

Class / Level : 1st grade

Number of Classes : 2

Lesson plan

Date : From

To :

Unit title : unit 11

Lesson Title : lesson 1

Previous Learning : Mazen Asma /Dad /Mum, Living room ,Car, Chair Table. Ball.bag

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>To understand new words using pictures flashcards and real objects.</p> <p>To read English from left to right.</p> <p>To listen and match dialogues with pictures .</p> <p>To identify where people and objects are</p>	Revision	1/7,3,10	4/3	2	<p>T: greets children and revises them classroom objects using flash cards. T: revises characters . Sts. Look to cards and say . T focuses on initials each time .T: focuses on the sound /b/ ball , book, boy.....T:puts her bag on the table and asks: what's this? Sts. Answer :it's a bag T: what colour is it? Sts. It's black. Then T pretends she doesn't know where the bag is .T: where's my bag? Sts answer in Arabic . T: says On the table. Sts repeat "on" T: gestures with her hands up Sts do the same T: changes the bag location and does the same with "In" and "under"</p> <p>T: puts many objects in many locations T: asks Where's.....? Sts answer :it's on/in/under . T lets Sts in pairs ask and answer the question where's.....T: asks a St to come in the front and hide in different places T: asks : Where's(name)? Sts answer : he's /She' s on the table .under the table</p> <p>T: focuses on the book Sts look at pictures and say what they can see. T: plays the cassette Sts listen to the first two dialogue of the lesson twice then they listen and repeat . T: writes key words on the board (Where's / bag / on /chair/ ball/ under /table) Sts. Search for these words in the first two dialogue T: checks and praises them.</p>	
	Ex.1 U.11 S.B	1/7,9,3	4/3	2		
	Flashcards: Cassette EX 1 U 11	3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Class / Level : 1st grade

Number of Classes :

Previous Learning : table ,Bag, Car. In, On ,Under ,Box ,Wall, Shelf, computer

Vertical Integration:

Lesson plan

Date : From To

Unit title : unit 11

Lesson Title :lesson 2

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
To ask and answer respond to some simple questions	Revisión E.X 1Unit 11 S.B	1/7,3,10	4/3	2	T: greets Sts and pretends she forgets where she put her pen T: asks where is my pen ? Sts. Answer it's on the table .T changes the pen's location and asks Sts answer . T teaches new words using flash cards and practice them . Sts repeat the words and use the location words with them . T plays the cassette again .Sts repeat and complete the dialogue after pausing . T focuses on the activity book EX 1 Sts look and talk about pictures T plays the cassette EX 1 A.B Sts listen , repeat and match T checks their matching . T draws pictures of EX2 of A.B on the board and lets Sts ask and answer where's? Sts focus on the book Sts read the words In , Om , Under and they match in pairs . T checks their matching and ends the class listening to their location sentences e.g the ball is under the chair . the bird is in the tree .	
To pronounce some simple words correctly .	E.X 1 Unit 11 A.B E.X2 Unit 11 A.B Flash cards	1/7,9,3	4/3	2		
To recognise letters of the English alphabet.	Wall Shelf Box					
To identify where objects are .	Doll Computer Cassette EX 1 U 11S.B , A.B EX2					

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Class / Level : 1st grade

Lesson plan

Number of Classes :

Date : From To

Unit title : unit 11

Previous Learning :

Lesson Title :lesson 2

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
To pronounce some simple words accurately . To fill in missing letters to complete a word ,. To draw lines to show where items belong in the house. To identify where objects are .	Revisión	1/7,3,10	4/3	2	T: asks Sts questions about location with the word (where is) Sts look and answer T: checks their answers and helps. T: revises previous new vocabulary with flash cards T: gets sure they remember all the words they are going to use in the coming E.X . Sts move to EX 2 in S.B T: urges Sts to look at the EX and say what can they see. T: asks Where's the ball(e.g)Sts answer it's under the table. T : asks few other questions about location and lets Sts ask and answer the location question again in pairs T: listens to pairs and checks. T moves to EX 3 S.B Sts look at the pictures and say . T : listens to their comments Sts have to say. full sentences about location e.g The ball is under the table. T lets few pairs ask and answer questions about location T checks and praises good Sts. Sts move to A.B EX 3 Sts continue saying sentences about location Sts colour the pictures to show location and make it clearer T checks A.B	
	E.X 2Unit 11 S.B					
	E.X 3 Unit 11 S.B	1/7,9,3	4/3	2		
	E.X 3 Unit 11 A.B					
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Class / Level : 1st grade
 Number of Classes :
 Lesson Title :lesson 3

Lesson plan
 Date : From To

Unit title : unit 11

Previous Learning : cards of house objects box sofa,Bathtub bed T.V ,shelf

Vertical Integration: Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
To listen and match dialogues with pictures. To sing short , simple songs To copy lower and upper-case letters	Revisión	1/7,3,10	4/3	2	T: asks Sts questions about location with the word (where is) Sts look and answer T: checks .T teaches new house words using flash cards Sts look , listen and repeat T lets Sts practice the words as much as they can . T asks Sts to say where they can find these objects : T: Where is the T.V ? IT's in the living room and so on . Sts move to S.B they look at EX 5 and talk about the pictures T : can you see the bathtub ? can you see the T.V ? Can you see the shelf ? Where is the shelf ? it's in the bathroom . T explains the task of the E.X and read the example for them they repeat after her Sts in pairs ask and answer and say full sentences about location . T listens to the pairs and praises them .Sts move to A.B T holds up letter cards of S/B Sts say the letters and write them in the air by fingers . they look at the pictures and say T explains the task Sts individually fill the spaces T checks and write the correct answerers on the board. T : checks A.Bs and ends the lesson by playing a guessing game with Sts Sts guess the word T praises.	
	E.X 5 Unit 11 S.B	1/7,9,3	4/3	2		
	E.X 5 Unit 11 A.B	3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :
 I feel satisfied with
 Challenges that faced me
 Suggestion for improvement

Prepared by : School principle Date :.....

Class / Level : 1st grade

Number of Classes :

Previous Learning : house objects box sofa, Bathtub bed T.V, ,Shelf ,Dad

Vertical Integration:

Lesson plan

Date : From To

Horizontal Integration:

Unit title : unit : 11

Lesson Title : lesson 4

Previous Learning :

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>To listen and match dialogues with pictures.</p> <p>To sing short , simple songs</p> <p>To copy lower and upper-case letters</p>	Revisión	1/7,3,10	4/3	2	<p>T: asks Sts questions about location with the word (where is) Sts look and answer T: checks .T revises the previous vocabs using flash cards Sts practice them . T focuses on the S.B EX 6 Sts look at the pictures and say e.g the box is under the table . T gets sure Sts can say full sentences about location . T plays the cassette Sts listen and point to the correct picture (re-number) and repeat the the sentences . T moves to the song Sts look at the pictures T asks where's the bag ? St. it's on the chair. Where's the book ? it's in the bag. where's the chair ? it's in the bedroom. Where's the bedroom ? it's in the book . T explains that every thing turns to be a picture in the. book at the end Sts listen to the song twice Then they repeat T sings with them miming with real objects Sts sing in groups T listens and helps T writes big Dd on the board Sts open the A.B and trace Dd and copy them T checks A.Bs.</p>	
	E.X 6 Unit 11 S.B					
	E.X 7 Unit 11 S.B	1/7,9,3	4/3	2		
	E.X 6 Unit 11 A.B					
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Class / Level : 1st grade

