y	class	period	Learning Objectives
			The student will be able to:
			1. To identify [Welcome].
			2. To give commands.
			3. To respond to commands.
		+	
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-	operative	e learning	
Disc	overy		B- Presentation
coul	ses nee	ded	
Stud	lent book	<	
Wor	k book		
Tead	cher's gu	uide	
achi	ng aids		C- Practice
Boa	rd		I greet the students and say "welcome".
Drav	wing		I write the date and the title on the board.
Car	ds		 I introduce myself to the class and encourage them to do the same.
Rea	lobjects		* Page 2 and 3:
Dat	a show		1 listen and point.
Inte	ractive C	D	 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.
alua	tion Tool	s	 I read the sentences twice. I ask the students to look at the activity1 in the book.
	Tests		I practice the commands with each other.
Writ	en Tests	127	 I give commands to the students and they do it. I ask the students to give each other commands and respond with
Obs	ervation		action.
Disc	ussion	=======================================	I ask the students to do the tasks. I check their answer and correct their mistakes.
		=======================================	
Exe	cise		
Acti	vities		D- Feedback
			1. Greet each other.
			2. Command your friend to open the door.
		100 m	3. Your friend opened the door as you said. What would you say to him
ome	assignm	nent	workbook page () exercise ()

Teacher

y	class period	Learning Objectives
		The student will be able to:
		 To ask about one's name. To respond to the question [what's your name?].
		To greet someone using [Hello].
chin	g Strategies	Steps to follow
Pair w	vork	A-Warming up and revision
Work	group	Warm up:
Proble	em solving	Play a game with the student.
Brain	storming	Check the homework and answer the questions.
Role	play	Do physical exercise.
Discu	ssion	
Induc	tive	
Co-o	perative learning	
Disco	very	B- Presentation
		The students are going to learn
cours	es needed	New vocabulary
Stude	ent book	Name, what's your name?, car, boy, girl, yellow, red, blue, green, purple, p
Work	book	
Teach	her's guide	
	g aids	C- Practice
Board		I greet the students and say "hello".
Drawi		I revise the previous lesson and check the homework.
Card	ern	I write the date and the title on the board.
Real objects		1 listen and do.
Data show		 I play the CD twice and ask them to listen. I ask them to read the dialogue.
Interd	active CD	2 practice the talks in pairs.
		I ask the students: "what's your name?"
alvati	on Tools	I get the students to respond.
Oral 1	Tests .	 I ask them to make dialogues and ask each other about the name
Writte	en Tests	3 practice with actions.
Obse	rvation	 I ask the students to make the dialogue with actions.
Diser	ssion	4 greeting game.
		I ask the students to practice [hello].
Exerc	ise	 I ask the students to greet five students quickly.
		I go round the class to I check that they can greet each other correctly.
Activ	ities	D- Feedback
		Ask about one's name. What's your name?
	NAME OF THE OWNER O	Greet someone using Hello.
me c	assignment	workbook page () exercise ()

