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| |  |  |  |  | | --- | --- | --- | --- | | **Year** | **Term** | **Subject** | **Class** | | **1441** | **the first** | **Smart Class 3** | **5 th Primary** | | | | | | | | | | | | | |
| **WEEK** | **27/1/1441** | **23/1/1441** | **WEEK** | **20/1/1441** | **16/1/1441** | **WEEK** | **13/1/1441** | **9/1/1441** | | **WEEK** | **6/1/1441** | **2/1/1441** |
| **4** | **Unit 1**  **Lesson (7-8-9)** | | **3** | **Unit 1**  **Lesson (6) Lesson (7-8-9)** | | **2** | **Unit 1**  **Lesson (3) Lesson ( 4-5)** | | | **1** | **Unit 1**  **Lesson (1) Lesson ( 2)** | |
| **WEEK** | **25/2/1441** | **21/2/1441** | **WEEK** | **18/2/1441** | **14/2/1441** | **WEEK** | **11/2/1441** | | **7/2/1441** | **WEEK** | **4/2/1441** | **30/1/1441** |
| **8** | **Unit 2**  **Lesson (7-8-9)** | | **7** | **Unit 2**  **Lesson (6) Lesson (7-8-9)** | | **6** | **Unit 2**  **Lesson (3) Lesson ( 4-5)** | | | **5** | **Unit 2**  **Lesson (1) Lesson ( 2)** | |
| **WEEK** | **24/3/1441** | **20/3/1441** | **WEEK** | **17/3/1441** | **13/3/1441** | **WEEK** | **10/3/1441** | | **6/3/1441** | **WEEK** | **3/3/1441** | **28/2/1441** |
| **12** | **Unit 3**  **Lesson (7-8-9)** | | **11** | **Unit 3**  **Lesson (6) Lesson (7-8-9))** | | **10** | **Unit 3**  **Lesson (3) Lesson ( 4-5)** | | | **9** | **Unit 3**  **Lesson (1) Lesson ( 2)** | |
| **WEEK** | **22/4/1441** | **18/4/1441** | **WEEK** | **15/4/1441** | **11/4/1441** | **WEEK** | **8/4/1441** | | **4/4/1441** | **WEEK** | **1/4/1441** | **27/3/1441** |
| **16** | **Final test** | | **15** | **Unit 4**  **Lesson (6) Lesson (7-8-9)** | | **14** | **Unit 4**  **Lesson (3) Lesson ( 4-5)** | | | **13** | **Unit 4**  **Lesson (1) Lesson ( 2)** | |
| |  |  |  | | --- | --- | --- | | **الموضوع** | **التاريخ الهجري** | **التاريخ الميلادي** | | **بداية الدراسة للطلاب للفصل الدراسي الأول** | **2/1/1441H** | **1/9/2019** | | **إجازة اليوم الوطني** | **24/1/1441H** | **23/9/2019** | | **بداية اختبار الفصل الدراسي الأول** | **25/4/1441H** | **22/12/2019** | | **بداية إجازة منتصف العام** | **7/5/1441H** | **2/1/2020** | | **بداية الدراسة للفصل الدراسي الثاني** | **24/5/1441H** | **19/1/2020** | | | | | | | | | | | **WEEK** | **7/5/1441** | **25/4/1441** |
| **17**  **18** | **Final test** | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **Home and family** | **Unit( 1 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **Phonics** | **Lesson( 1 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **flashcards of dates, cake, white, rice, rose, home**  **phonics cards of dates - white - rose** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to practice the pronunciation of**   **a \ i \ o**   * **to say a phonics chant / poem** | | **a \ i \ o**  **Dave and Jerome** | **1-Listen and say**  **Play the CD and have Ss listen and point the first time. • Play the CD again and have Ss listen, point and repeat..**  **2- Listen and chant**  **Direct Ss’ attention to the picture, point to different items and ask them questions they can answer, e.g. What’s this? (It’s a cake.) What are these? (They’re dates.) What’s that? (It’s a rose.) What colour is the rose? (It’s white.)**  **Play the chant / poem Dave and Jerome and have Ss listen and follow along in their books. • Play the chant / poem again, pausing after each line for Ss to repeat.** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **dates, cake, white, rice, rose, home** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **Home and family** | **Unit( 1 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **A chant** | **Lesson( 2 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **flashcards of bedroom, kitchen, bathroom, living room** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to say a chant / poem** * **to identify rooms in a house** * **to identify family members** * **to describe location** * **to ask and answer questions about location** * **to identify preposition of location (in)** | | **Where’s my (father)? He’s in the (living room).** | **1-** **Listen and match. Then say.**  **Direct Ss’ attention to the pictures of Salim’s family members and explain to Ss that this is Salim’s family. Encourage Ss to point to each picture and say the family members in chorus.**  **Then point to the rooms of the house and encourage Ss to say which room of the house you are pointing at. • Tell Ss that they’re going to listen to a chant / poem and that they have to match each verse to the pictures of the rooms, as in the example. • Read the title of the chant / poem and ask Ss to guess what the chant / poem is going to be about. Place a pen in your book and ask Where’s my pen? Say It’s in the book. • Write the example on the board and get Ss to guess the meaning of in.** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **Rooms: bedroom, kitchen, bathroom, living room Family members: father, mother, grandfather, grandmother, brother, sister (revision)** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **Home and family** | **Unit( 1 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **smart kids** | **Lesson( 3 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **flashcards of uncle, aunt, cousin ,baby, friend** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to identify family members and**   **friends** | | **Is (she) your (mother)?  Yes, (she) is. / No, (she) isn’t. He isn’t my (father). She isn’t my (mother).** | **1-** **Look and listen.**  **Have Ss open their books to page 8 and point out the people in the vocabulary section. Play the CD a few times and have Ss point to the people and repeat. • Say the people again in random order and have Ss point and repeat.**  **2-** **Listen and number (1-4).**  **Explain to Ss that they will listen to similar exchanges and they have to look at the pictures of the family members and write the numbers in the order they hear each family member being mentioned.**  **3- Ask and answer.**  **Direct Ss’ attention to the two children in the picture and ask them to guess what’s happening. (One of the boys is asking his partner about the people in his photos.)** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **uncle, aunt, cousin baby, friend** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **Home and family** | **Unit ( 1 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **Comic & (let’s Play)** | **Lesson( 4+5 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **flashcards ,** **photocopies , word cards , Blu tack** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to identify games and furniture** * **to identify items in the house** * **to describe location** * **to ask and answer questions about location** | | **Where’s the (board game)? It’s on / under / in the (wardrobe). Where are the (dolls)?  They’re next to the (sofa).  They’re between the (lamp) and the (computer).** | **1-** **warm up**  **Use the flashcards to introduce the words jigsaw puzzle, board game, computer game, garden, and wardrobe. Hold up each flashcard, say the word and encourage Ss to repeat.