Number of Classes

Previous Learning : raining ,Sunny, Park ,Happy

Lesson plan

:Date : From To

Unit title : unit 12

Lesson Title :lesson 1

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
To understand new words when listening using pictures	Revision	1/7,3,10	4/3	2	<i>T: uses some flash cards and makes a use of a shelf , table and a chair T: asks few questions about location as a warm up . T: introduces the new unit and the aims of learning it .T: clarifies the aims : to talk about weather T: teaches the new vocabulary by using flash cards. Sts practice the new words in the usual way (hiding the card / calling the Sts who have the new words / playing short and simple games) T points to the window and asks: How is the weather? It's..... Sts complete the sentence "sunny /raining. T : mimes with her hands it's..... Sts : classroom T: we're in the classroom Sts repeat the statement T : asks them to mime pointing to themselves. T teaches we're Sts repeat T teaches "park" Sts repeat T: we're in the park .Sts repeat. T smiles and shows happy face and says I'm happy . T draws a smiley face on the board and says" happy " Sts repeat T we're happy asking them to smile like her Sts smile and say We're happy. T focuses on the book Sts look at the pictures and describe what they can see T sets a listening task which is to find out how is the weather in the park and in the classroom ? Sts listen and point then listen and repeat . T may let Sts act the lesson and find some key words on the board Sts move to A.B Sts look at the picture s and say the weather T writes the list of choices on the board Sts look and compare with those in the book Sts match in pairs T monitors and helps. T checks the Sts books.</i>	
To match pictures with corresponding short sentences	Practice	1/7,9,3	4/3	2		
To describe simple weather conditions	E.X 1 Unit 13 S.B					
	E.X 1 Unit 13 A.B Flash cards of raining Sunny Park Happy					
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Class / Level : 1st grade

Lesson plan
:Date : From To

Unit title : unit 12
Lesson Title :lesson 2

Number of Classes
Previous Learning :
Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
To practise saying what the weather is like and how they feel ,using adjectives .	Revisión E.X 1 Unit 13 S.B	1/7,3,10	4/3	2	<i>T: uses some flash cards to remind Sts of weather words and asks them to look at the window and say how the weather is as a warm up . T: plays the tape Sts listen and complete the dialogue where T pauses T : moves to EX 2 in the S.B .Sts look at the pictures T: Who is this Sts it's Dan T: How is the weather in picture one /two Sts say it's Sunny /it's raining .T moves towards the window and say it's sunny , I will open the window T opens the window T : says the word" open " Sts repeat T mimes to be cold T closes the window and says I will close the window . T: closes and says "close" Sts repeat T : it's sunny , close the window , please ! T : It's raining , close the window please ! Sts respond to the instructor Sts and T focus on the E.X 3 look and say weather T: plays the cassette Sts listen and point then listen and repeat . T may let Sts act the lesson and find some key words on the board T mimes sad and shows sad face then says I'm sad . Sts repeat T lets Sts practice happy and sad with miming Sts move to A.B Sts look at the picture s and say T: writes the list of choices on the board Sts look and compare with those in the book Sts match in pairs T monitors and helps. T checks the Sts books.</i>	
To understand new instructions using pictures and real objects .	E.X 2 Unit 13 S.B E.X 3 Unit 13 S.B Cassette, PB, Unit 12 Exercise 1,2&3	1/7,9,3	4/3	2		
To learn the phonic value of letter	Flash cards of raining Sunny					
To fill in missing words to complete a sentence ,	Park Happy	3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :
I feel satisfied with
Challenges that faced me
Suggestion for improvement

Prepared by :
Date :.....

School principle

Date :.....

Vertical Integration:

To:

Unit title : unit 12

Horizontal Integration:

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Suggestion for improvement

Previous Learning : raining ,Sunny, Park, Happy .Cold .Hot

Date : From To

Lesson Title :lesson 3

Horizontal Integration:

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Suggestion for improvement

Number of Classes :

Lesson plan

Date : From To

Unit title : unit 12

Lesson Title :lesson 1

Previous Learning :

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Ss Will be able to:	Revision	1/7,3,10				
Revise weather words and the question How is the weather ?	Revision E.X 8 Unit 12 S.B		4/3	2	<i>T: uses some flash cards to remind Sts of weather words and asks them to look at the window and say how the weather is as a warm up . T: pretends to be cold and tells a St to close the window T : I'm cold (miming) close the window please. T shows a sad face Sts say" sad " T mimes she's hot and says I'm hot , Open the window please ! Sts in pairs mime the adjectives" hot " and "cold" and guess . T focuses on the book EX 8 Sts look at pictures and say . Sts listen and repeat . Sts number the pictures as they listen .Sts move to EX 9 Sts look at picture T listens to Sts comments about the boy in the picture he's hot , he's happy . it's sunny . T plays the tape Sts listen and repeat Sts join singing in groups T listens and help . Sts move to A.B trace Ww and copy T monitors and checks..</i>	
Revise feeling words with miming	E.X 9 Unit 12 S.B E.X 5 Unit 12	1/7,9,3	4/3	2		
Listen and Match	A.B Cassette, PB, Unit 12 Exercise 8&9					
Sing	Flash cards of	3/7	1/5	2		
Trace and copy	raining Sunny Park Happy Cold Hot					

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Class / Level : 1st grade
Number of Classes :

Lesson plan
Date : From To

Unit title : unit : 13
Lesson Title : lesson 2

Vertical Integration:

Horizontal Integration:

Previous Learning :

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>Ss Will be able to:</p> <p>Be warmed up by the question What's this ? Practice new vocabulary about clothes</p> <p>Listen and point</p> <p>Listen and Say</p> <p>Say</p>	<p>E.X 1 Unit 13 S.B</p> <p>E.X 2 Unit 13 S.B</p> <p>E.X 3 Unit 13 S.B</p> <p>Cassette, PB, Unit 13 Exercise 1&2</p> <p>Flash cards of dress Skirt Jacket Shirt shop Shoes Trousers socks</p>	<p>1/7,3,10</p> <p>1/7,9,3</p> <p>3/7</p>	<p>4/3</p> <p>4/3</p> <p>1/5</p>	<p>2</p> <p>2</p> <p>2</p>	<p><i>T: uses some flash cards and T revises some colors Sts look and say T: Uses flash cards to revise new vocabulary. Sts practice the new words in the usual way as a warm up . T: introduces the new clothes items T: teaches them Sts repeat Sts practice the new words in the usual way (hiding the card / calling the Sts who have the new words / playing short and simple games) T holds up cards and ask what colour is it ? it'sSts complete and trousers are plural words and we use a special form (What colour are they ? What are they?) They're Sts complete and repeat the new plural structure T brings a bag full of clothes Sts in pairs practice singular and plural items T focuses on the book Sts look at the pictures and describe what they can see T sets a listening task which is to find out what's in the bag Sts listen and point then listen and repeat . T moves to Ex3 Sts look at the pictures and say T reads the sentence above Sts try to say sentences alike T lets Sts choose the picture he / she likes to talk about T listens and help T says sentences Sts repeat and imitate T praises good Sts and lets them work in pairs St1 what's this ? St2 it's te T explains that socks /shoes</i></p>	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :
I feel satisfied with
Challenges that faced me
Suggestion for improvement

