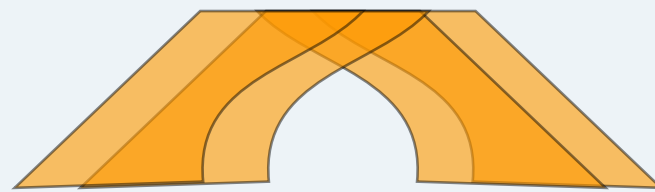


تم تحميل وعرض هذا المادة من موقع واجبي:



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اشترك معنا ليصلك كل جديد:



INTRODUCTION**LISTEN AND POINT**

day	class	period

Learning Objectives*The student will be able to:*

1. To identify [Welcome].
2. To give commands.
3. To respond to commands.

Teaching Strategies**Steps to follow**

Pair work

Work group

Problem solving

Brain storming

Role play

Discussion

Inductive

Co-operative learning

Discovery

A-Warming up and revision**Warm up:**

- Play a game with the student.
- Check the homework and answer the questions.
- Do physical exercise.

Recourses needed

Student book

Work book

Teacher's guide

B- Presentation**Teaching aids**

Board

Drawing

Cards

Real objects

Data show

Interactive CD

C- Practice

- I greet the students and say "welcome".
- I write the date and the title on the board.
- I introduce myself to the class and encourage them to do the same.

❖ Page 2 and 3:**1 listen and point.**

- I ask them to greet each other and say "welcome".
- I ask the students to listen and then play the CD twice.
- I read the sentences twice.
- I ask the students to look at the activity1 in the book.
- I practice the commands with each other.
- I give commands to the students and they do it.
- I ask the students to give each other commands and respond with action.
- I ask the students to do the tasks.

I check their answer and correct their mistakes.

Evaluation Tools

Oral Tests

Written Tests

Observation

Discussion

Exercise

Activities

D- Feedback

1. Greet each other.
2. Command your friend to open the door.
3. Your friend opened the door as you said. What would you say to him

Home assignment

workbook page () exercise ()

Teacher**Principal****Supervisor**

day	class	period	Learning Objectives	
			<i>The student will be able to:</i> - To ask about one's name. - To respond to the question [what's your name?]. - To greet someone using [Hello].	
Teaching Strategies			Steps to follow	
	Pair work		A-Warming up and revision Warm up: -- Play a game with the student. -- Check the homework and answer the questions. -- Do physical exercise.	
	Work group			
	Problem solving			
	Brain storming			
	Role play			
	Discussion			
	Inductive			
	Co-operative learning			
	Discovery			
Recourses needed			B- Presentation The students are going to learn... New vocabulary Name, what's your name?, car, boy, girl, yellow, red, blue, green, purple, play	
	Student book		C- Practice - I greet the students and say "hello". - I revise the previous lesson and check the homework. - I write the date and the title on the board. 1 listen and do. - I play the CD twice and ask them to listen. - I ask them to read the dialogue. 2 practice the talks in pairs. - I ask the students: "what's your name?" - I get the students to respond. - I ask them to make dialogues and ask each other about the name. 3 practice with actions. - I ask the students to make the dialogue with actions. 4 greeting game. - I ask the students to practice [hello]. - I ask the students to greet five students quickly. I go round the class to I check that they can greet each other correctly.	
	Work book			
	Teacher's guide			
Teaching aids				
	Board			
	Drawing			
	Cards			
	Real objects			
	Data show			
	Interactive CD			
Evaluation Tools				
	Oral Tests		D- Feedback - Ask about one's name. What's your name? - Greet someone using Hello.	
	Written Tests			
	Observation			
	Discussion			
	Exercise			
	Activities			
Home assignment			workbook page () exercise ()	

