Objectives	Aids	Procedure			Verification
1. To say the alphabet. 2. To say the colors.	<ul style="list-style-type: none"> ❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 	<ul style="list-style-type: none"> ● Greet the students. ● Revise the previous lesson and check the homework. ● Write the date and the title on the board. ❖ Page 10: <u>1 Chant and point.</u> ● Revise the alphabet. ● Revise the colors. ● Play the CD twice. ● Ask them to repeat the chant. ● Walk around the class to make sure that the students are saying the chant correctly. 			Evaluation: 1. Say the song of the alphabet. 2. Say and color the letters.



2 Color and letters.

- Revise the colors.
- Ask the students to color the letters in activity 1.
- ❖ Page 11: 3 Make a name card.
Write your name, draw some pictures, and show your card.
- Revise the question [What's your name?].
- Ask the students to write their names in a card.
- Ask them to draw some pictures beside the name.
- Walk around the class to make sure that the students are making the card correctly.



		<p><u>2 Color and letters.</u></p> <ul style="list-style-type: none"> ● Revise the colors. ● Ask the students to color the letters in activity 1. ❖ Page 11: <u>3 Make a name card.</u> <u>Write your name, draw some pictures, and show your card.</u> ● Revise the question [What's your name?]. ● Ask the students to write their names in a card. ● Ask them to draw some pictures beside the name. ● Walk around the class to make sure that the students are making the card correctly. 	
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Homework Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.

Subject	English 4 th g.	Unit Title	2 My body	Lesson	Talk time!
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Evaluation too ☺ oral tests ○ written tests ○ observation ○ discussion ○ exercises ○ activities ○ others.....

Vocabulary Close, raise, open, clap, eye, hand, okay

Objectives	Aids	Procedure	Verification
1. To order someone. 2. To do the order.	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD	<ul style="list-style-type: none"> ● Greet the students. ● Revise the previous lesson and check the homework. ● Write the date and the title on the board. ❖ Page 12: <u>1 Listen, shout and do.</u> ● Play the CD with a pause after each order. ● Ask the students to repeat. ● Ask the students to do the order. ● Go around the class to make sure that the students 	<p><u>Evaluation:</u></p> <ol style="list-style-type: none"> 1. Order your friend to close his eyes. 2. Order your friend to clap his hands.

can do the order.

2 Practice and do in pairs.

- Ask the students to make dialogues.
- Encourage them to order and do the order.

❖ Page 13:

3 Do it quickly!

Listen and try to keep up.

- Explain the task and play the CD twice.
- Ask the students to listen and repeat.
- Ask the students to try to keep up.



Homework

Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.

<i>Subject</i>	English 4 th g.	<i>Unit Title</i>	2 My body	<i>Lesson</i>	Rhythms and sounds
<i>Evaluation too</i>	☺ oral tests ○ written tests ○ observation ○ discussion ○ exercises ○ activities ○ others.....				
<i>Vocabulary</i>	Head, shoulder, knees, toes, eyes, ears, mouth, nose				
<i>Objectives</i>	<i>Aids</i>	<i>Procedure</i>			<i>Verification</i>
<p>1. To identify the body parts.</p> <p>2. To practice the plural.</p>	<p>❖ Student's book</p> <p>❖ Workbook</p> <p>❖ Poster (s)</p> <p>❖ Flashcards</p> <p>❖ Wordcards</p> <p>❖ CD</p>	<ul style="list-style-type: none"> • Greet the students. • Revise the previous lesson and check the homework. • Write the date and the title on the board. • Page 14: <u>1 Chant and point.</u> Use the flashcards to identify the body parts. • Hold up the [Head] flashcard and ask, "What's this?" • The students try to give the answer "Head". • Repeat the previous steps with the other flashcards. • Explain the plural. • Explain the task. Play the CD twice and ask them to listen. • Go round the class to check that they say the correct body part. • <u>2 Listen, point and pronounce.</u> Play the CD twice. • Ask them to say the body part and point to it's picture. • Go round the class to check that they find the correct pictures. • ❖ Page 15: <u>3 The teacher says.</u> <u>Touch what your</u> Revise the body parts. • Revise the plural body parts. • Ask the students to touch their nose. • Make the same with [head, mouth, shoulders, eyes and ears]. 			<p>Evaluation:</p> <p>1. Say three body parts.</p> <p>2. Say two plural parts in the body.</p> 
<i>Homework</i>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				