ching Pair wo Work g Proble Brain st Role pl Discuss Inducti	roup m solving forming ay sion	Learning Objectives The student will be able to: 1. To ask "How are you?" and answer. 2. To practice saying [Goodbye]. 3. To ask [How are you?] and respond. 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.
Pair wo Work g Proble Brain st Role pl Discuss	ork proup m solving forming ay sion	 To ask "How are you?" and answer. To practice saying [Goodbye]. To ask [How are you?] and respond. Steps to follow A-Warming up and revision Warm up: Play a game with the student Check the homework and answer the questions.
Pair wo Work g Probles Brain st Role pl Discuss Inducti	ork proup m solving forming ay sion	2. To practice saying [Goodbye]. 3. To ask [How are you?] and respond. Steps to follow A-Warming up and revision Warm up: Play a game with the student Check the homework and answer the questions.
Pair wo Work g Probles Brain st Role pl Discuss Inducti	ork proup m solving forming ay sion	3. To ask [How are you?] and respond. Steps to follow A-Warming up and revision Warm up: Play a game with the student Check the homework and answer the questions.
Pair wo Work g Probles Brain st Role pl Discuss Inducti	ork proup m solving forming ay sion	Steps to follow A-Warming up and revision Warm up: Play a game with the student Check the homework and answer the questions.
Pair wo Work g Probles Brain st Role pl Discuss Inducti	ork proup m solving forming ay sion	A-Warming up and revision Warm up: Play a game with the student Check the homework and answer the questions.
Work g Probles Brain st Role pl Discuss Inducti	roup m solving forming ay sion	Warm up: Play a game with the student Check the homework and answer the questions.
Problei Brain si Role pl Discuss Inducti Co-op	m solving forming ay sion ive	Play a game with the student Check the homework and answer the questions.
Brain st Role pl Discuss Inducti Co-op	torming ay sion ive	Play a game with the student Check the homework and answer the questions.
Role pl Discuss Inducti Co-op	ay sion ive	
Discuss Inducti Co-op	sion	Do physical exercise.
Discuss Inducti Co-op	sion	
Inducti Co-op	ive	
Co-op	5-50-1-50-1-50-1	
	eranve rearring	
	ery	B- Presentation
ourse	s needed	
	t book	
Work b	W. 55.000-08-95	
	er's guide	
		C- Practice
ching Board	alas	
Drawin	~	I ask the students to listen to the CD twice.
2E 25	g	I ask the students to isself to the CD twice. I ask the students to read. I ask them to sing the song.
Cards		2 listen and pronounce.
Real objects		I explain the task and I play the CD twice.
Data s	7000 BA-S70	I read the words.
Interac	tive CD	 I explain [I'm, fine, thank you]. I ask them to repeat. I go round the class to I check that they say the
luatio	n Tools	words correctly. 3 listen and chant.
Oral Te	ests	I explain the task.
Written	Tests	I play the CD twice.
Observ	ration	 I read the song. I ask them to repeat. I go round the class to check the they say the song correctly.
Discus	sion	4 greeting relay.
Exercis	e	I define the greeting [how are you?] And it's answer. I ask the students to pass the greeting down the line.
LACICIS		 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 gar
		correctly.
Activiti	es	D- Feedback
		Ask "How are you?" and answer Greet your friend while he is going home. [How are you?] and respond
me as	signment	workbook page () exercise ()

Teacher

1/ M	class	period	Learning Objectives
ay	Class	penoa	Learning Objectives
			The student will be able to: 1. To ask "What's this color?".
		10 5	2. To respond to the question "What's this color?"
	ļ.		3. To recognise the colors.
eachi	ng Strat	egies	Steps to follow
Pair	work		A-Warming up and revision
Worl	k group		Warm up:
Prob	lem solv	ring	Play a game with the student.
Brain	n stormin	ig	Check the homework and answer the questions.
Role	play		Do physical exercise.
Disc	ussion		
Indu	ctive		
Co-	operativ	e learning	
	overy		B- Presentation
ecour	ses nee	ded	The students are going to learn
Section 1 section 1	ent boo		New vocabulary
22395 03	k book	lves .	"What's this color?", rainbow, red, yellow, pink, blue, purple, orange, green, touch, race, fast
100000000000000000000000000000000000000	cher's g	uide	Todan, Taca, Tasi
	ng aids	olde	C- Practice
Boa			1 Chant and point.
Drav			I play the CD twice and ask the students to repeat.
Card			I use the flashcards to present the colors.
	objects		I point to a flashcard of [Red] and say [Red].
3754 09	CO 10170-101-101		I ask the students to repeat.
I ninodess	a show	· D	I do the same with the other flashcards of colors.
inter	ractive C	.U	I define the question [What's this color?].
			I ask and encourage them to respond.
	tion Too	IS	2 <u>Listen and chant.</u>
Oral	Tests		 I explain the task and then, I play the CD twice and I give them time
Writt	en Tests		repeat. I read the rainbow chant and ask them to chant.
Obs	ervation		1 Color race.
Diam			Listen and touch as fast as you can!
200.0	ussion		I revise the colors. I revise the question [What's this color?] I ask the students to listen to the CD twice.
Exer	cise		I ask them to touch the color as fast as possible.
Acti	vities		D- Feedback
			Ask about the color of your friend's pencil.
			 I hold a flashcard of [Red] and I ask "What's this color?".
		the state of the s	Mention three colors
lome	assignn	nent	workbook page () exercise ()