** **Have Ss open their books to page 10. Direct Ss’ attention to the vocabulary section at the top of the page. Play the CD a few times and have Ss point and repeat. • Say the words again in random order and have Ss repeat and point.** **Place a pen on your book and ask Where’s the pen? Say It’s on the book. Then, place the pen in and then under the book and ask each time Where’s the pen? Ask Ss to guess the meaning of the three prepositions** **Point out that They’re is the short form of They are..** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **Toys: jigsaw puzzle, board game, computer game**  **Wardrobe, garden bookcase, lamp, sofa, TV, window** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **Home and family** | **Unit( 1 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **Phonics** | **Lesson( 6 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **flashcards of teacher, eat, bread, head** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to differentiate between the ea /ι:/ and the ea /e/** * **to perform a phonics chant** * **to say the letters of the alphabet** | | **ea /ι:/ and ea /e/**  **My teacher** | **1-** **Listen and say.**  **Ss match the words with the pictures, as in the example • Make sure Ss have matched the words with the pictures correctly.**  **2-** **Listen and chant.**  **Direct Ss’ attention to the pictures and ask Ss what the girl is doing in each one.** **Play the chant / poem In the morning and have Ss listen and follow along in their books.**  **• Play the chant / poem again, pausing after each line for Ss to repeat.**  **• Then play the chant / poem once more and encourage Ss to say the chant**  **/ poem along with the CD.** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **teacher, eat, bread, head** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **Home and family** | **Unit( 1 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **story time + Project + Revision** | **Lesson( 7,8,9 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **blown-up colour photocopies of Story time *The jigsaw puzzle*** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to listen and read for pleasure** * **to revise and consolidate vocabulary** * **and structures learnt in previous lessons** * **to revise and consolidate vocabulary and structures learnt in**   **previous lessons**   * **to make a room poster** | | **The jigsaw puzzle** | **Hand out photocopies of the following flashcards to Ss: jigsaw puzzle, computer game, board game, wardrobe, sofa. • Explain to Ss that you will say some sentences aloud and when they hear one of the words in the flashcards, they have to raise the corresponding flashcard. Say, e.g. My doll is in the wardrobe. The jigsaw puzzle is under the bed. The computer game is on the TV. My board game is on the desk. The lamp is next to the sofa.**  **Draw Salim’s family tree on the board. Draw his father, mother, brother, sister. Make sure it’s big enough to fit the flashcards of the people missing (uncle, aunt, cousin, and friend). Write father, mother, etc. under each picture / space for the missing flashcards.** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
|  |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **FRIENDS** | **Unit ( 2 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **Phonics** | **Lesson( 1 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **flashcards of food, room, book, look**  **phonics cards** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to practice the pronunciation of oo /u:/ and oo /U/** * **to say a phonics chant / poem** | | **oo /u:/ and oo /U/**  **Look! Look!** | **1-Listen and say**  **Play the CD and have Ss listen and point the first time. • Play the CD again and have Ss listen, point and repeat.**  **2- Listen and chant**  **Direct Ss’ attention to the picture and ask Ss questions they can answer, e.g. Where are the boys? (In the kitchen.) What’s on the boy’s book? (Food.) • Play the chant / poem Look! Look! and have Ss listen and follow along in their books. • Play the chant / poem again, pausing after each line for Ss to repeat.** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **food, room, book, look** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **FRIENDS** | **Unit ( 2 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **A chant** | **Lesson( 2 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **flashcards of the numbers 50-60, 70, 80, 90, 100** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to say a chant / poem**      * **to identify the numbers 50-100**      * **to say how many toys / things you have got** | | **(I) have got (a bus).** | **1-** **Listen and match. Then say.**  **Direct Ss’ attention to the presentation of the chant / poem. Hold up your book, point to each toy and encourage Ss to say the number written on each of them. • Ask Ss, in L1, what they can see in the picture. (Salim and Alex are holding a sheet full of planes and buses and they are throwing them up in the air.) • Tell Ss that they are going to listen to a chant / poem. Ask Ss to guess what it’s going to be about. • Play the chant / poem once and have Ss listen. • Play the chant / poem a second time and have Ss match each number in the chant / poem, in written form, with the corresponding number on the toys, as in the example. • Play the chant / poem again if necessary.** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **Numbers: fifty, fifty-one, fifty-two, fifty-three, fifty-four, fifty-five, fifty-six, fifty-seven, fifty-eight, fifty-nine, sixty, seventy, eighty, ninety, a hundred** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **FRIENDS** | **Unit ( 2 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **smart kids** | **Lesson( 3 )** |

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| ***Introduction*** | | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | |
| ***Teaching aids*** | | **flashcards of parrot, lizard, frog, snake, rabbit, bird** | | | |
| ***Objectives:*** | ***Structures*** | | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to identify pets** * **to talk about possession** | **Have you got a (frog)? Yes, I have. / No, I haven’t.** | | **1-** **Look and listen.**  **Direct Ss’ attention to the grammar box at the top of page 23. Read the question and the answers aloud and have Ss repeat. • Point out that haven’t is the short form of have not.**  **2- Listen and match.**  **Ss have to listen to four exchanges about which pet each child has got and they have to match each child with the corresponding animal.**  **3- Look, read and circle.**  **Ss look at the pictures and circle the correct answers.**  **4- Listen and draw.**  **Direct Ss’ attention to the two boys in the picture and ask them to guess what** **they are doing. (They are asking each other questions about what pet/s they have got.)** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** | |
| **parrot, lizard, frog, snake, rabbit, bird** | |
| ***Home work:*** | **They'll complete answering the exercises in their workbooks page. ( ).** | | | | |