<i>Subject</i>	English 4 th g.	<i>Unit Title</i>	2 My body	<i>Lesson</i>	Words
<i>Evaluation too</i>	☺ oral tests ○ written tests ○ observation ○ discussion ○ exercises ○ activities ○ others.....				
<i>Vocabulary</i>	Please, stand up, front, make, line, go back, seat, circle, sit down, sit down, okay				
<i>Objectives</i>	<i>Aids</i>	<i>Procedure</i>			<i>Verification</i>
<p>1. To order your friend to sit down.</p> <p>2. To give classroom instructions.</p>	<p>❖ Student's book</p> <p>❖ Workbook</p> <p>❖ Poster (s)</p> <p>❖ Flashcards</p> <p>❖ Wordcards</p> <p>❖ CD</p>	<ul style="list-style-type: none"> Greet the students. Revise the previous lesson and check the homework. Write the date and the title on the board. <p>❖ Page 16:</p> <p><u>1 Listen and point.</u></p> <ul style="list-style-type: none"> Play the CD with a pause after each item so the students can find and repeat. Read the orders and ask the students to point to the correct picture. <p><u>2 Listen again, say and do.</u></p> <ul style="list-style-type: none"> Play the CD twice with a pause after each item. Ask them to say and do the order. Go round the class to check that they do the activity correctly. <p>❖ Page 17:</p> <p><u>3 Be the teacher.</u></p> <p><u>Give instructions to your partner.</u></p> <ul style="list-style-type: none"> Ask the students to be the teacher. Encourage the students to give each other instructions. Walk around the class to make sure that the students are making the activity correctly. 			<p>Evaluation:</p> <p>1. Order your friend to sit down.</p> <p>2. Give your friend two classroom instructions.</p>
<i>Homework</i>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				



<i>Subject</i>	English 4 th g.	<i>Unit Title</i>	2 My body	<i>Lesson</i>	Phonics
<i>Evaluation too</i>	☺ oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....				
<i>Vocabulary</i>	Small, big, alphabet, short, tall, tail				
<i>Objectives</i>	<i>Aids</i>	<i>Procedure</i>			<i>Verification</i>
<ol style="list-style-type: none"> To write the big letters. To write the small letters. To say the letters. To say the short, tall and tail letters. 	<ul style="list-style-type: none"> ❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 	<ul style="list-style-type: none"> • Greet the students. • Revise the previous lesson and check the homework. • Write the date and the title on the board. ❖ Page 18: <u>1 Chant and point at the big letters.</u> <ul style="list-style-type: none"> • Ask the students to open their books. • Play the CD twice. • Ask the student to repeat the chant. • Walk around the class to make sure that the students are saying the chant correctly. <u>2 Chant again and point at the small letters.</u> <ul style="list-style-type: none"> • Say the song again and ask them to repeat. • Ask them to point at the small letters. ❖ Page 19: <u>3 Short, tall and tail letters.</u> <u>Listen and do.</u> Introduce the short letters with examples. <ul style="list-style-type: none"> • Introduce the tall letters with examples. • Introduce the tail letters with examples. • Play the CD twice. • Read the letters and ask the students to repeat and do the shape. • Walk around the class to make sure that the students are saying the letters. 			<p><u>Evaluation:</u></p> <ol style="list-style-type: none"> Write five big letters. Write five small letters. Say the letters from a to z. Say two short, tall and tail letters. 
<i>Homework</i>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				