Teacher

Principal

Supervisor

M1/ MY FRIENDS
RHYTHMS AND SOUNDS

day	class	period	Learning Objectives
			<i>The student will be able to:</i> 1. To ask "How are you?" and answer. 2. To practice saying [Goodbye]. 3. To ask [How are you?] and respond.
Teaching Strategies			Steps to follow
	Pair work		A-Warming up and revision Warm up: -- Play a game with the student. -- Check the homework and answer the questions. -- Do physical exercise. B- Presentation C- Practice <u>1 listen and chant.</u> • I ask the students to listen to the CD twice. • I ask the students to read. I ask them to sing the song. <u>2 listen and pronounce.</u> • I explain the task and I play the CD twice. • I read the words. • I explain [I'm, fine, thank you]. • I ask them to repeat. I go round the class to I check that they say the words correctly. <u>3 listen and chant.</u> • I explain the task. • I play the CD twice. • I read the song. I ask them to repeat. I go round the class to check that they say the song correctly. <u>4 greeting relay.</u> • I define the greeting [how are you?] And it's answer. • I ask the students to pass the greeting down the line. I walk around the class to make sure that the students are playing the game correctly. D- Feedback Ask "How are you?" and answer Greet your friend while he is going home. Ask [How are you?] and respond
	Work group		
	Problem solving		
	Brain storming		
	Role play		
	Discussion		
	Inductive		
	Co-operative learning		
	Discovery		
Recourses needed			
	Student book		
	Work book		
	Teacher's guide		
Teaching aids			
	Board		
	Drawing		
	Cards		
	Real objects		
	Data show		
	Interactive CD		
Evaluation Tools			
	Oral Tests		
	Written Tests		
	Observation		
	Discussion		
	Exercise		
	Activities		
Home assignment			workbook page () exercise ()

Teacher
Principal
Supervisor

day	class	period

Learning Objectives

The student will be able to:

1. To ask "What's this color?".
2. To respond to the question "What's this color?"
3. To recognise the colors.

Teaching Strategies

Pair work

Work group

Problem solving

Brain storming

Role play

Discussion

Inductive

Co-operative learning

Discovery

Steps to follow

A-Warming up and revision

Warm up:

- Play a game with the student.
- Check the homework and answer the questions.
- Do physical exercise.

B- Presentation

The students are going to learn...

New vocabulary

"What's this color?", rainbow, red, yellow, pink, blue, purple, orange, green, touch, race, fast

Recourses needed

Student book

Work book

Teacher's guide

Teaching aids

Board

Drawing

Cards

Real objects

Data show

Interactive CD

Evaluation Tools

Oral Tests

Written Tests

Observation

Discussion

Exercise

Activities

C- Practice

1 Chant and point.

- I play the CD twice and ask the students to repeat.
- I use the flashcards to present the colors.
- I point to a flashcard of [Red] and say [Red].
- I ask the students to repeat.
- I do the same with the other flashcards of colors.
- I define the question [What's this color?].
- I ask and encourage them to respond.

2 Listen and chant.

- I explain the task and then, I play the CD twice and I give them time repeat. I read the rainbow chant and ask them to chant.

1 Color race.

Listen and touch as fast as you can!

I revise the colors. I revise the question [What's this color?] I ask the students to listen to the CD twice.

I ask them to touch the color as fast as possible.

D- Feedback

- Ask about the color of your friend's pencil.
- I hold a flashcard of [Red] and I ask "What's this color?".
- Mention three colors

Home assignment

workbook page () exercise ()

Teacher

Principal

Supervisor

day	class	period	Learning Objectives
			<i>The student will be able to:</i> 1. To recognize the letters of the alphabet. 2. To recognize colors. 3. To write their names.
Teaching Strategies			Steps to follow
	Pair work		A-Warming up and revision Warm up: -- Play a game with the student. -- Check the homework and answer the questions. -- Do physical exercise. B- Presentation The students are going to learn... New vocabulary Alphabet, color, letters, name, draw, picture C- Practice 1 Chant and point. • I revise the alphabet. • I revise the colors. • I play the CD twice. • I ask them to repeat the chant. • I walk around the class to make sure that the students are saying the chant correctly. 2 Color and letters. I revise the colors. I ask the students to color the letters in activity 1. ❖ Page 11: 3 Make a name card. Write your name, draw some pictures, and show your card. I revise the question [What's your name?]. I ask the students to write their names in a card. I ask them to draw some pictures beside the name. I walk around the class to make sure that the students are making the card correctly.
	Work group		
	Problem solving		
	Brain storming		
	Role play		
	Discussion		
	Inductive		
	Co-operative learning		
	Discovery		
Recourses needed			
	Student book		
	Work book		
	Teacher's guide		
Teaching aids			
	Board		
	Drawing		
	Cards		
	Real objects		
	Data show		
	Interactive CD		
Evaluation Tools			
	Oral Tests		
	Written Tests		
	Observation		
	Discussion		
	Exercise		
	Activities		
Home assignment			workbook page () exercise ()

Teacher

Principal

Supervisor

M2/ MY BODY

TALK TIME

day	class	period

Learning Objectives

The student will be able to:

- To command someone.
- To respond to commands.
- To listen to command and respond with action.