| ***Evaluation tools*** | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **FRIENDS** | **Unit ( 2 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **Our world & (let’s Play)** | **Lesson( 4+5 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **flashcards ,** **photocopies , word cards , Blu tack** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to describe physical appearance** * **to identify parts of the face and body** * **to ask and answer questions about physical appearance** | | **He/She has got (curly hair). He/She hasn’t got (curly hair).**  **Has (he) got (brown eyes)? Yes, (he) has. / No, (he) hasn’t.** | **1-** **warm up**  **Point to a S with curly hair and say, curly hair. Point to a S with straight hair and say, straight hair. Encourage Ss to guess the meaning of the adjectives. • Repeat the same procedure to introduce the adjectives long and short. • Stick the flashcards (curly hair, straight hair, long hair, short hair) on the board. Point to each one, say the word and encourage Ss to repeat after you. Touch your face, say face a few times and encourage Ss to touch their faces and repeat after you. • Repeat the same procedure with the parts of the face and body** **Point out the irregular plurals (tooth-teeth and foot-feet). • Explain to Ss that you are going to play a game called Teacher says.** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **curly hair, straight hair, long hair, short hair** **face, tooth - teeth, big ears, small ears neck, foot - feet** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **FRIENDS** | **Unit ( 2 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **Phonics** | **Lesson( 6 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **phonics cards enough for all Ss**  **flashcards of computer, cute, duck, jumper** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to differentiate between the u /ju:/ and the u**      * **to say a phonics chant / poem** | | **My duck** | **1-** **Listen and say.**  **Play the CD and have Ss listen and point the first time. • Play the CD again and have Ss listen, point and repeat.**  **2-** **Listen and chant.**  **Direct Ss’ attention to the picture and ask them questions about it, e.g. Where are the children? (In a bedroom.) What’s on the bed? (A jumper.) What colour is the jumper? (Orange.) What’s under the jumper? (A duck.) Where are the teddy bears? (On the computer.) • Play the chant / poem My duck and have Ss listen and follow along in their books.** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **computer, cute, duck, jumper** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **FRIENDS** | **Unit ( 2 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **story time + Project + Revision** | **Lesson( 7,8,9 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **blown-up colour photocopies of Story time *Show and Tell*** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to listen and read for pleasure** * **to revise and consolidate vocabulary** * **and structures learnt in previous lessons** * **to revise and consolidate vocabulary and structures learnt in**   **previous lessons** | | ***Show and Tell*** | **Stick the flashcards of the animals (parrot, lizard, bird, frog, snake, rabbit) on the board. • Ask a S to choose one of these animals, without revealing which one it is, and describe it to the rest of the class, e.g. My pet has got short legs. It has got small eyes. It’s green. • The rest of the Ss have to guess the S’s pet. • Alternatively, the S can choose a pet and the rest of the class can ask questions in order to guess what it is, e.g. Has it got (small ears)?** **A S thinks of a classmate and gives clues about his/her appearance, e.g. She has got long hair. She has got blue eyes. The S who guesses the classmate gets to think of someone else and give clues.** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **parrot, lizard, bird, frog, snake, rabbit** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **ANIMALS** | **Unit ( 3 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **Phonics** | **Lesson( 1 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **flashcards of cats, rabbits, birds, hens, dresses, foxes** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to practise the pronunciation of plural noun endings -s and –es** * **to say a phonics chant / poem**. | | **Funny animals** | **1-Listen and say**  **Play the CD and have Ss listen and point the first time. • Play the CD again and have Ss listen, point and repeat.**  **2- Listen and chant**  **Direct Ss’ attention to the picture and ask Ss to name as many animals as they can. • Play the chant / poem Funny animals and have Ss listen and follow along in their books.** **Play the chant / poem again, pausing after each line for Ss to repeat. • Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**  **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **cats, rabbits, birds, hens, dresses, foxes** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **ANIMALS** | **Unit ( 3 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **A chant** | **Lesson( 2 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **Flashcards , photos , word cards , Blu tack** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to say a chant / poem** * **to talk about animals** | | **Its neck is very long. Their tails are short.** | **1-** **Listen and match. Then, say.**  **Direct Ss’ attention to the picture and ask them to say what animals they can see (a monkey, two parrots and two camels). • Tell Ss that they are going to listen to a chant / poem. Ask them to guess what it’s going to be about. • Play the chant / poem and have Ss listen. • Explain any unknown words.**  **2-** **Play.**  **Direct Ss’ attention to the two children in the picture and ask them what they think the boys are doing. (They’re playing a guessing game. One of the boys is describing an animal and the other is trying to guess it.) • Play the CD and have Ss repeat the exchange.** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **Animals: monkey, camel Parts of the body: head, wings, leg, tail, hump** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **ANIMALS** | **Unit ( 3 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **smart kids** | **Lesson( 3 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **flashcards of talk, swim, run, jump, fly, climb a tree** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to talk about ability** * **to ask and answer questions about ability** | | **Can you (swim)? Yes, I can. / No, I can’t.** | **1- Look and listen.**  **Ask Ss, in L1, to tell you what they think is happening. (Alex and Salim are in a pet shop and they find a parrot there. Alex thinks that the parrot can talk, but it’s Salim who is talking. Alex realises that it’s Salim when he accidentally sneezes and the parrot repeats what Alex says.).**  **2- Listen and tick**  **Ss have to listen to the CD and tick the correct box according to whether these people can or can’t do the action depicted in the pictures.**  **3- activity 3**  **Direct Ss’ attention to the boys in the picture and ask them to guess what they are doing. (They are looking at the table in activity 3 and they are asking questions about what actions they can do.)** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **talk, swim, run, jump, fly, climb a tree** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **ANIMALS** | **Unit ( 3 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **Our world & (let’s Play)** | **Lesson( 4+5 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **flashcards ,** **photocopies , word cards , Blu tack** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to identify wild animals** * **to describe an animal** * **to talk about what an animal can and can’t do.** * **to identify animals** * **to talk about quantity** * **to revise the plural form of regular nouns and learn more irregular nouns** | | **It can (run). It can’t (climb). They can (jump). They can’t (fly)** **Irregular plural nouns (sheep - sheep, wolf - wolves, fish - fish)  How many (elephants) can you see?.** | **1-** **warm up**  **Stick the flashcards (wolf, elephant, penguin, hippo, crocodile) on the board. Point to each one, say the word and encourage Ss to repeat after you.** **Have Ss open their books to page 38 and point out the animals in the vocabulary section.** **Hold up the elephant flashcard and encourage Ss to say as many sentences as they can to describe it, e.g. It is big. It has got small eyes. It has got big ears. Write the sentences on the board.** **Stick the flashcards of the animals on the board, point to each one, say the word and encourage Ss to repeat a few times after you. • In order to introduce the word see, mime the action and then stick the corresponding flashcard on the board, too.** **• Have Ss open their books to page 40 and point out the words in the vocabulary section. • Play the CD a few times and have Ss point to the words and repeat.** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **wolf, elephant, penguin, hippo, crocodile** **sheep, tiger, horse, lion, zebra, goat** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **ANIMALS** | **Unit ( 3 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **Phonics** | **Lesson( 6 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **phonics cards enough for all Ss**  **flashcards of chimp, peach, chair, sheep, fish, shirt** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to practice the pronunciation of consonant digraphs ch and sh** * **to say a phonics chant / poem** | | **The chimp and**  **the sheep** | **1-** **Listen and say.**  **Ss match the words with the pictures, as in the example • Make sure Ss have matched the words with the pictures correctly.**  **2-** **Listen and chant.**  **Direct Ss’ attention to the pictures and ask Ss what the girl is doing in each one.** **Play the chant / poem In the morning and have Ss listen and follow along in their books.**  **• Play the chant / poem again, pausing after each line for Ss to repeat.**  **• Then play the chant / poem once more and encourage Ss to say the chant**  **/ poem along with the CD.** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **chimp, peach, chair, sheep, fish, shirt** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **ANIMALS** | **Unit ( 3 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **story time + Project + Revision** | **Lesson( 7,8,9 )** |

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| --- | --- | --- | --- | --- | --- |
| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **Blown-up colour photocopies of Story time Can lions run?** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to listen and read for pleasure** * **to revise and consolidate vocabulary** * **and structures learnt in previous lessons** * **to revise and consolidate vocabulary and structures learnt in**   **previous lessons** | | **Can lions run?** | **Stick the flashcards of the animals (parrot, lizard, bird, frog, snake, rabbit, monkey, lion, tiger, wolf, penguin, hippo) on the board. • Ask a S to choose one of these animals, without revealing which one it is, and describe it. • Repeat the procedure with different Ss.** **Divide Ss into groups of 3-4 and hand out two sheets of plain A4 paper to  each group. • Tell Ss that each group should draw a funny animal. They can draw an animal that doesn’t really exist. It can have characteristics of different animals and it can have many abilities. After Ss draw their animal, they have to write sentences describing this animal,** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **parrot, lizard, bird, frog, snake, rabbit, monkey, lion, tiger, wolf, penguin, hippo** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **MY TOWN** | **Unit ( 4 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **Phonics** | **Lesson( 1 )** |

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| --- | --- | --- | --- | --- | --- |
| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **flashcards of whale, wheel, elephant, photo** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to say a phonics chant / poem**. * **to practise the pronunciation of digraphs wh /w/ and ph /f/** | | **Look at the photo What is this?** | **1-Listen and say**  **Write fl and sl on the board. Under each consonant blend stick the flashcards with the words that start with that sound.**  **Play the CD and have Ss listen and point the first time. • Play the CD again and have Ss listen, point and repeat.**  **2- Listen and chant**  **Direct Ss’ attention to the picture and ask Ss to name as many items as they can. • Play the chant / poem The photo and have Ss listen and follow along in their books. • Play the chant / poem again, pausing after each line for Ss to repeat.** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **whale, wheel, elephant, photo** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **MY TOWN** | **Unit ( 4 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **A chant** | **Lesson( 2 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **Flashcards , photos , word cards , Blu tack** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to identify places in a town** * **to say a phonics chant / poem.** | | **There is a (library). There are (three) (restaurants).** | **1-** **Listen and match. Then, say.**  **Hold up each of the flashcards of the places in a town and say them aloud. Repeat twice and have Ss repeat after you the second time.** **Have Ss open their books to page 49. Direct Ss’ attention to the vocabulary section at the top of the page. Play the CD a few times and have Ss point to the places in a town and repeat.**  **Direct Ss’ attention to the pictures of the places and ask them to say what places they can see.** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **library, toy shop, school, restaurant, park** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **MY TOWN** | **Unit ( 4 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **smart kids** | **Lesson( 3 )** |

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| --- | --- | --- | --- | --- | --- |
| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **flashcards of mosque, supermarket, police station, playground, hospital, farm** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to identify places in a town**   **• to ask and answer about places in a town** | | **Is there a (hospital) in your town? Yes, there is. / No, there isn’t.** | **1- Look and listen.**  **Stick the flashcards of mosque, supermarket, police station, playground, hospital and farm on the board. • Point to each one and say it aloud. Repeat each word and have Ss repeat after you**  **2- Read, look at activity 1 and choose.**  **Ss have to refer to activity 1 and answer the questions with the short answers in the box above.**  **3- Listen and tick**  **Ss have to listen to the CD and tick the correct box according to the places they hear. • Play the CD twice. 4- Play.**  **Hand out a sheet of A4 paper to each S and instruct them to fold the paper in three equal parts and tape together the two ends, forming a pyramid stand** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **mosque, supermarket, police station, playground, hospital, farm** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **MY TOWN** | **Unit ( 4 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **Our world & (let’s Play)** | **Lesson( 4+5 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **flashcards ,** **photocopies , word cards , Blu tack** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to talk about the weather** * **to identify prepositions of location** * **to ask and answer about the location of places in a town**   **• to practise the definite article *the*** | | **What’s the weather like? It’s (sunny).**  **Where’s the (hospital)? It’s next to the (mosque). It’s opposite the (police station).** | **1-** **warm up**  **Draw a cloud on the board with drops of rain falling down from it. Hold up the umbrella and open it. Say It’s raining. Repeat the phrase and have Ss repeat after you. Wipe the raindrops off the board and say It’s cloudy. Then repeat and have Ss repeat after you. • Introduce the rest of the weather conditions in the same way using the props (refer to the materials section) and by drawing on the board.** **Stick the flashcards of places in a town on the board in two rows and draw a street between them. Draw some trees in the background so that it looks like a town. Make sure you put the hospital between the supermarket and the school, opposite the police station. Ask questions about the town, e.g. What’s this? Is there a restaurant in the town? How many schools are there?** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **raining, sunny, cloudy, windy, hot, cold** **umbrella, a cap and sunglasses, a scarf, gloves** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **MY TOWN** | **Unit ( 4 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **Phonics** | **Lesson( 6 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **phonics cards of (pl and cl) enough for all Ss**  **flashcards of playground, plane, climb, clap** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to practise the pronunciation of the l blends pl and cl** * **to perform a phonics chant** * **to say the letters of the alphabet**. | | **We are at the playground Let’s climb a tree! Clap your hands. You and me!** | **1-** **Listen and say.**  **Ss match the words with the pictures, as in the example • Make sure Ss have matched the words with the pictures correctly.**  **2-** **Listen and chant.**  **Direct Ss’ attention to the pictures and ask Ss what thgirl is doing in each one.** **Play the chant / poem In the morning and have Ss listen and follow along in their books.**  **• Play the chant / poem again, pausing after each line for Ss to repeat.**  **• Then play the chant / poem once more and encourage Ss to say the chant**  **/ poem along with the CD.** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **playground, plane, climb, clap** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Smart class 3** | | | | | | |
|  |  |  |  | **Date** | **MY TOWN** | **Unit ( 4 )** |
| **5th <D>** | **5th <G>** | **5th <B>** | **5th <A>** | **Class** | **story time + Project + Revision** | **Lesson( 7,8,9 )** |

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| ***Introduction*** | **a – intrDirect students’ attention to the photos in the book- Write the topic, skim the lesson.** | | | | |
| ***Teaching aids*** | **Blown-up colour photocopies of Story time *What’s the weather like?*** | | | | |
| ***Objectives:*** | | ***Structures*** | ***Procedure*** | ***Modern teaching strategies*** | ***Verification*** |
| * **to listen and read for pleasure** * **to revise and consolidate vocabulary** * **and structures learnt in previous lessons** * **to revise and consolidate vocabulary and structures learnt in**   **previous lessons** | | **What’s the weather like?** | **Hold up the book or stick blown-up colour photocopies of the story What’s the weather like? on the board. • Ask Ss if they remember the title of the story (What’s the weather like?) Ask them to tell you what else they remember from the story. • Have Ss open their books to pages 56-57. Play the CD (Track 62) and have them follow along in their books. • Have some Ss to read the story aloud for the class.** **Have Ss open their books to page 58. • Explain to Ss that they will listen to similar sentences and that they have to write the numbers 1-4 in the order they hear the weather conditions.** | * **Problem Solving** * **discovery brain** * **storming** * **mental** * **Maps** * **self-learning** * **cooperative** * **learning** * **Others…**   **……………….** | **Evaluation:**  **Q: practice listening for specific information and following directions.**    **Q: Use nonlinear information and key words.** |
| ***Vocabulary*** |
| **mosque, library, toy shop, school, park, playground, farm, hospital, supermarket, police station, restaurant** |
| ***Home work:*** | | **They'll complete answering the exercises in their workbooks page. ( ).** | | | |
| ***Evaluation tools*** | | **⃝ Oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Phonics** | | | **Lesson** | **Home and family** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1-Listen and say**  **Play the CD and have Ss listen and point the first time. • Play the CD again and have Ss listen, point and repeat..**  **2- Listen and chant**  **Direct Ss’ attention to the picture, point to different items and ask them questions they can answer, e.g. What’s this? (It’s a cake.) What are these? (They’re dates.) What’s that? (It’s a rose.) What colour is the rose? (It’s white.)**  **Play the chant / poem Dave and Jerome and have Ss listen and follow along in their books. • Play the chant / poem again, pausing after each line for Ss to repeat.** | | | | * **to practice the pronunciation of**   **a \ i \ o**  **to say a phonics chant / poem** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