<i>Subject</i>	English 4 th g.	<i>Unit Title</i>	3 My family	<i>Lesson</i>	Talk time
<i>Evaluation too</i>	☺ oral tests ○ written tests ○ observation ○ discussion ○ exercises ○ activities ○ others.....				
<i>Vocabulary</i>	This is, brother, nice to meet you, sister, introduce, too				
<i>Objectives</i>	<i>Aids</i>	<i>Procedure</i>			<i>Verification</i>
<p>1. To identify someone using [This is].</p> <p>2. To greet people.</p> <p>3. To act out introducing someone.</p>	<p>❖ Student's book</p> <p>❖ Workbook</p> <p>❖ Poster (s)</p> <p>❖ Flashcards</p> <p>❖ Wordcards</p> <p>❖ CD</p>	<ul style="list-style-type: none"> Greet the students. Revise the previous lesson and check the homework. Write the date and the title on the board. ❖ Page 20: <u>1 Listen and say.</u> Play the CD with a pause after each item so that the students have time to repeat. Explain the greeting [Nice to meet you.]. Explain [This is]. Ask the students to read. <u>2 Practice the talk in threes.</u> Ask them to make the same dialogue that in activity 1 in pairs. <u>3 Act out the talk in threes.</u> Ask the students to act the dialogue in activity 1. Monitor and make sure the students are saying the dialogue correctly. ❖ Page 21: <u>4 Let's shake hands. Make threes. Introduce each other.</u> Play the CD twice. They listen and repeat. Read the dialogue. Ask the students to make the same dialogue. Make sure that the students can say the dialogue correctly. 			<p><u>Evaluation:</u></p> <p>1. Put [This is] in a correct sentence.</p> <p>2. Greet your friend.</p> <p>3. Introduce your brother to your friend.</p>
<i>Homework</i>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				



<i>Subject</i>	English 4 th g.	<i>Unit Title</i>	3 My friend	<i>Lesson</i>	Rhythms and sounds
<i>Evaluation too</i>	☺ oral tests ○ written tests ○ observation ○ discussion ○ exercises ○ activities ○ others.....				
<i>Vocabulary</i>	Five, little, monkey, jumping, bed, fell off, bumped, called, doctor, said, mom, dad, grandma, grandpa, hand, obey, parents				
<i>Objectives</i>	<i>Aids</i>	<i>Procedure</i>			<i>Verification</i>
<ol style="list-style-type: none"> To sing the chant. To identify the family members. To shout “No more monkeys jumping on the bed”. 	<ul style="list-style-type: none"> ❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 	<ul style="list-style-type: none"> ● Greet the students. ● Revise the previous lesson and check the homework. ● Write the date and the title on the board. ● Page 22: <u>1 Chant and do.</u> Play the CD. ● Play the CD again with a pause after each sentence so that students have time to repeat. ● Ask the students to read. ● Ask them to say the song. ● <u>2 Chant and change the names.</u> Play the CD. ● Play the CD again with a pause after each sentence so that students have time to repeat. ● Ask the students to chant and change the names. ● ❖ Page 23: <u>3 Five little monkeys game.</u> ● <u>Act out the chant.</u> ● Explain the task. ● Play the CD twice. ● Ask the students to make groups. ● Ask them to act the chant. 			<p><u>Evaluation:</u></p> <ol style="list-style-type: none"> Count from one to five. Say three family members. Ask the students to shout “No more monkeys jumping on the bed”. 
<i>Homework</i>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				