Class / Level : 1st grade

Number of Classes

Previous Learning : dress, Skirt, Jacket, Shirt ,shop, Shoes, Trousers, socks

Vertical Integration:

Lesson plan

:Date : From To

Horizontal Integration:

Unit title : unit 13

Lesson Title :lesson 3

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Ss Will be able to:	E.X 2 Unit 13 A.B	1/7,3,10	4/3	2	<p><i>T: uses some flash cards and revises some colors Sts look and say</i> <i>T: Uses flash cards to revise new vocabulary. Sts practice the new words in the usual way as a warm up . T: asks what's this ? Sts answer T gets sure they say the item with its color T: moves to A.B and explains the task for Sts they have to listen and draw what they hear T monitors and helps she may draw the item on the board and gets sure they colour it correctly . Sts talk about the items in pairs T : mimes feeling hot and says</i> <i>I'm hot . T concentrates on /h / sound Sts repeat T pronounce /h/ several times T shows flash cards of /h/ initials happy , hot, hello , .Sts pronounce /h/ T shows Hh card write on the board asks Sts to write it in the air and on their desks . T focuses on the book EX 4 Sts look at pictures and say . Sts listen to the sound /h/ and repeat . T ends the lesson by opening the clothes bag again and showing singular clothes " it's and plural items "they're T praises good Sts .</i></p>	
Be warmed up by the question What's this ? Practice new vocabulary about clothes	E.X 4 Unit 13 S.B Cassette, PB and A.B, Unit 13 Exercise 4&2 Flash cards of dress Skirt	1/7,9,3	4/3	2		
Listen and draw	Jacket Shirt shop Shoes Trousers socks	3/7	1/5	2		
Listen and Say						

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Class / Level : 1st grade

Number of Classes:1

Previous Learning : dress, Skirt, Jacket, Shirt ,shop, Shoes, Trousers, socks

Vertical Integration:

Lesson plan

:Date : From To

Unit title : unit 13

Lesson Title :lesson 4

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>Ss Will be able to:</p> <p>Be warmed up by the question What's this ? Practice new vocabulary about clothes</p> <p>Listen and point</p> <p>Listen and Match</p>	E.X 5 Unit 13 S.B	1/7,3,10	4/3	2	<p><i>T: uses some flash cards and revises some colors Sts look and say</i> <i>T: Uses flash cards to revise new vocabulary. Sts practice the new words in the usual way as a warm up . T: asks what's this ? Sts answer T gets sure they say the item with its color T: moves to S.B and lets Sts look at the pictures and say Sts listen and repeat T lets Sts act the lesson T helps and praises good Sts T moves to Ex 6 Sts look at the pictures and say Sts express their likes of clothes T asks "Do you like this pink dress? Sts answer "yes , I like this pink dress . T asks Sts about the strange thing in the picture 2 Sts talk about socks and shoes Sts plays the tape Sts listen and math T monitors and helps . T ends the lesson by opening the clothes bag again and acting the scene of the laundry again T praises good Sts .</i></p>	
	E.X 6 Unit 13 S.B Cassette, PB, Unit 13 Exercise 5&6	1/7,9,3	4/3	2		
	Flash cards of dress Skirt Jacket Shirt shop Shoes Trousers socks	3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Prepared by :

School principle

Date :.....

Class / Level : 1st grade

Lesson plan

Classes :1

Date : From

To :

Unit title : unit :13

Lesson Title :lesson 4

Number of Previous Learning :

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Ss Will be able to: Be warmed up by the question What's this ? Practice new vocabulary about clothes Listen , draw and color Make a project Trace and copy	E.X 3 Unit 13 A.B E.X 7 Unit 13 S.B E.X 4 Unit 13 A.B	1/7,3,10 1/7,9,3 3/7	4/3 4/3 1/5	2 2 2	<i>T: uses some flash cards and revises some colors Sts look and say T: Uses flash cards to revise new vocabulary. Sts practice the new words in the usual way as a warm up . T: asks what's this ? Sts answer T gets sure they say the item with its color T: moves to A.B and lets Sts listen and draw clothes and color them T monitors and helps and praises good Sts T moves to Ex 7 T explains the task to Sts she helps them cutting the clothes pictures and stick to a sheet T makes a project to show the way and asks them to do the same . T ends the lesson by revising /h/ and writes it again Sts trace and copy T monitors praises good Sts .</i>	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Class / Level : 1st grade
 Number of Classes :
 Previous Learning : colours, Bus /car, bike

Lesson plan
 Date : From To

Unit title : unit :14
 Lesson Title :lesson 1

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Ss Will be able to:	E.X 1 Unit 14 S.B	1/7,3,10	4/3	2	: uses some flash cards and revises some colors Sts look and say T: points to her clothes and Sts say . in the usual way as a warm up . T: uses flash cards to show the car they already know T asks what's this ? Sts : it's a car T: What colour is it ? it's green . T : tells Sts they are going to learn more transports during this lesson T : uses flash cards to teach the new words bus and bike Sts repeat and practice the new words T brings other pictures of the transports Sts practice them more and more T : focuses on the book Sts look at the pictures and say what they can see they name the characters and say the words T: sets a listening task (What color is the car ? What colour is the bike ?) Sts listen and repeat then they listen again . the answer the questions and find the key words as usual T : moves to the A.Bs Sts listen , draw and colour T : checks and listen to them talking about the transport colours . T praises good Sts.	
Be warmed up by the question What's this ? Practice new vocabulary about colors clothes	E.X 1 Unit 14 A.B Cassette, PB,A.B Unit 14 Exercise 1	1/7,9,3	4/3	2		
Listen and point	Flash cards of colours Bus /car bike	3/7	1/5	2		
Listen, draw and colour						

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :
 I feel satisfied with
 Challenges that faced me
 Suggestion for improvement

Class / Level : 1st grade

Number of Classes :

Previous Learning : colours, Bus /car, bike

Vertical Integration:

Lesson plan

Date : From To

Unit title : unit :14

Lesson Title :lesson 1

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>Ss Will be able to:</p> <p>Be warmed up by the question What's this ? Practice new vocabulary about transports</p> <p>Listen , point and complete</p> <p>Read and circle</p>	<p>E.X 1 Unit 14 S.B E.X 2 Unit 14 A.B</p> <p>Cassette, PB,A.B Unit 14 Exercise 1</p> <p>Flash cards of colours Bus /car bike</p>	<p>1/7,3,10</p> <p>1/7,9,3</p> <p>3/7</p>	4/3	2	<p><i>T: uses some flash cards and revises some colors Sts look and say T: Uses flash cards to revise new vocabulary. Sts practice the new words in the usual way as a warm up . T: asks what's this ? Sts answer T gets sure they say the item with its color T: moves to S.B and lets Sts listen to the lesson story again T plays twice during the second time T pauses the tape and Sts complete the sentences T monitors and helps and praises good Sts T moves to Ex 2 in A.B T explains the task to Sts</i></p> <p><i>They have to try to read the words in pairs , then each pair say the words T listens and checks Sts have to circle the picture after reading T asks Sts to colour the circled items T monitors and asks each Sts about the colour of his or her car , bike and bus. T ends the lesson showing the transport to Sts and saying the words.</i></p>	
			4/3	2		
			1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Class / Level : 1st grade
 Number of Classes :
 Lesson Title : lesson 2