Teaching Strategies

Pair work

Work group

Problem solving

Brain storming

Role play

Discussion

Inductive

Co-operative learning

Discovery

Steps to follow

A-Warming up and revision

Warm up:

- Play a game with the student.
- Check the homework and answer the questions.
- Do physical exercise.

B- Presentation

Recourses needed

Student book

Work book

Teacher's guide

Teaching aids

Board

Drawing

Cards

Real objects

Data show

Interactive CD

C- Practice

- I greet the students.
- I revise the previous lesson and check the homework.
- I write the date and the title on the board.

❖ Page 12:

❖ 1 Listen, shout and do.

- I play the CD with a pause after each order.
- I ask the students to repeat.
- I ask the students to do the order. I go around the class to make sure that the students can do the order.

❖ 2 Practice and do in pairs.

- I ask the students to make dialogues. I encourage them to order and do the order.

❖ Page 13:

❖ 3 Do it quickly!

❖ Listen and try to keep up.

- I explain the task and play the CD twice.
- I ask the students to listen and repeat. I ask the students to try to keep up.

D- Feedback

- Order your friend to close his eyes
- Open the door. / Clap your hands.

Home assignment

workbook page () exercise ()

Teacher

Principal

Supervisor

M2/ MY BODY

RHYTHMS AND SOUNDS

day	class	period
Teaching Strategies		
	Pair work	
	Work group	
	Problem solving	
	Brain storming	
	Role play	
	Discussion	
	Inductive	
	Co-operative learning	
	Discovery	
Recourses needed		
	Student book	
	Work book	
	Teacher's guide	
Teaching aids		
	Board	
	Drawing	
	Cards	
	Real objects	
	Data show	
	Interactive CD	
Evaluation Tools		
	Oral Tests	
	Written Tests	
	Observation	
	Discussion	
	Exercise	
	Activities	
Home assignment		

Learning Objectives

The student will be able to:

- To identify the body parts.
- To recognize the plural body parts.
- To recognize the body parts and respond with action

Steps to follow

A-Warming up and revision

Warm up:

- Play a game with the student.
- Check the homework and answer the questions.
- Do physical exercise.

B- Presentation

The students are going to learn...

New vocabulary

Head, shoulder, knees, toes, eyes, ears, mouth, nose

C- Practice

1 Chant and point.

- I use the flashcards to identify the body parts.
I hold up the [Head] flashcard and ask, "What's this?"
I ask the students to try to give the answer "Head".
I repeat the previous steps with the other flashcards.
I explain the plural.
- I explain the task. I Play the CD twice and ask them to listen.
- I go round the class to check that they say the correct body part.

2 Listen, point and pronounce.

- I play the CD twice.
- I ask them to say the body part and I point to it's picture. I go round the class to check that they find the correct pictures.

3 The teacher says.
Touch what your

- I revise the body parts. I revise the plural body parts.
- I ask the students to touch their nose. I make the same with [head, mouth, shoulders, eyes and ears].

D- Feedback

- Mention three body parts.
- Mention the plural parts in the body.
- Touch your nose

workbook page () exercise ()

Teacher

Principal

Supervisor

M2/ MY BODY
WORDS

day	class	period

Learning Objectives

The student will be able to:

- To practice polite command.
- To do classroom actions.
- To give classroom instructions.

Teaching Strategies

Pair work

Work group

Problem solving

Brain storming

Role play

Discussion

Inductive

Co-operative learning

Discovery

Steps to follow
A-Warming up and revision
Warm up:

- Play a game with the student.
- Check the homework and answer the questions.
- Do physical exercise.

B- Presentation
Recourses needed

Student book

Work book

Teacher's guide

Teaching aids

Board

Drawing

Cards

Real objects

Data show

Interactive CD

C- Practice
1 Listen and point.

- I play the CD with a pause after each item so the students can find and repeat.
- I read the orders and I ask the students to point to the correct picture.

2 Listen again, say and do.

- I play the CD twice with a pause after each item.
- I ask them to say and do the order.
- I go round the class to check that they do the activity correctly.

Page 17:
3 Be the teacher.
Give instructions to your partner.

