

**INTRODUCTION****LISTEN AND POINT**

day	class	period

**Learning Objectives***The student will be able to:*

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

**Teaching Strategies**

Pair work

Work group

Problem solving

Brain storming

Role play

Discussion

Inductive

Co-operative learning

Discovery

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

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

**Recourses needed**

Student book

Work book

Teacher's guide

**B- Presentation****Teaching aids**

Board

Drawing

Cards

Real objects

Data show

Interactive CD

**C- Practice**

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

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

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

I check their answer and correct their mistakes.

**Evaluation Tools**

Oral Tests

Written Tests

Observation

Discussion

Exercise

Activities

**D- Feedback**

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

**Home assignment**

workbook page ( ) exercise ( )

Teacher

Principal

Supervisor

day	class	period

**Teaching Strategies**

Pair work
Work group
Problem solving
Brain storming
Role play
Discussion
Inductive
Co-operative learning
Discovery

**Recourses needed**

Student book
Work book
Teacher's guide

**Teaching aids**

Board
Drawing
Cards
Real objects
Data show
Interactive CD

**Evaluation Tools**

Oral Tests
Written Tests
Observation
Discussion
Exercise
Activities

**Home assignment**

**Learning Objectives**

*The student will be able to:*

- To ask about one's name.
- To respond to the question [what's your name?].
- To greet someone using [Hello].

**Steps to follow**

**A-Warming up and revision**

**Warm up:**

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

**B- Presentation**

The students are going to learn...

**New vocabulary**

Name, what's your name?, car, boy, girl, yellow, red, blue, green, purple, play

**C- Practice**

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

**1 listen and do.**

- I play the CD twice and ask them to listen.
- I ask them to read the dialogue.

**2 practice the talks in pairs.**

- I ask the students: "what's your name?"
- I get the students to respond.
- I ask them to make dialogues and ask each other about the name.

**3 practice with actions.**

- I ask the students to make the dialogue with actions.

**4 greeting game.**

- I ask the students to practice [hello].
- I ask the students to greet five students quickly.

I go round the class to I check that they can greet each other correctly.

**D- Feedback**

- Ask about one's name. What's your name?
- Greet someone using Hello.

workbook page ( ) exercise ( )

day	class	period	Learning Objectives
			<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> <li>To ask "How are you?" and answer.</li> <li>To practice saying [Goodbye].</li> <li>To ask [How are you?] and respond.</li> </ol>
<b>Teaching Strategies</b>			<b>Steps to follow</b>
	Pair work		<b>A-Warming up and revision</b>
	Work group		<b>Warm up:</b>
	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>Recourses needed</b>			<b>B- Presentation</b>
	Student book		
	Work book		
	Teacher's guide		
<b>Teaching aids</b>			<b>C- Practice</b>
	Board		<b>1 listen and chant.</b>
	Drawing		<ul style="list-style-type: none"> <li>I ask the students to listen to the CD twice.</li> <li>I ask the students to read. I ask them to sing the song.</li> </ul>
	Cards		<b>2 listen and pronounce.</b>
	Real objects		<ul style="list-style-type: none"> <li>I explain the task and I play the CD twice.</li> <li>I read the words.</li> <li>I explain [I'm, fine, thank you].</li> <li>I ask them to repeat. I go round the class to I check that they say the words correctly.</li> </ul>
	Data show		<b>3 listen and chant.</b>
	Interactive CD		<ul style="list-style-type: none"> <li>I explain the task.</li> <li>I play the CD twice.</li> <li>I read the song. I ask them to repeat. I go round the class to check that they say the song correctly.</li> </ul>
<b>Evaluation Tools</b>			<b>4 greeting relay.</b>
	Oral Tests		<ul style="list-style-type: none"> <li>I define the greeting [how are you?] And it's answer.</li> <li>I ask the students to pass the greeting down the line.</li> </ul>
	Written Tests		I walk around the class to make sure that the students are playing the game correctly.
	Observation		
	Discussion		
	Exercise		
	Activities		<b>D- Feedback</b>
			Ask "How are you?" and answer Greet your friend while he is going home. Ask [How are you?] and respond
<b>Home assignment</b>			workbook page ( ) exercise ( )

day	class	period

**Learning Objectives**

*The student will be able to:*

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

**Teaching Strategies**

- Pair work
- Work group
- Problem solving
- Brain storming
- Role play
- Discussion
- Inductive
- Co-operative learning
- Discovery

**Steps to follow**

**A-Warming up and revision**

**Warm up:**

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

**Recourses needed**

- Student book
- Work book
- Teacher's guide

**B- Presentation**

The students are going to learn...