Lesson plan
 Date : From To

Unit title : unit :14

Vertical Integration:

Horizontal Integration:

Previous Learning :

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Ss Will be able to: Be warmed up by the question What's this ? Practice new vocabulary about transports Say Count and Say Count and Write the number	E.X 2 Unit 14 S.B E.X 3 Unit 14 S.B E.X 3 Unit 14 A.B PB, A.B Unit 14 Exercise 1 Flash cards of colours Bus /car Bike Numbers	1/7,3,10 1/7,9,3 3/7	4/3 4/3 1/5	2 2 2	<i>T: uses some flash cards and revises some colors Sts look and say T: Uses flash cards to revise new vocabulary. Sts practice the new words in the usual way as a warm up . T: asks what's this ? Sts answer T gets sure they say the item with its color T: moves to S.B and lets Sts look and talk about the pictures T reads the sentence at the top of the picture and lets Sts individually repeat after her T praises good Sts and lets them say in pairs the other pictures at the same way T explains the task to Sts she helps them emphasizes the use of the word /and/ T revises numbers with Sts by flash cards then she shows a number of cars (toys) T asks how many cars ? Sts count and say T lets Sts repeat the question and shows different items T asks Sts to ask and answer then they move to the Ex 3 T asks Sts about what they can see Sts ask and answer the question how many T listens to Sts working in pairs and praises them .Sts move to A.B they talk about the pictures and individually count and write the numbers T writes the numbers in the four lines and checks Sts A.bs.</i>	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :
 I feel satisfied with
 Challenges that faced me
 Suggestion for improvement

Class / Level : 1st grade
Number of Classes :

Lesson plan
Date : From To

Unit title : unit : 14

Lesson Title : lesson 3

Previous Learning :

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>Ss Will be able to:</p> <p>Be warmed up by the question What's this ? Practice new vocabulary about transports</p> <p>Revise previous letters</p> <p>Listen and Say</p> <p>Find and circle one p Sound.</p>	<p>E.X 4 Unit 14 S.B E.X 4 Unit 14 A.B Cassette, PB, A.B Unit 14 Exercise 4 Flash cards of colours Bus /car Bike Pp</p>	<p>1/7,3,10</p> <p>1/7,9,3</p> <p>3/7</p>	<p>4/3</p> <p>4/3</p> <p>1/5</p>	<p>2</p> <p>2</p> <p>2</p>	<p><i>T: uses some flash cards and revises some colors Sts look and say T: Uses flash cards to revise new vocabulary. Sts practice the new words in the usual way as a warm up . T: asks what's this ? Sts answer T gets sure they say the item with its color T: revises the previous letters then she introduces the new letter Pp and does the usual procedures Sts moves to Ex 4 talk about the picture and listen to the new sound . Sts repeat and practice pronouncing the new sound T :moves to</i></p> <p><i>A.Bs and talk about the pictures , they find the sound /p/ and circle the picture T asks them to colour the circled one and write the word pencil above it T checks the A.Bs and thanks Sts</i></p>	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Class / Level : 1st grade
Number of Classes

Lesson plan
:Date : From To

Unit title : unit 14

Lesson Title :lesson 4

Previous Learning :

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>Ss Will be able to:</p> <p>Be warmed up by the question What's this ? Practice new vocabulary about transports</p> <p>Listen and Point</p> <p>Ask and answer</p>	<p>E.X 5 Unit 14 S.B</p> <p>E.X 6 Unit 14 S.B</p> <p>Cassette, PB, A.B</p> <p>Unit 14 Exercise 5</p> <p>Flash cards of colours</p> <p>Bus /car</p> <p>Bike</p> <p>train</p>	1/7,3,10	4/3	2	<p><i>T: uses some flash cards and revises some colors Sts look and say T: Uses flash cards to revise new vocabulary. Sts practice the new words in the usual way as a warm up . T: asks what's this ? Sts answer T gets sure they say the item with its color T: revises the previous letters then she introduces the new letter Pp and does the usual procedures Sts moves to Ex 4 talk about the picture and listen to the new sound . Sts repeat and practice pronouncing the new sound T moves to A.Bs and talk about the pictures , they find the sound /p/ and circle the picture T asks them to colour the circled one and write the word pencil above it T checks the A.Bs and thanks Sts</i></p>	
		1/7,9,3	4/3	2		
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Prepared by :

School principle

Date :.....

Class / Level : 1st grade
Number of Classes
Previous Learning :
Vertical Integration:

Lesson plan
:Date : From To

Unit title : unit 14
Lesson Title :lesson 4

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Ss Will be able to:	E.X 7 Unit 14 S.B	1/7,3,10	4/3	2	<i>T: uses some flash cards and revises some colors Sts look and say T: Uses flash cards to revise new vocabulary. Sts practice the new words in the usual way as a warm up . T: asks what's this ? Sts answer T gets sure they say the item with its color Sts move to Ex 6 and talk about the pictures and listen to sentences and match . Sts repeat T monitors she moves to Ex 8 and talk about the picture she explains the task to Sts they have to look from the window and count transport</i>	
Be warmed up by the question What's this ? Practice new vocabulary about transports	E.X 8 Unit 14 S.B E.X 6 Unit 14 A.B Cassette, PB,A.B Unit 14 Exercise 7	1/7,9,3	4/3	2		
Listen and Match	Flash cards of colours Bus /car Bike train	3/7	1/5	2	<i>Then they will draw the vehicles in Ex 6 in the A.B T checks their pictures and listens to their sentences about the vehicles . T thanks Sts and ends the class</i>	
Do traffic survey						
Do traffic survey						

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :
I feel satisfied with
Challenges that faced me
Suggestion for improvement

Prepared by :

School principle

Date :.....

Class / Level : 1st grade

Classes :2

Lesson plan

Date : From

To :

Unit title : unit :15

Lesson Title :lesson 1

Previous Learning : kitchen, living room, bedroom, bathroom

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
To recognise some basic English words . To learn English from left to right . To listen and draw pictures . To identify where object are	E.X1 Unit 15 S.B E.X 1 Unit 15 A.B Cassette, PB,A.B Unit 15 Exercise flash cards kitchen, living room, bedroom, bathroom Wall chart(4)	1/7,3,10	4/3	2	<i>T: uses some flash cards and revises rooms. Sts look and say T: Uses flash cards to revise new vocabulary. Sts practice the new words in the usual way as a warm up . T: asks what's this ? Sts answer</i> T : say open their books p20 before student hear the recording T: hold up pictures and ask oral questions about the pictures . T : plays the cassette , <i>Sts</i> listen and point E.X 1 Unit 15 A.B <i>Sts</i> : listen and draw the object that they hear . T: check their working	
		1/7,9,3	4/3	2		
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Class / Level : 1st grade
 Number of Classes :
 Previous Learning : car, computer, CD games, doll ,
 :lesson 2

