تم تحميل وعرض هذا المادة من موقع واجبي:



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اشترك معنا ليصلك كل جديد:





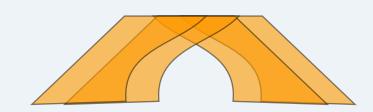












RODUCTION	CLASSROOM ENGLISH LISTEN AN	ND POIN
y class period	Learning Objectives	
	The student will be able to: 1. To identify [Welcome]. 2. To give commands. 3. To respond to commands.	
aching Strategies	Steps to follow	
Pair work	A-Warming up and revision	
Work group	Warm up:	
Problem solving	Play a game with the student.	
Brain storming	Check the homework and answer the questions.	
Role play	Do physical exercise.	
Discussion		
Inductive		
Co-operative learning		
Discovery	B- Presentation	
courses needed		
Student book		
Work book		
Teacher's guide		
aching aids	C- Practice	
Board	I greet the students and say "welcome".	
Drawing	I write the date and the title on the board.	
Cards	I introduce myself to the class and encourage them to do the	e same.
Real objects	Page 2 and 3:	
Data show	1 listen and point.	
Interactive CD	 I ask them to greet each other and say "welcome". I ask the students to listen and then play the CD twice. 	
aluation Tools	 I read the sentences twice. I ask the students to look at the activity1 in the book. 	
Oral Tests	I practice the commands with each other.	
Written Tests	 I give commands to the students and they do it. I ask the students to give each other commands and response 	d with
Observation	 I ask the students to give each other commands and respondents action. I ask the students to do the tasks. 	a will
Discussion	I check their answer and correct their mistakes.	
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 sa	y to him
ome assignment	workbook page () exercise ()	

Teacher

	EELINGS		
lay	class	period	Learning Objectives
			The student will be able to:
			To ask;" How are you?"
			To greet their teacher
			To say, "I'm first, second,
eachi	ng Strate	gies	Steps to follow
Pair	work		A-Warming up and revision
Worl	k group		Warm up:
Prob	olem solvi	ng	Play a game with the student.
Brain	n storming	9	Check the homework and answer the questions.
Role	play		Do physical exercise.
Disc	ussion		
Indu	ctive		
Co-	operative	learning	
	overy		B- Presentation
ecour	ses need	ded	The students are going to learn
- Committee of the	ent book		New vocabulary
	k book		Great – fine- thanks- meet- first- second- third- fourth- fifth
	cher's gu	ide	
- No. of the	Name of the last o	lue	C- Practice
Boai	ng aids		1 -
Drav	50.550/II.	=======================================	I play the CD and listen to a short simple dialogue.
Card			I ask the students :"How are you?"
1 200	l objects		Get the students to respond. Lack the students to open their backs and play the CD twice.
1 320 3	VIOLES	-	 I ask the students to open their books and play the CD twice. I walk around the class to make sure that the students are finding the
-	a show		correct pictures.
inter	ractive CI	J	2 -
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			 I ask the students to play the dialogue in pairs, then play the CD twice 3-
	tion Tools	S	I write the dialogue on the board, and ask students to act out the talk in
1	Tests	*	pairs.
	en Tests		I ask the students to stand in a line.
Obs	ervation		I ask the students to listen, then play the CD twice.
Disc	ussion		I write the new words on the board. They read them, and say "I'm first, second."
Fver	rcise		They read them, and say "I'm first, second,
LACI	Cise		
Activ	vities	0 2	D- Feedback
			"How are you?"
			Greet your teacher. Complete: "I'm"
			workbook page () exercise ()
lome	assignm	ent	workbook bade to l'exercise to l