У	class	period	Learning Objectives
-			The student will be able to:
			To recognize the letters of the alphabet.
			2. To recognize colors.
			3. To write their names.
achi	ng Strate	egies	Steps to follow
Pair	work	200 1100	A-Warming up and revision
Wor	k group		Warm up:
Prok	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.
DOMESTICAL PROPERTY.	ussion		
- M	uctive		
Die-	2000 TO	elearning	
	overy	- iouining	B- Presentation
COU	rses nee	ded	The students are going to learn
Name of Street	dent book	ence w	New vocabulary Alphabet, color, letters, name, draw, picture
Wor	k book	365	Alphabel, Color, letters, flame, araw, pictore
Tea	cher's gu	uide	
	ng aids		C- Practice
Boa	N20		1 Chant and point.
Drav	wing		I revise the alphabet.
Car	ds		I revise the colors.
Rea	lobjects		I play the CD twice.
77 was a	a show		I ask them to repeat the chant.
The rec	ractive C	D	 I walk around the class to make sure that the students are saying the chant correctly.
alua	tion Tool	S	Color and letters. I revise the colors. I ask the students to color the letters in activity 1.
	l Tests		Page 11:
Toursey sales	ten Tests		3 Make a name card.
1,0000000000000000000000000000000000000	ervation		Write your name, draw some pictures, and show your card.
			I revise the question [What's your name?].
Disc	ussion		I ask the students to write their names in a card. I ask them to draw some pictures beside the name.
Exe	rcise		I walk around the class to make sure that the students are making the card correctly.
Acti	ivities		D- Feedback
			Sing the song of the alphabet.
			Read and color the letters.
4		Name of the Assessment of the	Write your name.
ome	assignm	nent	workbook page () exercise ()

	AY BODY	oriod	TALK T		
У	class pe	eriod	Learning Objectives		
			 The student will be able to: To command someone. To respond to commands. To listen to command and respond with action. 		
achi	ng Strategie	es	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	uctive				
Co-	operative led	arning			
Disc	overy		B- Presentation		
COU	rses needec				
Stuc	lent book	3			
Wor	k book				
Tea	cher's guide				
achi	ng aids		C- Practice		
Boa	rd		I greet the students.		
Dra	wing		 I revise the previous lesson and check the homework. I write the date and the title on the board. 		
Car	ds		Page 12: 1 Listen, shout and do.		
Rea	lobjects				
Dat	a show		I play the CD with a pause after each order.		
Interactive CD			I ask the students to repeat.		
aluation Tools			 I ask the students to do the order. I go around the class to make sure the students can do the order. 		
Oral Tests			2 Practice and do in pairs.		
Writ	ten Tests		I ask the students to make dialogues. I encourage them to order and		
Obs	ervation		the order.		
Disc	ussion	-	Page 13:		
Section 100	rcise	-	3 Do it quickly!		
LAC	Cisc		 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 kee 		
Acti	ivities		D- Feedback		
			 Order your friend to close his eyes Open the door. / Clap your hands. 		
ome	assignment		workbook page () exercise ()		
		=			

	alema leader	RHYTHMS AND SOUND	
ay	class period	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	
eachi	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.	
	play	Do physical exercise.	
	ussion		
	uctive		
	operative learning		
- Constant			
Disc	overy	B- Presentation	
		The students are going to learn	
ecou	rses needed	New vocabulary	
Stud	lent book	Head, shoulder, knees, toes, eyes, ears, mouth, nose	
Wor	k book		
Tea	cher's guide		
eachi	ng aids	C- Practice	
Boa	rd	1 Chant and point.	
Drav	wing	 I use the flashcards to identify the body parts. 	
Car	ds	I hold up the [Head] flashcard and ask, "What's this?"	
Rea	lobjects	I ask the students to try to give the answer "Head". I repeat the previous steps with the other flashcards.	
Dat	a show	I explain the plural.	
Inte	ractive CD	I explain the task. I Play the CD twice and ask them to listen.	
(1000C) A (100A)		 I go round the class to check that they say the correct body part. 2 Listen, point and pronounce. 	
valua	tion Tools	I play the CD twice.	
	l Tests	CER NEO.	
Severy Mark	ten Tests	 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. 	
Trans	ervation	3 The teacher says.	
	frige:	Touch what your	
Disc	ussion	I revise the body parts. I revise the plural body parts.	
Exe	rcise	 I ask the students to touch their nose. I make the same with [head, mouth shoulders, eyes and ears]. 	
Acti	vities	D- Feedback	
		1. Mention three body parts.	
		2. Mention the plural parts in the body.	
	.53	3. Touch your nose	
Home	assignment	workbook page () exercise ()	
	STORY OF THE PARTY OF THE PARTY.	AND THE RESIDENCE OF THE PROPERTY OF THE PROPE	