Lesson plan
 Date : From To

Unit title : unit :15
 Lesson Title

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
To pronounce some simple words accurately. To revise some letters sounds. To listen and draw pictures	E.X2 Unit 15 S.B E.X 2+3 Unit 15 A.B Cassette, PB, A.B Unit 15 Exercise flash cards car, computer, CD games, doll	1/7,3,10	4/3	2	T: uses some flash cards and revises some vocabulary Sts look and say. T: hold up the flashcards of letters to be used in this lesson Sts listen and repeat. E.X 2 Unit 15 A.B T: post the letters wall chart Sts: point at the target letters for the lesson . E.X 3 Unit 15 A.B Sts:: listen and draw what they hear in the place stated. T: go round the class and check pupils, work	
		1/7,9,3	4/3	2		
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :
 I feel satisfied with
 Challenges that faced me
 Suggestion for improvement

Class / Level : 1st grade

Number of Classes :

Previous Learning :

Vertical Integration:

Lesson plan

Date : From To

Unit title : unit :15

Lesson Title :lesson 3

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>To pronounce some simple words accurately.</p> <p>To participate in simple ,short, guided exchanges with a peer .</p> <p>To match and colour pictures</p>	<p>E.X2 Unit 15 S.B E.X 4Unit 15 A.B Cassette, PB,A.B Unit 15 Exercise car, computer, CD games, doll</p>	1/7,3,10	4/3	2	<p>T: <i>uses some flash cards and revises vocabulary for room in the house and objects. Sts look and say.</i></p> <p>Sts: look at each picture in numerical order and listen to recording .</p> <p>T: play the recording again and have Sts: repeat what they have heard .</p> <p>E.X 4 Unit 15 A.B</p> <p>Sts: match the phrases with the items pictured, and colour them according to the phrases,</p>	
		1/7,9,3	4/3	2		
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Class / Level : 1st grade
 Number of Classes :
 Previous Learning :

Lesson plan
 Date : From To
 Lesson Title :lesson 4

Unit title : unit :15

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
To do a project. To trace and copy lower and upper- case letters	E.X4 Unit 15 S.B E.X 5Unit 15 A.B	1/7,3,10	4/3	2	T: draws a big letters on the board , elicit the sounds the letter and ask the class to tell you any words they begin with this sound . Sts: draw Ss in the air. T: draw D d -Ff Sts: draw D d Ff - in the air. E.X4 Unit 15 S.B T: Explain that they will be making a picture game. Sts: produce ten cards draw and colour the pictures	
		1/7,9,3	4/3	2	E.X4 Unit 15 S.B T: Explain that they will be making a picture game. Sts: produce ten cards draw and colour the pictures	
		3/7	1/5	2	E.X 5Unit 15 A.B Sts: trace and copy the letters D-d, W-w, H-h T: check their writing	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :
 I feel satisfied with
 Challenges that faced me
 Suggestion for improvement

Prepared by :

School principle

Date :.....

Vertical Integration:

Date : From To

Unit title : unit : 16

Horizontal Integration:

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Suggestion for improvement

Class / Level : 1st grade
Number of Classes

Lesson plan
:Date : From To

Unit title : unit 16

Lesson Title :lesson 2

Previous Learning :

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>To understand new words when listening, using pictures and real objects.</p> <p>To practice saying what fitness activities they can do</p> <p>To learn the phonic value of the letters r- n</p> <p>To match pictures to corresponding pieces of the dialogue</p>	<p>E.X2+3+4 Unit 16 S.B</p> <p>E.X 3 Unit 16 A.B</p> <p>Cassette, PB, A.B Unit 16</p> <p>Exercise2 flash cards</p> <p>, jump, ride abike, run, sport centre, swim</p>	1/7,3,10	4/3	2	<p>T: <i>uses some flash cards and revises vocabulary for sport</i></p> <p>T: uses flash cards to show the different activities in front of the class. E.g I can swim. Etc.</p> <p>Sts: turn to ex 2 How many boys, girls ?</p> <p>T: asks to the class to listen and point the child who is speaking</p> <p>T: plays the recording</p>	
		1/7,9,3	4/3	2	<p>Sts: listen and circle the picture which corresponds to the matching sentence .</p> <p>E.X3 Unit 16 S.B</p> <p>T: explains the ex</p> <p>Sts: students answer them orally .</p> <p>E.X4 Unit 16 S.B</p> <p>Sts: practice saying Rr -Nn-</p> <p>T: check their writing</p>	
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :
I feel satisfied with
Challenges that faced me
Suggestion for improvement

Prepared by :

School principle

Date :.....

Classes :2
Lesson Title :lesson 3
Number of Previous Learning :

To:

Unit title : unit :16

Horizontal Integration:

Vertical Integration:		Horizontal Integration:			Duration
Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment Strategy	Tool	
<p>To understand the third person using pictures and real objects.</p> <p>To say simple sentences after interpreting pictures</p> <p>To relate pictures of objects to their initial sound /r/ and /n/</p>	<p>E.5+6 Unit 16 S.B</p> <p>E.X 4 Unit 16 A.B</p> <p>Cassette, PB, A.B Unit 16</p> <p>Exercise 5 flash cards</p> <p>, jump, ride a bike, run, sport centre, swim</p>	1/7,3,10	4/3	2	<p>T: asks pupils to volunteer to mime fitness activities to the whole class .</p> <p>Sts: make a sentence about their drawing</p> <p>E.5 Unit 16 S.B</p> <p>Sts: open their books p 24</p> <p>Sts: listen to the recording and point to the person who is speaking</p> <p>Sts: listen and repeat .</p> <p>E.5 Unit 16 S.B</p> <p>Sts: look and demonstrate</p> <p>E.X 4 Unit 16 A.B</p> <p>Sts: look and circle the once which begin with the sound /r/n/</p> <p>T: check their writing .</p>
		1/7,9,3	4/3	2	
		3/7	1/5	2	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

I feel satisfied with
Challenges that faced me
Suggestion for improvement

Class / Level : 1st grade
 Number of Classes :
 Previous Learning : hop, jump, ride aback, run

Lesson plan
 Date : From To

Unit title : unit :16
 Lesson Title :lesson 4

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
To learn short sentences when listening using pictures and real objects . To learn a song . To practice writing the letter r and n .	E.7 Unit 16 S.B E.X 7 Unit 16 A.B Cassette, PB, A.B Unit 16 Exercise 7+8 flash cards , jump, ride a bike, run, sport centre, swim	1/7,3,10	4/3	2	T: revises the r/ h/b/ n Sts: Repeat the rest of the sounds T: revises , jump, ride a bike, run Sts: ask oral sentences about the pictures E.X 7 Unit 16 A.B T: plays the recording Sts: listen and repeat	
		1/7,9,3	4/3	2	E.X 5 Unit 16 A.B Sts: trace from the middle to the bottom of the stave Sts: trace and copy the letters r/R/n/N/in the staves provided . T: check their writing .	
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :
 I feel satisfied with
 Challenges that faced me
 Suggestion for improvement

Class / Level : 1st grade

Number of Classes :

Previous Learning : apples, chicken, fish, salad

Vertical Integration:

Lesson plan

Date : From To

Unit title : unit :17

Lesson Title :lesson 1

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>To understand new words when listening, using pictures and real objects.</p> <p>To match pictures of food items with their corresponding words.</p> <p>To draw a food item and label it</p> <p>To describe what food likes and dislike .</p>	<p>E.X1 Unit 17 S.B</p> <p>E.X 1 Unit 17 A.B</p> <p>Cassette, PB, A.B</p> <p>Unit 17 Exercise flash cards apples, chicken, fish, salad</p>	1/7,3,10	4/3	2	<p>T: begin revising the different instructions Say : stand up .open the door please .</p> <p>Sts: open their books p 26</p> <p>T: asks oral questions about the pictures /</p> <p>T: draws pictures on the board. Sts : listen and tell what the word is .</p> <p>T: plays the recording two times</p> <p>Sts: ask I like fish . I like-----.</p> <p>E.X 1 Unit 17 A.B</p> <p>Sts: match each picture food item with its corresponding word .</p> <p>T: holds up the completed exercise</p> <p>T: check their answers as aclass.</p>	
		1/7,9,3	4/3	2		
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Class / Level : 1st grade

Number of Classes :

Previous Learning : juice orange juice ,milk , tea

Lesson plan

Date : From To

Unit title : unit :17

Lesson Title :lesson 2

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>To understand new words when listening, using pictures and real objects.</p> <p>To look at pictures and say short simple sentences about food items .</p> <p>To learn the phonic value of letters j and a.</p> <p>To recognise pictures of food while listening</p>	<p>E.X2+3+4 Unit 17 S.B</p> <p>E.X 3 Unit 17 A.B</p> <p>Cassette, PB, A.B Unit 17</p> <p>Exercise2 flash cards apples, chicken, fish, salad. juice orange juice ,milk</p> <p>Wall chat(5+ 8)</p>	1/7,3,10	4/3	2	<p>T: posts the food wall chart on the board and plays the recording from the picture story in the lesson 1</p> <p>Sts:: mentioned food items on the food wall chart.</p> <p>T: plays shopping centre</p> <p>Sts: I like-----</p> <p>T: present new words(juice orange juice ,milk. tea)</p> <p>E.X3 Unit 17 S.B</p> <p>Sts:: look and complete the sentences</p> <p>E.X4 Unit 17 S.B</p> <p>T: holds up the book and tell the class to give the items begin with the sounds /j/and /a/</p> <p>E.X 3 Unit 17 A.B</p> <p>T: elicits the name of the different foods</p> <p>T: plays the dialogue.</p> <p>Sts: circle the correct food items .</p> <p>T: check answers ,</p>	
			4/3	2		
			1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Prepared by :

School principle

Date :.....

Class / Level : 1st grade
Number of Classes :

Lesson plan
Date : From To

Unit title : unit : 17

Lesson Title : lesson 3
Previous Learning :

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>To understand new words when listening, using pictures and real objects.</p> <p>To participate in simple ,short, guided exchanges with a peer .</p> <p>To recognise pictures beginning with the sound j/ sound and a/ sound .</p> <p>To describe what food and drink one likes and dislikes</p>	<p>E.X5+6 Unit 17 S.B</p> <p>E.X 3 Unit 17 A.B</p> <p>Cassette, PB, A.B Unit 17</p> <p>Exercise2 flash cards apples, chicken, fish, salad. juice orange juice ,milk</p> <p>Wall chat(5+ 8)</p>	<p>1/7,3,10</p> <p>1/7,9,3</p> <p>3/7</p>	4/3	2	<p>T: uses some flash cards and revises vocabulary for food</p> <p>Sts: I like-----</p> <p>E.X5Unit 17 S.B</p> <p>T: asks Sts to listen to the recording and point to the corresponding picture .</p> <p>T: plays the recording again Sts: listen and repeat</p> <p>T: point the pictures Sts: say the corresponding sentences .</p> <p>E.X6 Unit 17 S.B</p> <p>Sts: asking and answering questions using (Do you like -----?</p> <p>E.X 3 Unit 17 A.B</p> <p>Sts: look and circle the once which begin with the sounds /j/ and /a/</p> <p>T: check their answering .</p>	
			4/3	2		
			1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :
I feel satisfied with
Challenges that faced me
Suggestion for improvement

Class / Level : 1st grade
Number of Classes

Lesson plan
:Date : From To

Unit title : unit 17

Lesson Title :lesson 4

Previous Learning :

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>To understand new words when listening, using pictures and real objects.</p> <p>To trace and copy the letters j/Ja/A/.</p> <p>To describe what food and drink one likes and dislikes</p>	<p>E.X7+8Unit 17 S.B</p> <p>E.X 5 Unit 17 A.B</p> <p>Cassette, PB, A.B Unit 17</p> <p>Exercise2</p> <p>flash cards</p> <p>apples, chicken, fish, salad. juice</p> <p>orange juice ,milk</p> <p>Wall chat(5+ 8</p>	1/7,3,10	4/3	2	<p>T: <i>uses some flash cards and revises vocabulary for food</i></p> <p>Sts: I like-----</p> <p>E.X7Unit 17 S.B</p> <p>Sts: listen and point to the <i>corresponding picture</i></p> <p>E.X8Unit 17 S.B</p> <p>T: tells the class they are going to make a poster</p> <p>Sts:: ask about themselves what they like and dislike ,</p> <p>E.X 5 Unit 17 A.B</p> <p>Sts: trace and copy the letters j/Ja/A/.</p> <p>T: check their writing .</p>	
		1/7,9,3	4/3	2		
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Prepared by :

School principle

Date :.....

Class / Level : 1st grade
Number of Classes
Previous Learning :bread , ice cream
Vertical Integration:

Lesson plan
:Date : From To

Unit title : unit 18
Lesson Title :lesson 1

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>To understand new words when listening, using pictures and real objects.</p> <p>To match pictures of food items with their corresponding words.</p> <p>To fill in missing letters to complete a word</p> <p>To ask for food respond politely</p>	<p>E.X1 Unit 18 S.B</p> <p>E.X 1 Unit 18 A.B</p> <p>Cassette, PB, A.B</p> <p>Unit 18 Exercise flash cards</p> <p>bread , ice cream</p>	1/7,3,10	4/3	2	<p>T: begin revising the different instructions Say : stand up .open the door please .</p> <p>Sts: open their books p 30</p> <p>T: asks oral questions about the pictures /</p> <p>T: draws pictures on the board. Sts : listen and tell what the word is .</p> <p>T: plays the recording two times</p> <p>Sts: ask I like fish . I like-----.</p> <p>E.X 1 Unit 18 A.B</p> <p>Sts: match each picture food item with its corresponding word .</p> <p>T: holds up the completed exercise</p> <p>T: check their answers as a class.</p>	
		1/7,9,3	4/3	2		
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :
I feel satisfied with
Challenges that faced me
Suggestion for improvement

Prepared by :

School principle

Date :.....