	ELINGS	RHYTHMS AND LISTENII
у	class period	Learning Objectives
		The student will be able to: 1. To chant an educational chant with a partner 2. To play the confusion game with a partner 3. To say "sixth, seventh, eighth,"
achin	g Strategies	Steps to follow
Pair v	work	A-Warming up and revision
Work	group	Warm up:
Prob	lem solving	Play a game with the student.
Brain	storming	Check the homework and answer the questions.
Role	play	Do physical exercise.
Discu	ussion	
Indu	ctive	
Co-o	perative learning	
Disco	overy	B- Presentation
cours	ses needed	
Stude	ent book	
Work	book	
Teac	her's guide	
achin	g aids	C- Practice
Boar	2.0.A	 I greet the students and ask one of them, "How are you?" and get
Draw	ring	the answer.
Card	s	I write the date and the title on the board.
Real	objects	I check the homework. Page 6:
Data	show	1-
Inter	active CD	 I ask the students to listen, then play the CD. I ask the students to chant the song chorally.
aluati	ion Tools	2-
	Tests	 I play the CD twice, and ask students to listen carefully to notice t
	en Tests	sounds.
	ervation	 They match the words with the correct pictures. Page 7:
Discu	ussion	3-
Exerc	cise	 I write the new vocabulary on the board. I ask them to read it one by one loudly. I ask them to play the confusion game in pairs.
Activ	rities	D- Feedback
		 Chant the if you're happy and you know it chant on P.6 in pairs. Play the confusion game in pairs. Is [H] the sixth letter of the alphabet?

Teacher

y	class perio	d Learning Objectives
y	ciass perio	
		The student will be able to: To ask: "What's the matter?"
		To act out three feelings
		To answer, "This is"
95 2		
	ng Strategies	Steps to follow
Pair	work	A-Warming up and revision
Wor	k group	Warm up:
Prol	olem solving	Play a game with the student.
Brai	n storming	Check the homework and answer the questions.
Role	e play	Do physical exercise.
Disc	cussion	
Indu	uctive	
Co-	operative learni	ng
Disc	covery	B- Presentation
cou	rses needed	
Stuc	dent book	
Wor	k book	
	cher's guide	
7 10 6	ng aids	C- Practice
Boa		I greet the students.
7.70.7	wing	I revise the previous lesson and check the homework.
Car		I write the date and the title on the board.
	l objects	Page 8:
men e	2 SPECION DE DE DE	1-
100 107	ta show	 I hold up the Student's Book, point to the pictures and ask them to read loudly.
Inte	ractive CD	I play the CD twice.
dua	tion Tools	2,3-
1-1-		I play the CD twice. I ask the students to listen and act.
	l Tests	 I go round the class to check that they find the correct pictures.
	ten Tests	They ask in pairs, "What's the matter?", and another one replies.
Obs	servation	
Disc	cussion	Page 9:
Fye	rcise	I ask one student to be the leader.
LAC	icise	I ask the rest to do the same action as the leader.
		They do the different feelings.
Act	ivities	D- Feedback
		"What's the matter?"
		 Act out that you are hungry. Say your feeling: I'm
me	assignment	workbook page () exercise ()
1000		

Teacher

1/ FEELINGS	PHONIC
ay class per	learning Objectives
	The student will be able to: To listen and point to the right pictures and words To say, read, and I write the sounds for a, I by themselves
	Steps to follow
Pair work	A-Warming up and revision
Work group	Warm up:
Problem solving	Play a game with the student.
Brain storming	Check the homework and answer the questions.
Role play	Do physical exercise.
Discussion	
Inductive	
Co-operative lear	ning
Discovery	B- Presentation
	The students are going to learn
courses needed	
Student book	New vocabulary Ink-iron- pin- pine- time
Work book	IIIK-IIOII- PIII- PIIIC- IIIIC
Teacher's guide	
aching aids	C- Practice
Board	1-
Drawing	 I ask the students to open their books and play the CD twice.
Cards	 I ask the students to repeat after me. They point to the right pictures and words.
Real objects	2-
Data show	 I play the CD twice, and write the words on the board.
Interactive CD	 I ask the students to number the words with the correct sound. I go around the class to check that they number the pictures correctly.
	3-
aluation Tools	I play the CD twice and ask them to say the words. Ask them to match to
Oral Tests	 pictures while they are listening to the words. I go around the class to make sure that they are matching the correct
Written Tests	pictures.
Observation	Page 11:
Discussion	I play the CD twice, and ask the students to mime and say in pairs.
Exercise	The students mime other sounds.
Activities	D- Feedback
	 Look at P.10 and point to the right pictures and words. Practice the sounds /a/ and /i/.
ome assignment	workbook page () exercise ()
	WOLKDOOK DOOF! I PERICIPE!