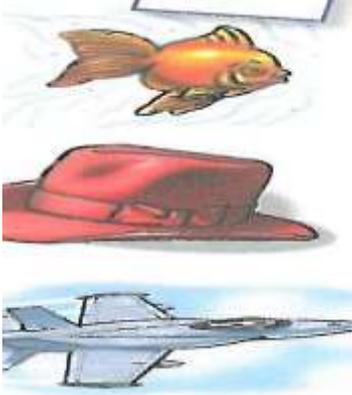
<i>Subject</i>	English 4 th g.	<i>Unit Title</i>	3 My family	<i>Lesson</i>	Words
<i>Evaluation too</i>	☺ oral tests ○ written tests ○ observation ○ discussion ○ exercises ○ activities ○ others.....				
<i>Vocabulary</i>	Grandpa, grandma, dad, mom, brother, sister, family				
<i>Objectives</i>	<i>Aids</i>	<i>Procedure</i>			<i>Verification</i>
<p>1. To identify the family members.</p> <p>2. To draw a family.</p>  <p>Grandma</p>  <p>4. Mom</p>	<ul style="list-style-type: none"> ❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 	<ul style="list-style-type: none"> ● Greet the students. ● Revise the previous lesson and check the homework. ● Write the date and the title on the board. ● Page 24: 1 Listen, point and say. Use the flashcards to identify the family members. ● Hold the [Dad] flashcard and say [Dad]. ● Explain the task. ● Play the CD twice. ● Read the family members. ● Ask the students to say the family members. ● 2 Draw a family. Revise the family members. ● Read the family members. ● Ask the students to say the family members. ● Go around the classroom to make sure that the students can draw a family. ● ❖ Page 25: 3 Five finger game. Put down your fingers one by one. Don't move them! Explain the task. ● Play the CD twice. ● Read the family members. ● Ask the students to repeat. ● Ask them to put down their fingers one by one and don't remove them 			<p>Evaluation:</p> <p>1. Say three family members.</p> <p>2. Draw a family.</p>  <p>Grandpa</p>  <p>3. Dad</p>
<i>Homework</i>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				

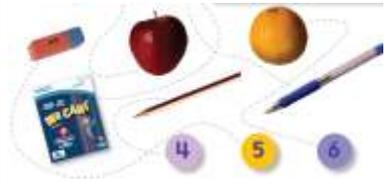
<i>Subject</i>	English 4 th g.	<i>Unit Title</i>	3 My family	<i>Lesson</i>	Phonics
<i>Evaluation too</i>	☺ oral tests ○ written tests ○ observation ○ discussion ○ exercises ○ activities ○ others.....				
<i>Vocabulary</i>	Apple, bear, cow, duck, egg, air, partner, letter, it's				
<i>Objectives</i>	<i>Aids</i>	<i>Procedure</i>			<i>Verification</i>
<ol style="list-style-type: none"> To identify the new animals. To write the capital letters. To make the sound of the letters A, B, C, D and E. 	<ul style="list-style-type: none"> ❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 	<ul style="list-style-type: none"> • Greet the students. • Revise the previous lesson and check the homework. • Write the date and the title on the board. ❖ Page 26: <u>1 Listen and say.</u> <ul style="list-style-type: none"> • Use the flashcards to identify the new words. • Play the CD twice with a pause after each item. • Read the words. • Ask the students to repeat. <u>2 Trace and copy.</u> <ul style="list-style-type: none"> • Read the letters and ask the students to repeat. • Ask them to trace and copy the letters. ❖ Page 27 <u>3 Listen and write.</u> <ul style="list-style-type: none"> • Play the CD and ask them to listen. • Ask the students to look at the pictures. • Ask them to complete the missing letters. <u>4 Guess the letter.</u> <u>Write in the air and ask your partner.</u> <ul style="list-style-type: none"> • Ask the students to read the dialogue. • Ask them to make the same dialogue in pairs. • Ask them to act the game. • Ask them to make the sound of the letter. 			<p>Evaluation:</p> <ol style="list-style-type: none"> Say two animals. Write three capital letters. Make the sound of the letters A, B, C, D and E. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>BEAR</p> </div> <div style="text-align: center;">  <p>COW</p> </div> </div>
<i>Homework</i>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				