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| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **A chant** | | | **Lesson** | **Home and family** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1-** **Listen and match. Then say.**  **Direct Ss’ attention to the pictures of Salim’s family members and explain to Ss that this is Salim’s family. Encourage Ss to point to each picture and say the family members in chorus.**  **Then point to the rooms of the house and encourage Ss to say which room of the house you are pointing at. • Tell Ss that they’re going to listen to a chant / poem and that they have to match each verse to the pictures of the rooms, as in the example. • Read the title of the chant / poem and ask Ss to guess what the chant / poem is going to be about. Place a pen in your book and ask Where’s my pen? Say It’s in the book. • Write the example on the board and get Ss to guess the meaning of in.** | | | | * **to say a chant / poem to identify rooms in a house to identify family members to describe location** * **to ask and answer questions about location**   **to identify preposition of location (in)** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **smart kids** | | | **Lesson** | **Home and family** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1-** **Look and listen.**  **Have Ss open their books to page 8 and point out the people in the vocabulary section. Play the CD a few times and have Ss point to the people and repeat. • Say the people again in random order and have Ss point and repeat.**  **2-** **Listen and number (1-4).**  **Explain to Ss that they will listen to similar exchanges and they have to look at the pictures of the family members and write the numbers in the order they hear each family member being mentioned.**  **3- Ask and answer.**  **Direct Ss’ attention to the two children in the picture and ask them to guess what’s happening. (One of the boys is asking his partner about the people in his photos.)** | | | | * **to identify family members and**   **friends** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Comic & (let’s Play)** | | | **Lesson** | **Home and family** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1-** **warm up**  **Use the flashcards to introduce the words jigsaw puzzle, board game, computer game, garden, and wardrobe. Hold up each flashcard, say the word and encourage Ss to repeat.** **Have Ss open their books to page 10. Direct Ss’ attention to the vocabulary section at the top of the page. Play the CD a few times and have Ss point and repeat. • Say the words again in random order and have Ss repeat and point.** **Place a pen on your book and ask Where’s the pen? Say It’s on the book. Then, place the pen in and then under the book and ask each time Where’s the pen? Ask Ss to guess the meaning of the three prepositions** **Point out that They’re is the short form of They are..** | | | | * **to identify games and furniture** * **to identify items in the house** * **to describe location**   **to ask and answer questions about location** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Phonics** | | | **Lesson** | **Home and family** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1-** **Listen and say.**  **Ss match the words with the pictures, as in the example • Make sure Ss have matched the words with the pictures correctly.**  **2-** **Listen and chant.**  **Direct Ss’ attention to the pictures and ask Ss what the girl is doing in each one.** **Play the chant / poem In the morning and have Ss listen and follow along in their books.**  **• Play the chant / poem again, pausing after each line for Ss to repeat.**  **• Then play the chant / poem once more and encourage Ss to say the chant**  **/ poem along with the CD.** | | | | * **to differentiate between the ea /ι:/ and the ea /e/** * **to perform a phonics chant** * **to say the letters of the alphabet** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **story time + Project + Revision** | | | **Lesson** | **Home and family** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **Hand out photocopies of the following flashcards to Ss: jigsaw puzzle, computer game, board game, wardrobe, sofa. • Explain to Ss that you will say some sentences aloud and when they hear one of the words in the flashcards, they have to raise the corresponding flashcard. Say, e.g. My doll is in the wardrobe. The jigsaw puzzle is under the bed. The computer game is on the TV. My board game is on the desk. The lamp is next to the sofa.**  **Draw Salim’s family tree on the board. Draw his father, mother, brother, sister. Make sure it’s big enough to fit the flashcards of the people missing (uncle, aunt, cousin, and friend). Write father, mother, etc. under each picture / space for the missing flashcards.** | | | | * **to listen and read for pleasure** * **to revise and consolidate vocabulary** * **and structures learnt in previous lessons** * **to revise and consolidate vocabulary and structures learnt in**   **previous lessons**   * **to make a room poster** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Phonics** | | | **Lesson** | **FRIENDS** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1-Listen and say**  **Play the CD and have Ss listen and point the first time. • Play the CD again and have Ss listen, point and repeat.**  **2- Listen and chant**  **Direct Ss’ attention to the picture and ask Ss questions they can answer, e.g. Where are the boys? (In the kitchen.) What’s on the boy’s book? (Food.) • Play the chant / poem Look! Look! and have Ss listen and follow along in their books. • Play the chant / poem again, pausing after each line for Ss to repeat.** | | | | * **to practice the pronunciation of oo /u:/ and oo /U/**   **to say a phonics chant / poem** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **A chant** | | | **Lesson** | **FRIENDS** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1-** **Listen and match. Then say.**  **Direct Ss’ attention to the presentation of the chant / poem. Hold up your book, point to each toy and encourage Ss to say the number written on each of them. • Ask Ss, in L1, what they can see in the picture. (Salim and Alex are holding a sheet full of planes and buses and they are throwing them up in the air.) • Tell Ss that they are going to listen to a chant / poem. Ask Ss to guess what it’s going to be about. • Play the chant / poem once and have Ss listen. • Play the chant / poem a second time and have Ss match each number in the chant / poem, in written form, with the corresponding number on the toys, as in the example. • Play the chant / poem again if necessary.** | | | | * **to say a chant / poem**      * **to identify the numbers 50-100**   **to say how many toys / things you have got** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **smart kids** | | | **Lesson** | **FRIENDS** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1-** **Look and listen.**  **Direct Ss’ attention to the grammar box at the top of page 23. Read the question and the answers aloud and have Ss repeat. • Point out that haven’t is the short form of have not.**  **2- Listen and match.**  **Ss have to listen to four exchanges about which pet each child has got and they have to match each child with the corresponding animal.**  **3- Look, read and circle.**  **Ss look at the pictures and circle the correct answers.