Teacher

The student will be able to: To ask, "Whoseis this?" To reply, "it's mine" To meet someone and say," like your" 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. Discussion Inductive Co-operative learning Discovery B- Presentation The students are going to learn New vocabulary Hat- mine- thank -welcome -whose -who-what-white Prawing - I play the CD and listen to a short simple dialogue I ask the students to open their books and I play the CD twice I ask the students to act out the dialogue in pairs. Jean of the students on the board I ga around the class to check that they number the pictures correctly Page 13: - I explain the task. Discussion Exercise - I ask them to ask and answer about their belongings in pairs. Answer, "Whose book is this?" - Put on order: hard, "its mine" - Answer, "Whose book is this?" - Put on order: hard, "its mine" - Answer, "Whose book is this?" - Put on order: hard, "its mine" - Answer, "Whose book is this?" - Put on order: hard, "its mine" - Answer, "Whose book is this?" - Put on order: hard, "its mine" - Answer, "Whose book is this?" - Put on order: hard, "its mine" - Answer, "Whose book is this?" - Put on order: hard, "its mine" - Answer, "Whose book is this?" - Put on order: hard, "its mine" - Answer, "Whose book is this?" - Put on order: hard, "its mine" - Answer, "Whose book is this?" - Put on order: hard, "its mine" - Answer, "Whose book is this?" - Put on order: hard, "its mine" - Answer, "Whose book is this?" - Put on order: hard, "its mine" - Answer, "Whose book is this?" - Put on order: hard, "its mine" - Answer, "Whose book is this?" - Put on order: hard, "its mine"	/ THINGS WE WEAR	
To ask, "WhoseIs this?" To reply, "it's mine" To meet someone and say,"I like your" Steps to follow A-Warming up and revision Work group Problem solving Brain storming Role play Discussion Inductive Co-operative learning Discovery B- Presentation The students are going to learn New vocabulary Hat- mine- thank-welcome -whose -who-what-white Cohing aids Board Drawing Cards Play a game with the student. Check the homework and answer the questions. New vocabulary Hat- mine- thank-welcome -whose and I will the students on the students to open their books and I play the CD twice. I ask the students to act out the dialogue in pairs. I ask the students to act out the dialogue in pairs. I play the CD twice, and write the words on the board. I play the CD twice, and write the words with the correct sound. I go around the class to check that they number the pictures correctly Page 13: Page 13: Complete:car is this? "It's mine" I ask them to ask and answer about their belongings in pairs. Activities D- Feedback Complete:car is this? "It's mine" Answer, "Whose book is this?" Put on order: hat/like/your/i	y class period	Learning Objectives
To reply, "it's mine" To meet someone and say," like your" Steps to follow A-Warming up and revision Work group Problem solving Brain storming Role play Discussion Inductive Co-operative learning Discovery B- Presentation The students are going to learn New vocabulary Hat-mine- thank-welcome -whose -who-what-white Work book Teacher's guide Cords Board 1 - Drawing Cards Real objects Data show Interactive CD I ask the students to a short simple dialogue. I ask the students to open their books and I play the CD twice. 1 - 1 ask the students to act out the dialogue in pairs. I play the CD twice, and write the words with the correct sound. I go around the class to check that they number the pictures correctly. Page 13: Page 13: Activities D- Feedback Complete:car is this? "It's mine" Answer, "Whose book is this?" Put on order: hat/like/your/i		1477 VA 117967-00 2-00 1767-0 VOCAN
* To meet someone and say,"I like your" **Steps to follow** **A-Warming up and revision** **Work group** **Problem solving** **Brain storming** **Role play** **Discussion** **Inductive** **Co-operative learning** **Discovery** **B- Presentation** The students are going to learn **New vocabulary** **Student book** **Work book** **Teacher's guide** **Check the homework and answer the questions.** **New vocabulary** **Student book** **Work book** **Teacher's guide** **Check the homework and answer the questions.** **New vocabulary** **Student book** **New vocabulary** **Brain students are going to learn* **New vocabulary** **Student book** **New vocabulary** **Brain students are going to learn* **New vocabulary** **Brain students are going to learn* **New vocabulary** **Interchapted and students are going to learn* **New vocabulary** **Interchapted and students are going to learn* **New vocabulary** **Interchapted and students are going to learn* **New vocabulary** **Interchapted and students are going to learn* **New vocabulary** **Interchapted and students are going to learn* **New vocabulary** **Interchapted and students are going to learn* **New vocabulary** **Interchapted and students are going to learn* **New vocabulary** **Interchapted and students are going to learn* **New vocabulary** **Interchapted and students are going to learn* **New vocabulary** **Interchapted and students are going to learn* **New vocabulary** **Interchapted and students are going to learn* **New vocabulary** **Interchapted and students are going to learn* **New vocabulary** **Interchapted and students are going to learn* **New vocabulary** **Interchapted and students* **Interchapted and s		To ask, "Whoseis this?"
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Pair work Work group Problem solving Brain storming Role play Discussion Inductive Co-operative learning Discovery B- Presentation The students are going to learn New vocabulary Hat- mine- thank -welcome -whose -who-what-white Work book Teacher's guide Inding aids Board Drawing Cards Real objects Data show Interactive CD I play the CD and listen to a short simple dialogue. I ask the students to open their books and I play the CD twice. Real objects I ask the students to act out the dialogue in pairs. I play the CD twice, and write the words on the board. I go around the class to check that they number the pictures correctly. I explain the task. I explain the ta		To meet someone and say "Llike your "
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New vocabulary Hat- mine- thank -welcome -whose -who-what-white		
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Activities D- Feedback Complete:car is this? - "it's mine" Answer, "Whose book is this?" Put on order: hat/like/your/i		 I ask them to ask and answer about their belongings in pairs.
Answer, "Whose book is this?" Put on order: hat/like/your/i	Activities	
		Answer, "Whose book is this?"
Workbook page () exercise ()		
	me assianment	workbook nade () exercise ()