<i>Subject</i>	English 4 th g.	<i>Unit Title</i>	4 How old are you?	<i>Lesson</i>	Talk time
<i>Evaluation too</i>	☺ oral tests ○ written tests ○ observation ○ discussion ○ exercises ○ activities ○ others.....				
<i>Vocabulary</i>	Nine, years, pair, three, people, “How old are you?”, old				
<i>Objectives</i>	<i>Aids</i>	<i>Procedure</i>			<i>Verification</i>
<p>1. To ask about age.</p> <p>2. To say the age.</p> 	<ul style="list-style-type: none"> ❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 	<ul style="list-style-type: none"> • Greet the students. • Revise the previous lesson and check the homework. • Write the date and the title on the board. ❖ Page 28: <u>1 Listen and say.</u> • Explain the question “How old are you?” to ask about age. • Play the CD twice. • Ask the students to make groups. • Ask them to act the dialogue. <u>2 Practice the talks in pairs.</u> Put the students in pairs. • Ask the students to ask each other about age. <u>3 Act out the talks in pairs.</u> Ask the students to act the dialogue. • Go round the classroom to make sure that the students can say the age correctly. ❖ Page 29: <u>4 How old are you?</u> <u>Quickly ask three people.</u> Revise the question “How old are you?” • Play the CD. • Ask the students to read. • Ask them to make the dialogue in pairs. • Ask “How old are you?” and get the answer. 			<p><u>Evaluation:</u></p> <ol style="list-style-type: none"> 1. Ask your friend about his age. 2. Say your age. 
<i>Homework</i>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				

<i>Subject</i>	English 4 th g.	<i>Unit Title</i>	4 How old are you?	<i>Lesson</i>	Rhythms and sounds
<i>Evaluation too</i>	☺ oral tests ○ written tests ○ observation ○ discussion ○ exercises ○ activities ○ others.....				
<i>Vocabulary</i>	One, two, three, camel, four, five, six, seven, eight, nine, ten, here, clap, know, guess				
<i>Objectives</i>	<i>Aids</i>	<i>Procedure</i>			<i>Verification</i>
<p>1. To say the chant.</p> <p>2. To count [1:10].</p> <p>1, 1, 1</p> <p>2, 2, 2</p> <p>3, 3, 3</p>	<ul style="list-style-type: none"> ❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 	<ul style="list-style-type: none"> • Greet the students. • Revise the previous lesson and check the homework. • Write the date and the title on the board. ❖ Page 30: <u>1 Listen and chant.</u> • Play the CD with a pause after each item so that the students have time to repeat. • Use the flashcards to identify the numbers [1:10]. • Read the chant. • Ask the students to read. <u>2 Listen and say.</u> Play the CD with a pause after each item so that the students have time to repeat. • Use the flashcards to revise the numbers [1:10]. • Read the numbers. • Ask the students to say the numbers. ❖ Page 31: <u>3 Clap and guess the number.</u> <u>How many times did your teacher clap?</u> • Revise the numbers [1:10]. • Revise the ten little camels chant. • Clap and ask the students to guess the number. 			<p>Evaluation:</p> <p>1. Say a chant for the numbers.</p> <p>2. Count [1:10].</p> 
<i>Homework</i>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				

<i>Subject</i>	English 4 th g.	<i>Unit Title</i>	4 How old are you?	<i>Lesson</i>	Words
<i>Evaluation too</i>	☺ oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....				
<i>Vocabulary</i>	Square, triangle, rectangle, circle, diamond, star, shape, partner, right, outside, do homework				
<i>Objectives</i>	<i>Aids</i>	<i>Procedure</i>			<i>Verification</i>
<p>1. To identify the shapes.</p> <p>2. To color the shapes.</p>	<p>❖ Student's book</p> <p>❖ Workbook</p> <p>❖ Poster (s)</p> <p>❖ Flashcards</p> <p>❖ Wordcards</p> <p>❖ CD</p>	<ul style="list-style-type: none"> Greet the students. Revise the previous lesson and check the homework. Write the date and the title on the board. ❖ Page 32: <u>1 Listen and point.</u> Use the flashcards to identify the shapes. Hold the flashcard and ask the students to repeat. Play the CD with a pause after each item so that the students have time to repeat. Read the shapes. Ask the students to read. <u>2 Listen and color.</u> Revise the shapes. Ask the students to color the shapes. <u>3 Point at two shapes in the classroom.</u> Ask the students to point at two shapes in the classroom and say the name. Go round the classroom to make sure that the students can say the shapes. ❖ Page 33: <u>4 Finger shapes.</u> <u>Say the name of the shape your partner makes.</u> Revise the shapes. Put the students in pairs. Ask the students to name the shape which the partner makes. Go round the classroom to make sure that the students say the correct shape. 			<p>Evaluation:</p> <p>1. Say three shapes.</p> <p>2. Color the shapes.</p>  <p>2. triangle</p>  <p>4. circle</p>  <p>6. star</p>
<i>Homework</i>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				