**  **4- Listen and draw.**  **Direct Ss’ attention to the two boys in the picture and ask them to guess what** **they are doing. (They are asking each other questions about what pet/s they have got.)** | | | | * **to identify pets** * **to talk about possession** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Our world & (let’s Play)** | | | **Lesson** | **FRIENDS** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1-** **warm up**  **Point to a S with curly hair and say, curly hair. Point to a S with straight hair and say, straight hair. Encourage Ss to guess the meaning of the adjectives. • Repeat the same procedure to introduce the adjectives long and short. • Stick the flashcards (curly hair, straight hair, long hair, short hair) on the board. Point to each one, say the word and encourage Ss to repeat after you. Touch your face, say face a few times and encourage Ss to touch their faces and repeat after you. • Repeat the same procedure with the parts of the face and body** **Point out the irregular plurals (tooth-teeth and foot-feet). • Explain to Ss that you are going to play a game called Teacher says.** | | | | **to describe physical appearance**  **to identify parts of the face and body  to ask and answer questions about physical appearance** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Phonics** | | | **Lesson** | **FRIENDS** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1-** **Listen and say.**  **Play the CD and have Ss listen and point the first time. • Play the CD again and have Ss listen, point and repeat.**  **2-** **Listen and chant.**  **Direct Ss’ attention to the picture and ask them questions about it, e.g. Where are the children? (In a bedroom.) What’s on the bed? (A jumper.) What colour is the jumper? (Orange.) What’s under the jumper? (A duck.) Where are the teddy bears? (On the computer.) • Play the chant / poem My duck and have Ss listen and follow along in their books.** | | | | * **to differentiate between the u /ju:/ and the u**     **to say a phonics chant / poem** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **story time + Project + Revision** | | | **Lesson** | **FRIENDS** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **Stick the flashcards of the animals (parrot, lizard, bird, frog, snake, rabbit) on the board. • Ask a S to choose one of these animals, without revealing which one it is, and describe it to the rest of the class, e.g. My pet has got short legs. It has got small eyes. It’s green. • The rest of the Ss have to guess the S’s pet. • Alternatively, the S can choose a pet and the rest of the class can ask questions in order to guess what it is, e.g. Has it got (small ears)?** **A S thinks of a classmate and gives clues about his/her appearance, e.g. She has got long hair. She has got blue eyes. The S who guesses the classmate gets to think of someone else and give clues.** | | | | * **to listen and read for pleasure** * **to revise and consolidate vocabulary** * **and structures learnt in previous lessons** * **to revise and consolidate vocabulary and structures learnt in**   **previous lessons** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Phonics** | | | **Lesson** | **ANIMALS** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1-Listen and say**  **Play the CD and have Ss listen and point the first time. • Play the CD again and have Ss listen, point and repeat.**  **2- Listen and chant**  **Direct Ss’ attention to the picture and ask Ss to name as many animals as they can. • Play the chant / poem Funny animals and have Ss listen and follow along in their books.** **Play the chant / poem again, pausing after each line for Ss to repeat. • Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.** | | | | * **to practise the pronunciation of plural noun endings -s and –es** * **to say a phonics chant / poem**. | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **A chant** | | | **Lesson** | **ANIMALS** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1-** **Listen and match. Then, say.**  **Direct Ss’ attention to the picture and ask them to say what animals they can see (a monkey, two parrots and two camels). • Tell Ss that they are going to listen to a chant / poem. Ask them to guess what it’s going to be about. • Play the chant / poem and have Ss listen. • Explain any unknown words.**  **2-** **Play.**  **Direct Ss’ attention to the two children in the picture and ask them what they think the boys are doing. (They’re playing a guessing game. One of the boys is describing an animal and the other is trying to guess it.) • Play the CD and have Ss repeat the exchange.** | | | | * **to say a chant / poem** * **to talk about animals** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **smart kids** | | | **Lesson** | **ANIMALS** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1- Look and listen.**  **Ask Ss, in L1, to tell you what they think is happening. (Alex and Salim are in a pet shop and they find a parrot there. Alex thinks that the parrot can talk, but it’s Salim who is talking. Alex realises that it’s Salim when he accidentally sneezes and the parrot repeats what Alex says.).**  **2- Listen and tick**  **Ss have to listen to the CD and tick the correct box according to whether these people can or can’t do the action depicted in the pictures.**  **3- activity 3**  **Direct Ss’ attention to the boys in the picture and ask them to guess what they are doing. (They are looking at the table in activity 3 and they are asking questions about what actions they can do.)** | | | | * **to talk about ability**   **to ask and answer questions about ability** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Our world & (let’s Play)** | | | **Lesson** | **ANIMALS** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1-** **warm up**  **Stick the flashcards (wolf, elephant, penguin, hippo, crocodile) on the board. Point to each one, say the word and encourage Ss to repeat after you.** **Have Ss open their books to page 38 and point out the animals in the vocabulary section.** **Hold up the elephant flashcard and encourage Ss to say as many sentences as they can to describe it, e.g. It is big. It has got small eyes. It has got big ears. Write the sentences on the board.** **Stick the flashcards of the animals on the board, point to each one, say the word and encourage Ss to repeat a few times after you. • In order to introduce the word see, mime the action and then stick the corresponding flashcard on the board, too.** **• Have Ss open their books to page 40 and point out the words in the vocabulary section. • Play the CD a few times and have Ss point to the words and repeat.** | | | | * **to identify wild animals** * **to describe an animal** * **to talk about what an animal can and can’t do.** * **to identify animals** * **to talk about quantity**   **to revise the plural form of regular nouns and learn more irregular nouns** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Phonics** | | | **Lesson** | **ANIMALS** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1-** **Listen and say.