(d):		WE WEAR	
У	class	period	Learning Objectives
			The student will be able to:
			To chant the Who is wearing green? Chant
			To say three colors that they are wearing
			To say filled colors fillar filey are wearing
achi	ng Strate	egies	Steps to follow
Pair	work		A-Warming up and revision
Wor	k group		Warm up:
Prob	olem solv	ing	Play a game with the student.
Brai	n stormin	g	Check the homework and answer the questions.
Role	play		Do physical exercise.
Disc	ussion		
Indu	ctive		
Co-	operativ	e learning	
Disc	overy		B- Presentation
coul	rses nee	ded	
Stud	lent bool	<	
Wor	k book		
Tea	cher's gu	vide	
achi	ng aids	1	C- Practice
Boa	rd		* Page 14:
Drav	wing		1-
Car	ds		 I ask the students to listen, then play the CD. I ask the students to chant the song chorally.
Rea	lobjects		2-
Dat	a show		 I play the CD twice, and ask the students to listen carefully to notice the
Inte	ractive C	D	 sounds. They write the missing letters.
			* Page15:
alua	tion Too	ls	3-
Ora	l Tests		Grammar Toolbox
Writ	ten Tests		Who's = Who is
Obs	ervation		a Lovelain the task
Disc	ussion	-	I explain the task.
2000		-	I ask them to play the colors the classmates are wearing
Exe	rcise		EX: - Who's wearing green today?
			I ask them to play one by one.
A -1"			
ACTI	vities		D- Feedback 1. Chapt the Who is wearing green? Chapt chorally
			 Chant the Who is wearing green? Chant chorally. Write three colors that they are wearing.
me	assignn	nent	workbook page () exercise ()

Teacher

M2/ THINGS WE WEAR	R WORDS
day class period	Learning Objectives
	The student will be able to: 1. To say the names of five things that they can wear 2. To name two things he/she wearing, saying,"I'm wearing andtoday."
Teaching Strategies	Steps to follow
Pair work	A-Warming up and revision
Work group	Warm up:
Problem solving	Play a game with the student.
Brain storming	Check the homework and answer the questions.
Role play	Do physical exercise.
Discussion	
Inductive	
Co-operative learning	
Discovery	B- Presentation
	The students are going to learn
Recourses needed	
Student book	New vocabulary Sunglasses- T-shirt- a jacket-blouse- sweater- skirt- jeans- shoes
Work book	Soligiasses- 1-silli- a jacker-bloose- swearer- skill- jealis- siloes
Teacher's guide	
Teaching aids	C- Practice
Board	❖ Page 16:
Drawing	1-
Cards	I write the new vocabulary on the board.
Real objects	 I hold up the Student's Book, point to the picture and ask them to read loudly.
Data show	I play the CD twice.
Interactive CD	I hold up the flashcards of clothes. They point and say the words.
	I say the chant, ask them to repeat after me.
Evaluation Tools	I ask them to say the chant chorally.
Oral Tests	
Written Tests	* Page 17: 3-
Observation	 I ask students to name the pictures. I ask them one by one to touch the pictures that I say it.
Discussion	Do it again with other pictures.
Exercise	
Activities	D- Feedback
	I write the names of five things that you can wear.
	• "I'm wearingtoday
Home assignment	workbook page () exercise ()