<i>Subject</i>	English 4 th g.	<i>Unit Title</i>	4 How old are you?	<i>Lesson</i>	Phonics
<i>Evaluation too</i>	☺ oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....				
<i>Vocabulary</i>	Fish, goat, hat, ink, jet				
<i>Objectives</i>	<i>Aids</i>	<i>Procedure</i>			<i>Verification</i>
<ol style="list-style-type: none"> To say the new words. To write the letters [F, G, H, I and J]. 	<ul style="list-style-type: none"> ❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 	<ul style="list-style-type: none"> • Greet the students. • Revise the previous lesson and check the homework. • Write the date and the title on the board. ❖ Page 34: <u>1 Listen and say.</u> • Play the CD with a pause after each item so that the students have time to repeat. • Use the flashcards to identify the new words. • Ask the students to read. <u>2 Trace and copy.</u> • Ask the students to trace the letters [F, G, H, I, J]. • Ask the students to copy the letters. ❖ Page 35: <u>3 Listen and write.</u> • Play the CD with a pause after each item. • Revise the words. • Ask the students to complete the missing letters. • Monitor and make sure the students are saying the dialogue correctly. ❖ Page 35: <u>4 Big air writing.</u> <u>Listen and write in the air!</u> • Play the CD with a pause. • Revise the letters. • Explain the task. • Ask the students to write in the air and others guess the letters. 			<p>Evaluation:</p> <ol style="list-style-type: none"> Say a word with F and another with H. Write the letters [F/ G]. 
<i>Homework</i>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				

<i>Subject</i>	English 4 th g.	<i>Unit Title</i>	5 What's this ? What's that ?	<i>Lesson</i>	fine time
<i>Evaluation too</i>	☺ oral tests ○ written tests ○ observation ○ discussion ○ exercises ○ activities ○ others.....				
<i>Vocabulary</i>	what's this?				
<i>Objectives</i>	<i>Aids</i>	<i>Procedure</i>			<i>Verification</i>
<p>1- what's this? 2- what's that ?</p> 	<ul style="list-style-type: none"> ❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 	<ul style="list-style-type: none"> • Greet the students. • Revise the previous lesson and check the homework. • Write the date and the title on the board. ❖ Page 37:; • Explain the question "What's this ? What's that ?" to ask about apple and book. • Play the CD twice. • Ask the students to make groups. • Ask them to act the dialogue. <u>2 Practice the talks in pairs.</u> Put the students in pairs. • Ask the students to ask each other "What's this ? What's that ?". <u>3 Act out the talks in pairs.</u> Ask the students to act the dialogue. • Go round the classroom to make sure that the students can answer the question correctly. <u>4 Quickly ask three people.</u> Revise the question "What's this ? What's that ?" • Play the CD. • Ask the students to read. • Ask them to make the dialogue in pairs. • Ask "What's this ? What's that ?" and get the answer. 			<p><u>Evaluation:</u></p> <ol style="list-style-type: none"> 1. Ask your friend What's this ? What's that. 2. ask someone "What's this?", "What's that"? and get the answer 3. point and say "This is an apple" and "That's a book." 
<i>Homework</i>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				