- I ask the students to be the teacher.
- I encourage the students to give each other instructions.

I walk around the class to make sure that the students are making the activity correctly..

Evaluation Tools

Oral Tests

Written Tests

Observation

Discussion

Exercise

Activities

D- Feedback

- Ask your friend to sit down.
- Please go back to your seat.
- Give your friend two classroom instructions

Home assignment

workbook page () exercise ()

Teacher

Principal

Supervisor

M2/ MY BODY **PHONICS**

PHONICS

day	class	period	Learning Objectives
			<i>The student will be able to:</i> • To point to and say all the big letters from a to z. • To point to and say all the small letters from a to z • To write the short, tall and tail letters
Teaching Strategies			Steps to follow
	Pair work		A-Warming up and revision Warm up: -- Play a game with the student. -- Check the homework and answer the questions. -- Do physical exercise. B- Presentation C- Practice <u>1 Chant and point at the big letters.</u> • I ask the students to open their books. • I play the CD twice. • I ask the student to repeat the chant. • I walk around the class to make sure that the students are saying the chant correctly. <u>2 Chant again and point at the small letters.</u> • I say the song again and I ask them to repeat. • I ask them to point at the small letters. <u>3 Short, tall and tail letters.</u> <u>Listen and do.</u> • I introduce the short letters with examples. • I introduce the tall letters with examples. • I introduce the tail letters with examples. • I play the CD twice. • I read the letters and I ask the students to repeat and do the shape. I walk around the class to make sure that the students are saying the letters D- Feedback • Write five big letters. • Write five small letters. • Write two short, tall and tail letters.
	Work group		
	Problem solving		
	Brain storming		
	Role play		
	Discussion		
	Inductive		
	Co-operative learning		
	Discovery		
Recourses needed			
	Student book		
	Work book		
	Teacher's guide		
Teaching aids			
	Board		
	Drawing		
	Cards		
	Real objects		
	Data show		
	Interactive CD		
Evaluation Tools			
	Oral Tests		
	Written Tests		
	Observation		
	Discussion		
	Exercise		
	Activities		
Home assignment			workbook page () exercise ()

Teacher

Principal

Supervisor

M3/ My Family

Talk Time

day class period

Learning Objectives

The student will be able to:

- To introduce someone using [This is].
- To greet people.
- To introduce one friend to another friend

Teaching Strategies

Pair work

Work group

Problem solving

Brain storming

Role play

Discussion

Inductive

Co-operative learning

Discovery

Steps to follow

A-Warming up and revision

Warm up:

- Play a game with the student.
- Check the homework and answer the questions.
- Do physical exercise.

B- Presentation

The students are going to learn...

New vocabulary

This is, brother, nice to meet you, sister, introduce, too

Recourses needed

Student book

Work book

Teacher's guide

Teaching aids

Board

Drawing

Cards

Real objects

Data show

Interactive CD

Evaluation Tools

Oral Tests

Written Tests

Observation

Discussion

Exercise

Activities

C- Practice

1 Listen and say.

- I play the CD with a pause after each item so that the students have time to repeat.

I explain the greeting [Nice to meet you.].

I explain [This is].

I ask the students to read.

2 Practice the talk in threes.

- I ask them to make the same dialogue that in activity 1 in pairs.

3 Act out the talk in threes.

- I ask the students to act the dialogue in activity 1.
- I monitor and make sure the students are saying the dialogue correctly.

4 Let's shake hands.

Make threes. Introduce each other.

- I play the CD twice. They listen and repeat.
- I read the dialogue.
- I ask the students to make the same dialogue.
- I make sure that the students can say the dialogue correctly.

D- Feedback

- Put [This is] in a correct sentence.
- Greet your friend.
- Introduce your friend to another friend.