Class / Level : 1nd grade

Classes :2

Lesson plan
Date : From

To :

Unit title : unit :18

Previous Learning :banana, date, egg, orange, water

Lesson Title :lesson 2

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>To listen to and say a questions and answer dialogue. To participate in guided exchanges with a peer .</p> <p>To imitate the pronunciation of some simple sounds and words,</p> <p>To match pictures with corresponding food words .</p> <p>To ask for food and drink and respond politely .</p>	<p>E.X2+3+4 Unit 18 S.B E.X 3 Unit 18 A.B Cassette, PB, A.B Unit 18 Exercise2 flash cards banana, date, egg, orange, water</p>	1/7,3,10	4/3	2	<p>T: posts the food wall chart on the board and plays the recording from the picture story in the lesson 1 Sts:: mentioned food items on the food wall chart. T: plays shopping centre Sts: I like----- T: present new words(juice orange juice ,milk. tea) E.X3 Unit 18 S.B Sts:: look and complete the sentences E.X4 Unit 18 S.B T: holds up the book and tell the class to give the items begin with the sounds /j/and /a/ E.X 3 Unit 18 A.B T: elicits the name of the different foods T: plays the dialogue. Sts: circle the correct food items . T: check answers , 8</p>	
		1/7,9,3	4/3	2		
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Class / Level : 1st grade
 Number of Classes :
 Previous Learning :

Lesson plan
 Date : From To

Unit title : unit :18
 Lesson Title :lesson 3

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>To understand questions and answer dialogues using pictures and real objects .</p> <p>To ask questions after interpreting food pictures</p> <p>To recognise food items and draw them accordingly.</p> <p>To ask for food and drink and respond politely .</p>	<p>E.X5+6 Unit 18 S.B</p> <p>E.X 3 Unit 18 A.B</p> <p>Cassette, PB, A.B Unit 18</p> <p>Exercise2 flash cards banana, date, egg, orange, water</p>	1/7,3,10	4/3	2	<p>T: uses some flash cards and revises vocabulary for food</p> <p>Sts: I like-----</p> <p>E.X5Unit 18 S.B</p> <p>T: asks Sts to listen to the recording and point to the corresponding picture .</p> <p>T: plays the recording again Sts: listen and repeat</p> <p>T: point the pictures Sts: say the corresponding sentences .</p> <p>E.X6 Unit 18 S.B</p> <p>Sts: asking and answering questions using (Do you like -----?</p> <p>E.X 3 Unit 18 A.B</p> <p>Sts: look and circle the once which begin with the sounds /j/ and /a/</p> <p>T: check their answering .</p>	
		1/7,9,3	4/3	2		
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :
 I feel satisfied with
 Challenges that faced me
 Suggestion for improvement

Class / Level : 1st grade

Number of Classes :

Previous Learning : apples, bread , chicken, fish ,ice cream ,salad, water

Vertical Integration:

Lesson plan

Date : From To

Unit title : unit :18

Lesson Title :lesson 4

Horizontal Integration:

Previous Learning :

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>To understand mini-dialogues using pictures and real objects .</p> <p>To demonstrate a love of listening to a song ,</p> <p>To practice writing the letter E/e and O/o</p>	<p>E.X7+8Unit 18 S.B</p> <p>E.X 5 Unit 18 A.B</p> <p>Cassette, PB,A.B Unit 18</p> <p>Exercise2</p> <p>Wall chat(5+ 8</p> <p>apples, bread , chicken, fish ,ice cream ,salad, water</p>	<p>1/7,3,10</p> <p>1/7,9,3</p> <p>3/7</p>	4/3	2	<p>T: uses some flash cards and revises vocabulary for food</p> <p>Sts: I like-----</p> <p>E.X7Unit 18 S.B</p> <p>Sts: listen and point to the <i>corresponding picture</i></p> <p>E.X8Unit 18 S.B</p> <p>T: tells the class they are going to make a poster</p> <p>Sts:: ask about themselves what they like and dislike ,</p> <p>E.X 5 Unit 18 A.B</p> <p>Sts: trace and copy the letters E/e/O/o/</p> <p>T: check their writing .</p>	
			4/3	2		
			1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Class / Level : 1st grade

Number of Classes :

Previous Learning : arm, ear, eye, foot, hand, head, leg, mouth, nose

Lesson plan

Date : From To

Unit title : unit :19

Lesson Title :lesson 1

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>To understand new words when listening, using pictures and real objects.</p> <p>To label the part of the body .</p> <p>To listen and follow instructions by drawing appropriate answer</p>	<p>E.X1 Unit 19 S.B</p> <p>E.X 1 Unit 19 A.B</p> <p>Cassette, PB, A.B</p> <p>Unit 19 Exercise flash cards</p> <p>arm, ear, eye, foot, hand, head, leg, mouth, nose</p>	1/7,3,10	4/3	2	<p>T: draws a simple picture of body on the board</p> <p>T: asks oral questions (What's this ?</p> <p>Sts: look at the board</p> <p>T: presents parts of the body using flash cards .</p> <p>E.X1 Unit 19 S.B</p>	
		1/7,9,3	4/3	2	<p>T: asks Sts to listen to the recording and point to the corresponding picture .</p> <p>E.X 1 Unit 19 A.B</p> <p>Sts: label the parts of the man</p> <p>T: correct the answers with the whole class.</p>	
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Prepared by :

School principle

Date :.....

Class / Level : 1st grade

Number of Classes :

Previous Learning :arm, ear, eye, foot, hand, head, leg, mouth, nose

Vertical Integration:

Lesson plan

Date : From To

Horizontal Integration:

Unit title : unit : 19

Lesson Title :lesson 2

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>To practice counting skills</p> <p>To count body parts by doing a question and answer exercise</p> <p>To imitate the pronunciation of some simple sounds and words,</p> <p>To look at pictures and count objects /parts of body</p>	<p>E.X2+3+4 Unit 19 S.B</p> <p>E.X 3 Unit 19 A.B</p> <p>Cassette, PB, A.B</p> <p>Unit 19 Exercise2</p>	1/7,3,10	4/3	2	<p>T: says stand up please , point to your head , arm –etc .</p> <p>T: How many hands are there ,---feets?</p> <p>Sts: count and say correct numbers .</p> <p>E.X2Unit 19 S.B</p> <p>T: asks oral questions about the pictures</p> <p>Sts: count and say correct numbers .</p> <p>E.X3Unit 19 S.B</p> <p>Sts: count and say correct numbers</p> <p>T: plays the recording</p> <p>Sts: listen and say the letters ,</p> <p>E.X 3 Unit 19 A.B</p> <p>T: plays the recording</p> <p>Sts: listen and complete the drawing .</p>	
		1/7,9,3	4/3	2		
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Class / Level : 1st grade

Number of Classes

Previous Learning : mouth, nose, touch, eyes ,ears

Vertical Integration:

Lesson plan

:Date : From To

Unit title : unit 19

Lesson Title :lesson 3

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>To find parts of the body in the picture and say their names.</p> <p>To follow commands as part of a game</p> <p>To distinguish between different phonic sounds ,</p>	<p>.X5+6 Unit 19 S.B</p> <p>E.X 3 Unit 19 A.B</p> <p>Cassette, PB,A.B Unit 19</p> <p>Exercise2 flash cards mouth, nose, touch, eyes ,ears</p>	1/7,3,10	4/3	2	<p>Revise (mouth, nose, touch, eyes ,ears)</p> <p>T: plays with pupils touch your head ----arm---nose =etc</p> <p>EX5+6 Unit 19 S.B</p> <p>Sts: look and count mouths in the pictures .</p> <p>E.X 3 Unit 19 A.B</p> <p>T:points to the first three pictures of the boys and asks (How many hands of three boys)</p> <p>Sts: answers ex 3</p> <p>T: check their answering</p>	
		1/7,9,3	4/3	2		
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Prepared by :

School principle

Date :.....