y	class p	eriod	Learning Objectives
			The student will be able to:
			To practice polite command.
			To do classroom actions.
	1	5-4	To give classroom instructions.
achi	ng Strategi	es	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 le	arning	
Disc	overy		B- Presentation
COU	rses neede	d	
Stud	lent book		
Wor	k book		
Tead	cher's guide	е	
	ng aids		C- Practice
Boa	NAME OF TAXABLE PARTY.		1 Listen and point.
1000	wing		I play the CD with a pause after each item so the students can find and
Car	(C		repeat.
	objects		 I read the orders and I ask the students to point to the correct picture.
Y HOOT SHO	a show		2 Listen again, say and do.
Total oc	ractive CD		 I play the CD twice with a pause after each item. I ask them to say and do the order.
mic	idelive ob		 I go round the class to check that they do the activity correctly.
alua	tion Tools		<u>Page 17:</u>
Ora	Tests		3 Be the teacher.
Writt	en Tests	-	Give instructions to your partner. I ask the students to be the teacher.
Obs	ervation		 I encourage the students to give each other instructions.
Disc	ussion	-	I walk around the class to make sure that the students are making the act correctly
Exe	rcise	- 5	
Acti	vities		D- Feedback
Acii	villes	-	
			Ask your triend to sit down. Please go back to your seat.
			Give your friend two classroom instructions
			workbook page () exercise ()
ome	assignmen	11	WORKDOOK DUDE L. LEXELCISE L. L.

y class period	Learning Objectives	
	The student will be able to:	
	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	
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		
ching aids	C- Practice	
Board	1 Chant and point at the big letters.	
Drawing	 I ask the students to open their books. 	
Cards	 I play the CD twice. I ask the student to repeat the chant. 	
Real objects	I walk around the class to make sure that the students are saying the	
Data show	chant correctly.	
Interactive CD	2 Chant again and point at the small letters.	
	I say the song again and I ask them to repeat.	
aluation Tools	I ask them to point at the small letters.	
Oral Tests	3 Short, tall and tail letters.	
Written Tests	<u>Listen and do.</u>	
Observation	I introduce the short letters with examples. Lintroduce the short letters with examples.	
Discussion	 I introduce the tall letters with examples. I introduce the tail letters with examples. 	
Exercise	I play the CD twice.	
exercise	I read the letters and I ask the students to repeat and do the shape.	
Activities	I walk around the class to make sure that the students are saying the letter	
ACIIVIIIES	D- Feedback	
	Write five big letters. Write five small letters.	
	Write two short, tall and tail letters.	
me assignment	workbook page () exercise ()	

Teacher

у	Ny Family class period	Talk Ti Learning Objectives	
Y	ciass pelioa	The student will be able to:	
		To introduce someone using [This is].	
		To greet people.	
		To introduce one friend to another friend	
achi	ng Strategies	Steps to follow	
	work	A-Warming up and revision	
Wor	k group	Warm up:	
	olem solving	Play a game with the student.	
	n storming	Check the homework and answer the questions.	
CHROCOCO	play	Do physical exercise.	
775-0	ussion		
8 8	ctive		
) HINDSHALL IN	operative learning		
	overy	B- Presentation	
COLU	rses needed	The students are going to learn	
The same and	AN DATE WHEN	New vocabulary	
Student book Work book		This is, brother, nice to meet you, sister, introduce, too	
	cher's guide		
- N	ng aids	C- Practice	
Boa		1 Listen and say.	
CONTRACTOR OF STREET	wing		
Cards Real objects		 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.]. 	
	ractive CD		
		I ask them to make the same dialogue that in activity 1 in pairs.	
alua	tion Tools	3 Act out the talk in threes.	
	l Tests	I ask the students to act the dialogue in activity 1.	
	ten Tests	I monitor and make sure the students are saying the dialogue correctly.	
Obs	ervation	4 Let's shake hands.	
	7. Programme (1. 1940-1940)	Make threes. Introduce each other.	
Disc	ussion	 I play the CD twice. They listen and repeat. I read the dialogue. 	
Exer	rcise	 I ask the students to make the same dialogue. 	
A _1'	villas	I make sure that the students can say the dialogue correctly.	
ACTI	vities	D- Feedback Put (This is) in a correct centence	
		 Put [This is] in a correct sentence. Greet your friend. 	
		Introduce your friend to another friend.	
ome	assignment	workbook page () exercise ()	