,	HINGS		Learning Objectives
у	class	period	Learning Objectives
			 The student will be able to: To tell if the words start with p or b
			To remaine words stair with p or b
			To say two words that begin with p and b
			T 1 D 11 O 1
	CI I		To play Does it move? in group
ıchıı	ng Strate	egies	Steps to follow
Pair	work		A-Warming up and revision
Worl	k group		Warm up:
Prob	lem solv	ing	Play a game with the student.
Brain	n stormin	g	Check the homework and answer the questions.
Role	play		Do physical exercise.
Disc	ussion		
Indu	ctive		
Co-d	operative	e learning	
Disc	overy		B- Presentation
cour	ses nee	ded	
Stud	ent book	C	
Worl	k book		
Tead	cher's gu	vide	
ıchiı	ng aids		C- Practice
Boar	rd		❖ Page 18:
Drav	ving		1-
Card	ds		 I ask the students to open their books and play the CD twice.
Real	objects		I ask them to listen carefully.
Dat	a show		They read and say it one by one and then chorally.
Inter	active C	D	2-
			I play the CD twice.
ıluat	ion Tool	s	 I ask the students to say the words then they match the words with the
Oral	Tests		correct pictures.
Writt	en Tests		They write the missing letters to complete the sentence.
Obs	ervation		* Page 19: 3-
Disc	ussion		I play the CD twice
			I ask them to repeat.
Exer	cise		Then, I give everyone a tissue to hold it in front of his/her mouth to say th words.
		4	I'll be sure that they say the words correctly.
Acti	vities		D- Feedback
			Say if these words start with p or b (ball-bat-pin-pine)
			 Give two words that start with p and b. Play Does it move? In group
- Control of the Cont	assignm		workbook page () exercise ()

Teacher

/ Things we do	Talk Ti
y class period	Learning Objectives
	 The student will be able to: To act out the telephone talks with a partner To have a telephone conversation in English To practice the sounds of /ph/ To use present continuous to talk about what they are doing at the moment
ching Strategies	Steps to follow
Pair work	A-Warming up and revision
Work group	Warm up:
Problem solving	Play a game with the student.
Brain storming	Check the homework and answer the questions.
Role play	Do physical exercise.
Discussion	
Inductive	
Co-operative learning	
Discovery	B- Presentation
courses needed	
Student book	
Work book	
Teacher's guide	
aching aids	C- Practice
Board	* Page 20:
Drawing	1-
Cards	I play the CD twice, and ask students to listen carefully.
Real objects	I ask the students to read the conversation.
Data show	2- They act out the conversation in pairs.
Interactive CD	I ask them to change the verb as: reading a book, listening to music,etc.
aluation Tools	3-
Oral Tests	I play the CD twice, and ask them to say the words. I ask them to match the pictures.
Written Tests	They complete the missing letters to make correct sentence.
Observation	* Page 21:
Discussion	4-
1000 M20	I play the CD, and ask the students to listen carefully.
Exercise	They act out the telephone call in pairs to ask what he or she is doing. I check that they have understood what's required.
Activities	D- Feedback
	Act out the telephone talks on P.21 in pairs. Make up a telephone conversation in English. Practice the sound of /ph/. Put the sentence in order :(playing-he-football-is)
me assignment	workbook page () exercise ()
	A CONTRACTOR OF THE CONTRACTOR

Teacher

	HINGS WE DO	RHYTHMS AND LISTEN
y.	class period	Learning Objectives
		 The student will be able to: To chant the What are you doing? Chant To play the True or False Action Game with a friend
ıchi	ng Strategies	Steps to follow
Pair	work	A-Warming up and revision
Wor	k group	Warm up:
Prob	olem solving	Play a game with the student.
Brai	n storming	Check the homework and answer the questions.
Role	play	Do physical exercise.
Disc	ussion	
Indu	ctive	
Co-	operative learning	
Disc	overy	B- Presentation
		The students are going to learn
coul	rses needed	
Stuc	lent book	New vocabulary Karate-football
Wor	k book	Karare-100ibali
Tea	cher's guide	
achi	ng aids	C- Practice
Boa	rd	❖ Page 22:
Drav	wing	1-
Car	ds	I ask the students to listen, then play the CD.
Rea	lobjects	 I write the new vocabulary on the board and ask them to read it loudly I ask the students to chant the song chorally.
Dat	a show	2-
Inte	ractive CD	I play the CD twice.
alua	tion Tools	I ask the students to read the song loudly.
Ora	l Tests	❖ Page23:
Writ	ten Tests	3-
Obs	ervation	 I ask them to play [True or False Action Game] in groups. I ask them to run to the T or F when I do the action.
Disc	ussion	
Exe	rcise	
Acti	vities	D- Feedback
	.2-	Chant the What are you doing? Chant chorally. Play the True or False Action Came in pairs.
me	assignment	Play the True or False Action Game in pairs. workbook page () exercise ()
		2957 258- 25 V- 8556 9555 37