**  **Ss match the words with the pictures, as in the example • Make sure Ss have matched the words with the pictures correctly.**  **2-** **Listen and chant.**  **Direct Ss’ attention to the pictures and ask Ss what the girl is doing in each one.** **Play the chant / poem In the morning and have Ss listen and follow along in their books.**  **• Play the chant / poem again, pausing after each line for Ss to repeat.**  **• Then play the chant / poem once more and encourage Ss to say the chant**  **/ poem along with the CD.** | | | | * **to practice the pronunciation of consonant digraphs ch and sh**   **to say a phonics chant / poem** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **story time + Project + Revision** | | | **Lesson** | **ANIMALS** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **Stick the flashcards of the animals (parrot, lizard, bird, frog, snake, rabbit, monkey, lion, tiger, wolf, penguin, hippo) on the board. • Ask a S to choose one of these animals, without revealing which one it is, and describe it. • Repeat the procedure with different Ss.** **Divide Ss into groups of 3-4 and hand out two sheets of plain A4 paper to  each group. • Tell Ss that each group should draw a funny animal. They can draw an animal that doesn’t really exist. It can have characteristics of different animals and it can have many abilities. After Ss draw their animal, they have to write sentences describing this animal,** | | | | * **to listen and read for pleasure** * **to revise and consolidate vocabulary** * **and structures learnt in previous lessons** * **to revise and consolidate vocabulary and structures learnt in**   **previous lessons** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Phonics** | | | **Lesson** | **MY TOWN** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1-Listen and say**  **Write fl and sl on the board. Under each consonant blend stick the flashcards with the words that start with that sound.**  **Play the CD and have Ss listen and point the first time. • Play the CD again and have Ss listen, point and repeat.**  **2- Listen and chant**  **Direct Ss’ attention to the picture and ask Ss to name as many items as they can. • Play the chant / poem The photo and have Ss listen and follow along in their books. • Play the chant / poem again, pausing after each line for Ss to repeat.** | | | | * **to say a phonics chant / poem**.   **to practise the pronunciation of digraphs wh /w/ and ph /f/** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **A chant** | | | **Lesson** | **MY TOWN** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1-** **Listen and match. Then, say.**  **Hold up each of the flashcards of the places in a town and say them aloud. Repeat twice and have Ss repeat after you the second time.** **Have Ss open their books to page 49. Direct Ss’ attention to the vocabulary section at the top of the page. Play the CD a few times and have Ss point to the places in a town and repeat.**  **Direct Ss’ attention to the pictures of the places and ask them to say what places they can see.** | | | | * **to identify places in a town** * **to say a phonics chant / poem.** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **smart kids** | | | **Lesson** | **MY TOWN** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1- Look and listen.**  **Stick the flashcards of mosque, supermarket, police station, playground, hospital and farm on the board. • Point to each one and say it aloud. Repeat each word and have Ss repeat after you**  **2- Read, look at activity 1 and choose.**  **Ss have to refer to activity 1 and answer the questions with the short answers in the box above.**  **3- Listen and tick**  **Ss have to listen to the CD and tick the correct box according to the places they hear. • Play the CD twice. 4- Play.**  **Hand out a sheet of A4 paper to each S and instruct them to fold the paper in three equal parts and tape together the two ends, forming a pyramid stand** | | | | * **to identify places in a town**   **• to ask and answer about places in a town** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Our world & (let’s Play)** | | | **Lesson** | **MY TOWN** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1-** **warm up**  **Draw a cloud on the board with drops of rain falling down from it. Hold up the umbrella and open it. Say It’s raining. Repeat the phrase and have Ss repeat after you. Wipe the raindrops off the board and say It’s cloudy. Then repeat and have Ss repeat after you. • Introduce the rest of the weather conditions in the same way using the props (refer to the materials section) and by drawing on the board.** **Stick the flashcards of places in a town on the board in two rows and draw a street between them. Draw some trees in the background so that it looks like a town. Make sure you put the hospital between the supermarket and the school, opposite the police station. Ask questions about the town, e.g. What’s this? Is there a restaurant in the town? How many schools are there?** | | | | * **to talk about the weather** * **to identify prepositions of location** * **to ask and answer about the location of places in a town • to practise the definite article *the*** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Phonics** | | | **Lesson** | **MY TOWN** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **1-** **Listen and say.**  **Ss match the words with the pictures, as in the example • Make sure Ss have matched the words with the pictures correctly.**  **2-** **Listen and chant.**  **Direct Ss’ attention to the pictures and ask Ss what thgirl is doing in each one.** **Play the chant / poem In the morning and have Ss listen and follow along in their books.**  **• Play the chant / poem again, pausing after each line for Ss to repeat.**  **• Then play the chant / poem once more and encourage Ss to say the chant**  **/ poem along with the CD.** | | | | * **to practise the pronunciation of the l blends pl and cl** * **to perform a phonics chant** * **to say the letters of the alphabet**. | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **story time + Project + Revision** | | | **Lesson** | **MY TOWN** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | **Hold up the book or stick blown-up colour photocopies of the story What’s the weather like? on the board. • Ask Ss if they remember the title of the story (What’s the weather like?) Ask them to tell you what else they remember from the story. • Have Ss open their books to pages 56-57. Play the CD (Track 62) and have them follow along in their books. • Have some Ss to read the story aloud for the class.** **Have Ss open their books to page 58. • Explain to Ss that they will listen to similar sentences and that they have to write the numbers 1-4 in the order they hear the weather conditions.** | | | | * **to listen and read for pleasure** * **to revise and consolidate vocabulary** * **and structures learnt in previous lessons** * **to revise and consolidate vocabulary and structures learnt in**   **previous lessons** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
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