	class	pariad	Lograina Ohiochives
y	class	period	Learning Objectives
			The student will be able to:
			To count from one to five.
		5	To identify the family members.
			 To shout "No more monkeys jumping on the bed".
achi	ing Strate	egies	Steps to follow
Pair	work		A-Warming up and revision
Wor	k group		Warm up:
	olem solv	ing	Play a game with the student.
Brai	in stormin	q	Check the homework and answer the questions.
	e play		Do physical exercise.
	cussion		
Ind	uctive		
1		elearning	
	covery	3	B- Presentation
	rses nee	ded	D-11 Cocmanon
Total Control	dent book		
	k book		
00001000		iido	
	cher's gu	nde	C. D. C. H. C.
Boo	ing aids		C- Practice
500	wing		1 Chant and do. I play the CD.
Car	n vite driminate i	-	I play the CD. I play the CD again with a pause after each sentence so that students
nerecessee	lobjects		have time to repeat.
1	ta show	1-	I ask the students to read. I ask them to say the song.
	ractive C	D	2 Chant and change the names.
me	ruciive C		I play the CD.
al ve	tion Tool	6	I play the CD again with a pause after each sentence so that students
	tion Tool	5	have time to repeat. I ask the students to chant and change the names.
	l Tests	7	3 Five little monkeys' game.
	ten Tests	-	Act out the chant.
200	servation		I explain the task.
Disc	cussion	28	I play the CD twice.
Exe	rcise		I ask the students to make groups. I ask them to act the chant.
Activities			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".
ome	assignm	nent	workbook page () exercise ()

Teacher

	Class period	Learning Objectives
У	class period	
		The student will be able to:
		 To identify the family members. To draw a family and say who they are.
		To draw a family and Jay who mey are.
-		
achir	ng Strategies	Steps to follow
Pair	work	A-Warming up and revision
Work	k group	Warm up:
	lem solving	Play a game with the student.
V.	n storming	Check the homework and answer the questions.
CHROCO CO	play	Do physical exercise.
775-0	ussion	
8 8	955	
1.00.00.00	ctive	
	operative learning	
DISC	overy	B- Presentation
		The students are going to learn
cour	ses needed	New vocabulary
Stud	ent book	Grandpa, grandma, dad, mom, brother, sister
Worl	k book	
Tead	cher's guide	
achir	ng aids	C- Practice
Boar	rd	1 Listen, point and say.
Drav	ving	I use the flashcards to identify the family members.
Card	ds	I hold the [Dad] flashcard and say [Dad]. I explain the task.
Real	objects	I play the CD twice.
Date	a show	I read the family members. I ask the students to say the family member
Inter	active CD	2 Draw a family.
		I revise the family members. I read the family members.
aluat	tion Tools	I ask the students to say the family members. go around the classroom
***	Tests	make sure that the students can draw a family.
	en Tests	Page 25:
2	ervation	3 Five finger game. Put down your fingers one by one.
Obs	ervanon	Don't move them!
Disc	ussion	I explain the task.
Exer	cise	I play the CD twice.
LAGI		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.
Activ	vities	D- Feedback
	0.09539	1. Mention three family members.
		2. Draw a family and say who they are.
ome	assignment	workbook page () exercise ()

/ MY FAI		Learning Objectives	PHON
Cluss	penou	The student will be able to:	
		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	
aching Stra	tegies	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 Do physical exercise.	
Role play			
Discussion			
Inductive			
Co-operati	ve learning		
Discovery		B- Presentation	
courses ne	eded		
Student bo	ok		
Work book			
Teacher's guide			
aching aid:		C- Practice	
Board		1 Listen and say.	
Drawing		I use the flashcards to identify the new words. I play the CD twice with a pause after each item. I read the words.	
Cards			
Real objects		I ask the students to repeat.	
Data show		2 Trace and copy.	
Interactive CD aluation Tools		I read the letters and I ask the students to repeat.	
		I ask them to trace and copy the letters. Page 27	
		3 Listen and write.	
Oral Tests		I play the CD and I ask them to listen.	
Written Tests		I ask the students to look at the pictures. I ask them to complete the missing letters.	
Observatio	-	4 Guess the letter.	
O D O O O O O O O O O O O O O O O O O O		Write in the air and ask your partner.	
Discussion		I ask the students to read the dialogue.	
Exercise		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.	
Activities		D- Feedback	
Ģ		Mention two animals.	
		Write three capital letters.	
		Make the sound of the letters A, B, C, D and E.	
ome assign	ment	workbook page () exercise ()	

Teacher