<i>Subject</i>	English 4 th g.	<i>Unit Title</i>	5 What's this ? What's that ?	<i>Lesson</i>	Rhythms and sounds
<i>Evaluation too</i>	☺ oral tests ○ written tests ○ observation ○ discussion ○ exercises ○ activities ○ others.....				
<i>Vocabulary</i>	How old is he/ she?				
<i>Objectives</i>	<i>Aids</i>	<i>Procedure</i>			<i>Verification</i>
<p>1. To say the chant.</p> <p>2. how old is he/ she?</p>  	<ul style="list-style-type: none"> ❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 	<ul style="list-style-type: none"> • Greet the students. • Revise the previous lesson and check the homework. • Write the date and the title on the board. ❖ Page 38: <u>1 Listen and chant.</u> • Play the CD with a pause after each item so that the students have time to repeat. • Use the flashcards to Guess and circle the age. • Read the chant. • Ask the students to read. <u>2 Listen and say.</u> Play the CD with a pause after each item so that the students have time to repeat. • Use the flashcards to revise the ages. • Read the numbers. • Ask the students to say the numbers. ❖ Page 31: <u>3 Clap and guess the number.</u> <u>How many times did your teacher clap?</u> • Revise the ten little camels chant. • Clap and ask the students to Guess and circle the age.. 			<p>Evaluation:</p> <p>1. ask “How old is he/ she?” and get the answer.</p> <p>2. ask “How old are we/ you/ they?” and get the answer.</p> <p>3.</p>    <p>Nura </p>    <p>Peta </p>
<i>Homework</i>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				

<i>Subject</i>	English 4th g.	<i>Unit Title</i>	5 What's this ? What's that ?	<i>Lesson</i>	Words
<i>Evaluation too</i>	☺ oral tests ○ written tests ○ observation ○ discussion ○ exercises ○ activities ○ others.....				
<i>Vocabulary</i>	What color is it? What color is it?				
<i>Objectives</i>	<i>Aids</i>	<i>Procedure</i>			<i>Verification</i>
1. To identify the color. 	<ul style="list-style-type: none"> ❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 	<ul style="list-style-type: none"> • Greet the students. • Revise the previous lesson and check the homework. • Write the date and the title on the board. ❖ Page 41: <u>1 Listen and point.</u> • Use the flashcards to identify the colors. • Hold the flashcard and ask the students to repeat. • Play the CD with a pause after each item so that the students have time to repeat. • Read the colors. • Ask the students to read. <u>2 Listen and color.</u> Revise the colors. • Ask the students to color the colors. <u>3 Point at two color in the classroom.</u> Ask the students to point at two shapes in the classroom and say the name. • Go round the classroom to make sure that the students can say the colors. <u>Say the name of the color your partner makes.</u> • Revise the colors. • Put the students in pairs. • Ask the students to name the shape which the partner makes. • Go round the classroom to make sure that the students say the correct colors. 			<u>Evaluation:</u> 3. Say three colors. 4. What color are they?. 
<i>Homework</i>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				

<i>Subject</i>	English 4 th g.	<i>Unit Title</i>	5 What's this ? What's that ?	<i>Lesson</i>	Phonics
<i>Evaluation too</i>	☺ oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....				
<i>Vocabulary</i>	Fish, cow, hat, ink				
<i>Objectives</i>	<i>Aids</i>	<i>Procedure</i>			<i>Verification</i>
<p>4. To say the new words.</p> <p>5. To write the letters [A, B, C, D, E F, G, H, I, J].</p> 	<ul style="list-style-type: none"> ❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 	<ul style="list-style-type: none"> • Greet the students. • Revise the previous lesson and check the homework. • Write the date and the title on the board. ❖ Page 34: <u>1 Listen and say.</u> • Play the CD with a pause after each item so that the students have time to repeat. • Use the flashcards to identify the new words. • Ask the students to read. <u>2 Trace and copy.</u> • Ask the students to trace the letters [A, B, C, D, E F, G, H, I, J]. • Ask the students to copy the letters. ❖ Page 35: <u>3 Listen and write.</u> • Play the CD with a pause after each item. • Revise the words. • Ask the students to complete the missing letters. • Monitor and make sure the students are saying the dialogue correctly. ❖ Page 35: <u>4 Big air writing.</u> <u>Listen and write in the air!</u> • Play the CD with a pause. • Revise the letters. • Explain the task. • Ask the students to write in the air and others guess the letters. 			<p>Evaluation:</p> <p>3. Say a word with F and another with H.</p> <p>4. Write the letters [F/ G].</p>   
<i>Homework</i>	Ask the students to turn to their W.B. Read the instructions and explain the tasks. The students start to do the exercises in the class and then, assign the rest for homework.				