Class / Level : 1st grade

Number of Classes

Previous Learning: arm, ear, eye, foot, hand, head, leg, mouth, nose

Vertical Integration:

Lesson plan

:Date : From To

Horizontal Integration:

Unit title : unit 19

Lesson Title :lesson 4

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>To listen to the parts of the body and recognise them in a picture .</p> <p>To demonstrate a love of listening to songs.</p> <p>To practise writing the letter m/MI/L/ u/U/li</p>	<p>E.X7+8Unit 19 S.B</p> <p>E.X 5 Unit 19 A.B</p> <p>Cassette, PB,A.B Unit 19</p> <p>Exercise2</p> <p>Wall chat(5+ 8</p> <p>arm, ear, eye, foot, hand, head, leg, mouth, nose</p>	1/7,3,10	4/3	2	<p>Revise (mouth, nose, touch, eyes ,ears)</p> <p>T: plays with pupils touch your head ----arm---nose =etc</p> <p>EX7+8 Unit 19 S.B</p> <p>Sts: look and count mouths in the pictures .</p> <p>E.X 4 Unit 19 A.B</p> <p>T:points to the first three pictures of the boys and asks (How many hands of three boys)</p> <p>Sts: answers ex 4</p> <p>T: check their answering</p>	
		1/7,9,3	4/3	2		
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Prepared by :

School principle

Date :.....

Class / Level : 1st grade

Form # Qf71-14rev.a

Lesson plan

Classes :2

Lesson Title :lesson 1

Number of Previous Learning : apple, chicken, fish, hop, jump, milk, ride a bike, run, salad

Date : From

To :

Unit title : unit :20

Vertical Integration:

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>To understand a mixture of sentences structures using pictures and real objects .</p> <p>To label objects .</p> <p>To fill in missing words to complete a sentence</p>	<p>E.X1 Unit 20 S.B</p> <p>E.X 1 Unit 20 A.B</p> <p>Cassette, PB, A.B</p> <p>Unit 20 Exercise flash cards</p> <p>apple, chicken, fish, hop, jump, milk, ride abike, run, salad</p>	1/7,3,10	4/3	2	<p>T: lets pupils open their books at p 38</p> <p>T: asks oral questions about the lesson</p> <p>T: plays the recording</p> <p>Sts: listen and point</p> <p>T: revises using flash cards</p> <p>Sts: read them and using them in oral sentences .</p> <p>T: check their answering</p> <p>E.X1 Unit 20 S.B</p> <p>E.X 1 Unit 20 A.B</p> <p>T:explane ex pupils do it orally .</p> <p>Cassette, PB, A.B Unit 20 Exercise</p>	
		1/7,9,3	4/3	2		
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Previous Learning : , chicken, fish, , salad bread . water ,

Date : From To

Lesson Title :lesson 2

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>To understand new words when listening, using pictures and real objects.</p> <p>To listen to and repeat letter sound and words</p> <p>To look at pictures and fill in missing words to complete a sentence,</p> <p>To use the correct personal pronoun to identify people by gender .</p>	<p>E.X2+3+4 Unit 20 S.B</p> <p>E.X 3 Unit 20 A.B</p> <p>Cassette, PB, A.B</p> <p>Unit 20</p> <p>Exercise 2</p> <p>chicken, fish, , salad bread . water</p>	1/7,3,10	4/3	2	<p>T: <i>uses some flash cards and revises vocabulary for food</i></p> <p>Sts: I like-----</p> <p>E.X4Unit 20 S.B</p> <p>Sts: listen and point to the <i>corresponding picture</i></p> <p>E.X4Unit 20 S.B</p> <p>T: tells the class they are going to make a poster</p> <p>Sts:: ask about themselves what they like and dislike ,</p> <p>E.X 3 Unit 20 A.B</p> <p>Sts: trace and copy the letters E/e/O/o/</p> <p>T: check their writing .</p>	
		1/7,9,3	4/3	2		
		3/7	1/5	2		

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Suggestion for improvement

Vertical Integration:

Lesson plan

Date : From To

Unit title : unit :20

Lesson Title :lesson 3

Horizontal Integration:

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
<p>To understand food requests using pictures and dialogues .</p> <p>To ask and answer questions about requesting food.</p> <p>To trace and copy short simple words ,</p>	<p>X5+6 Unit 20 S.B</p> <p>E.X4 Unit 20 A.B</p> <p>Cassette, PB, A.B</p> <p>Unit 20</p> <p>Exercise2</p> <p>flash cards</p> <p>chicken, fish, ,</p> <p>salad bread .</p> <p>water</p>	1/7,3,10	4/3	2	<p>T: <i>uses some flash cards and revises vocabulary for food</i></p> <p>Sts: I like-----</p> <p>E.X5+Unit 20 S.B</p> <p>Sts: listen and point to the <i>corresponding picture</i></p> <p>E.X6Unit 20 S.B</p> <p>T: tells the class they are going to make a poster</p> <p>Sts:: ask about themselves what they like and dislike ,</p> <p>E.X 4 Unit 20 A.B</p> <p>Sts: trace and copy the letters E/e/O/o/</p>	
		1/7,9,3	4/3	2	<p>T: tells the class they are going to make a poster</p> <p>Sts:: ask about themselves what they like and dislike ,</p> <p>E.X 4 Unit 20 A.B</p> <p>Sts: trace and copy the letters E/e/O/o/</p>	
		3/7	1/5	2	<p>T: check their writing .</p>	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

I feel satisfied with

Challenges that faced me

Suggestion for improvement

Class / Level : 1st grade
Number of Classes :

Lesson plan
Date : From To
Lesson Title : lesson 4

Unit title : unit :20

Vertical Integration:

Horizontal Integration:

Previous Learning :

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
To ask and answer questions about food items. To do a project, To answer questions about food preferences using pictures and real objects	E.X7+8Unit 20S.B	1/7,3,10	4/3	2	: <i>uses some flash cards and revises vocabulary for food</i> <i>Sts: I like-----</i>	
	E.X 5 Unit 20 A.B Cassette, PB, A.B Unit 20 Exercise2	1/7,9,3	4/3	2	E.X7Unit 20 S.B T: asks <i>Sts to listen to the recording and point to the corresponding picture .</i> <i>T: plays the recording again Sts: listen and repeat</i> T: point the pictures <i>Sts: say the corresponding sentences .</i>	
	Wall chat(5+ 8 arm, ear, eye, foot, hand, head, leg, mouth, nose	3/7	1/5	2	E.X8 Unit 20 S.B <i>Sts: asking and answering questions using (Do you like -----?</i> E.X 5 Unit 20 A.B <i>Sts: look and circle the once which begin with the sounds /j/ and /a/</i> T: check their answering .	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :
I feel satisfied with
Challenges that faced me
Suggestion for improvement

Prepared by :

School principle

Date :