Teacher

/ THINGS WE DO	WOR
y class period	Learning Objectives
	 The student will be able to: To play the Card Snap Game with friends To say two things when asked "What are you doing?" To put the sentences in order
ching Strategies	Steps to follow
Pair work	A-Warming up and revision
Work group	Warm up:
Problem solving	Play a game with the student.
Brain storming	Check the homework and answer the questions.
Role play	Do physical exercise.
Discussion	
Inductive	
Co-operative learning	
Discovery	B- Presentation
	The students are going to learn
courses needed	New vocabulary
Student book	Computer games- gring-ring-rink-wink-giwn- wing-speak-peaking
Work book	
Teacher's guide	
aching aids	C- Practice
Board	* Page 24:
Drawing	1.
Cards	 I explain the task. I play the CD twice and ask students to listen. I write the new vocabulary on the board.
Real objects	I ask them to point to the actions on the book.
Data show	I go around the class to check that they find the correct exercise.
Interactive CD	2-
	 I play the CD twice, and ask the students to listen carefully.
aluation Tools	They say the words, then to read and circle.
Oral Tests	* Page25:
Written Tests	3-
Observation	I play the CD twice.
Discussion	
Exercise	I ask the student to hit the card when the I say the sentence.
	 I check that students have understood what's required.
Activities	D- Feedback
	 Play the Card Snap Game in-group. What are you doing? Put the sentence in order (reading/he/a/is/book/.)
me assignment	workbook page () exercise ()

period categies categies ming citive learning	Iterring Objectives The student will be able to: To tell if the words start with t or d To say two words that begin with t or d To name objects 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.
ategies olving ming tive learning	 To tell if the words start with t or d To say two words that begin with t or d To name objects Steps to follow A-Warming up and revision Warm up: Play a game with the student. Check the homework and answer the questions.
ategies olving ming tive learning	To say two words that begin with t or d To name objects Steps to follow A-Warming up and revision Warm up: Play a game with the student Check the homework and answer the questions.
ategies olving ming tive learning	Steps to follow A-Warming up and revision Warm up: Play a game with the student Check the homework and answer the questions.
rategies olving ming tive learning	Steps to follow A-Warming up and revision Warm up: Play a game with the student Check the homework and answer the questions.
rategies Up colving ming tive learning	A-Warming up and revision Warm up: Play a game with the student Check the homework and answer the questions.
olving ming	A-Warming up and revision Warm up: Play a game with the student Check the homework and answer the questions.
olving ming	Warm up: Play a game with the student Check the homework and answer the questions.
olving ming	Play a game with the student Check the homework and answer the questions.
ming n tive learning	Check the homework and answer the questions.
n tive learning	
tive learning	Do physical exercise.
tive learning	
	B- Presentation
eeded	The students are going to learn
	New vocabulary
k	Tiger- tomato-telephone-door-doll-duck
W-14	C- Practice
43	Page26:
	1-
	I ask the students to open their books and play the CD twice.
cts	I ask them to listen carefully.
	They read and say it one by one and then chorally.
771	2- I play the CD twice.
e CD	I ask the students to say the words then they number the pictures.
ools	They write the missing letters to complete the words.
	Page 27:
sts	play the CD twice
on	I ask the students to name the pictures. I ask them to touch the pictures that I say it one by one. I do it again with other pictures. I'll be sure that they say the words correctly.
1	
	D- Feedback
	Say if these words start with t or d (dog-tea-tiger-doll)
	 Write two words that start with t and d. Name this animal eg bnvvvbn fxazxfl.
nment	workbook page () exercise ()
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C V C	guide ds cts w e CD cols sts on