Home assignment

workbook page () exercise ()

Teacher

Principal

Supervisor

M3/ MY FAMILY

RHYTHMS AND SOUNDS

day	class	period	Learning Objectives
			<i>The student will be able to:</i> - To count from one to five. - To identify the family members. - To shout “No more monkeys jumping on the bed”.
Teaching Strategies			Steps to follow
	Pair work		A-Warming up and revision Warm up: -- Play a game with the student. -- Check the homework and answer the questions. -- Do physical exercise. B- Presentation C- Practice <u>1 Chant and do.</u> I play the CD. I play the CD again with a pause after each sentence so that students have time to repeat. I ask the students to read. I ask them to say the song. <u>2 Chant and change the names.</u> I play the CD. I play the CD again with a pause after each sentence so that students have time to repeat. I ask the students to chant and change the names. <u>3 Five little monkeys' game.</u> <u>Act out the chant.</u> I explain the task. I play the CD twice. I ask the students to make groups. I ask them to act the chant.
	Work group		
	Problem solving		
	Brain storming		
	Role play		
	Discussion		
	Inductive		
	Co-operative learning		
	Discovery		
Recourses needed			
	Student book		
	Work book		
	Teacher's guide		
Teaching aids			
	Board		
	Drawing		
	Cards		
	Real objects		
	Data show		
	Interactive CD		
Evaluation Tools			
	Oral Tests		
	Written Tests		
	Observation		
	Discussion		
	Exercise		
	Activities		
Home assignment			D- Feedback 1. Count from one to five. 2. Mention three family members. 3. Ask the students to shout “No more monkeys jumping on the bed”. workbook page () exercise ()

Teacher

Principal

Supervisor

M3/ MY FAMILY

WORDS

day	class	period

Learning Objectives

The student will be able to:

- To identify the family members.
- To draw a family and say who they are.

Teaching Strategies

Pair work

Work group

Problem solving

Brain storming

Role play

Discussion

Inductive

Co-operative learning

Discovery

Steps to follow

A-Warming up and revision

Warm up:

- Play a game with the student.
- Check the homework and answer the questions.
- Do physical exercise.

B- Presentation

The students are going to learn...

New vocabulary

Grandpa, grandma, dad, mom, brother, sister

Recourses needed

Student book

Work book

Teacher's guide

Teaching aids

Board

Drawing

Cards

Real objects

Data show

Interactive CD

C- Practice

1 Listen, point and say.

I use the flashcards to identify the family members.

I hold the [Dad] flashcard and say [Dad].

I explain the task.

I play the CD twice.

I read the family members. I ask the students to say the family members

2 Draw a family.

I revise the family members.

I read the family members.

I ask the students to say the family members. go around the classroom to make sure that the students can draw a family.

Page 25:

3 Five finger game.

Put down your fingers one by one.

Don't move them!

I explain the task.

I play the CD twice.

I read the family members.

I ask the students to repeat. I ask them to put down their fingers one by one and don't remove them.

Evaluation Tools

Oral Tests

Written Tests

Observation

Discussion

Exercise

Activities

D- Feedback

1. Mention three family members.

2. Draw a family and say who they are.

Home assignment

workbook page () exercise ()

Teacher

Principal

Supervisor

day	class	period	Learning Objectives	
			<i>The student will be able to:</i> • To identify the new animals. • To trace and copy the capital letters. • To make the sound of the letters A, B, C, D and E	
Teaching Strategies			Steps to follow	
	Pair work		A-Warming up and revision Warm up: -- Play a game with the student. -- Check the homework and answer the questions. -- Do physical exercise.	
	Work group			
	Problem solving			
	Brain storming			
	Role play			
	Discussion			
	Inductive			
	Co-operative learning			
	Discovery			
Recourses needed				
	Student book		B- Presentation	
	Work book			
	Teacher's guide			
Teaching aids				
	Board			C- Practice <u>1 Listen and say.</u> I use the flashcards to identify the new words. I play the CD twice with a pause after each item. I read the words. I ask the students to repeat. <u>2 Trace and copy.</u> I read the letters and I ask the students to repeat. I ask them to trace and copy the letters. <u>Page 27</u> <u>3 Listen and write.</u> I play the CD and I ask them to listen. I ask the students to look at the pictures. I ask them to complete the missing letters. <u>4 Guess the letter.</u> <u>Write in the air and ask your partner.</u> I ask the students to read the dialogue. I ask them to make the same dialogue in pairs. I ask them to act the game. I ask them to make the sound of the letter.
	Drawing			
	Cards			
	Real objects			
	Data show			
	Interactive CD			
Evaluation Tools				
	Oral Tests			
	Written Tests			
	Observation			
	Discussion		D- Feedback • Mention two animals. • Write three capital letters. • Make the sound of the letters A, B, C, D and E.	
	Exercise			
	Activities			
Home assignment				workbook page () exercise ()

Teacher

Principal

Supervisor