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

**Teaching aids**

- Board
- Drawing
- Cards
- Real objects
- Data show
- Interactive CD

**C- Practice**

**1 Chant and point.**

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

**2 Listen and chant.**

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

**1 Color race.**  
**Listen and touch as fast as you can!**  
 I revise the colors. I revise the question [What's this color?] I ask the students to listen to the CD twice.  
 I ask them to touch the color as fast as possible.

**Evaluation Tools**

- Oral Tests
- Written Tests
- Observation
- Discussion
- Exercise
- Activities

**D- Feedback**

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

**Home assignment**

workbook page ( ) exercise ( )

day	class	period

**Learning Objectives**

*The student will be able to:*

1. To recognize the letters of the alphabet.
2. To recognize colors.
3. To write their names.

**Teaching Strategies**

Pair work
Work group
Problem solving
Brain storming
Role play
Discussion
Inductive
Co-operative learning
Discovery

**Steps to follow**

**A-Warming up and revision**

**Warm up:**

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

**Recourses needed**

Student book
Work book
Teacher's guide

**B- Presentation**

The students are going to learn...

**New vocabulary**

Alphabet, color, letters, name, draw, picture

**Teaching aids**

Board
Drawing
Cards
Real objects
Data show
Interactive CD

**C- Practice**

**1 Chant and point.**

- I revise the alphabet.
- I revise the colors.
- I play the CD twice.
- I ask them to repeat the chant.
- I walk around the class to make sure that the students are saying the chant correctly.

**2 Color and letters.**

I revise the colors. I ask the students to color the letters in activity 1.

**❖ Page 11:**

**3 Make a name card.**

**Write your name, draw some pictures, and show your card.**

I revise the question [What's your name?].

I ask the students to write their names in a card.

I ask them to draw some pictures beside the name.

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

**Evaluation Tools**

Oral Tests
Written Tests
Observation
Discussion
Exercise
Activities

**D- Feedback**

- Sing the song of the alphabet.
- Read and color the letters.
- Write your name.

**Home assignment**

workbook page ( ) exercise ( )

Teacher

Principal

Supervisor

day	class	period

**Learning Objectives**

*The student will be able to:*

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

**Teaching Strategies**

Pair work
Work group
Problem solving
Brain storming
Role play
Discussion
Inductive
Co-operative learning
Discovery

**Steps to follow**

**A-Warming up and revision**

**Warm up:**

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

**Recourses needed**

Student book
Work book
Teacher's guide

**B- Presentation**

**Teaching aids**

Board
Drawing
Cards
Real objects
Data show
Interactive CD

**C- Practice**

- I greet the students.
- I revise the previous lesson and check the homework.
- I write the date and the title on the board.
- ❖ **Page 12:**
- ❖ **1 Listen, shout and do.**
- I play the CD with a pause after each order.
- I ask the students to repeat.
- I ask the students to do the order. I go around the class to make sure that the students can do the order.
- ❖ **2 Practice and do in pairs.**
- I ask the students to make dialogues. I encourage them to order and do the order.
- ❖ **Page 13:**
- ❖ **3 Do it quickly!**
- ❖ **Listen and try to keep up.**
- I explain the task and play the CD twice.
- I ask the students to listen and repeat. I ask the students to try to keep up.

**Evaluation Tools**

Oral Tests
Written Tests
Observation
Discussion
Exercise
Activities

**D- Feedback**

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

**Home assignment**

workbook page ( ) exercise ( )

day	class	period

**Teaching Strategies**

Pair work
Work group
Problem solving
Brain storming
Role play
Discussion
Inductive
Co-operative learning
Discovery

**Recourses needed**

Student book
Work book
Teacher's guide

**Teaching aids**

Board
Drawing
Cards
Real objects
Data show
Interactive CD

**Evaluation Tools**

Oral Tests
Written Tests
Observation
Discussion
Exercise
Activities

**Home assignment**

**Learning Objectives**

*The student will be able to:*

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

**Steps to follow**

**A-Warming up and revision**

**Warm up:**

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

**B- Presentation**

The students are going to learn...

**New vocabulary**  
Head, shoulder, knees, toes, eyes, ears, mouth, nose

**C- Practice**

**1 Chant and point.**

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

**2 Listen, point and pronounce.**

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

**3 The teacher says. Touch what your .....**

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

**D- Feedback**

1. Mention three body parts.
2. Mention the plural parts in the body.
3. Touch your nose

workbook page ( ) exercise ( )

day	class	period

**Teaching Strategies**

Pair work
Work group
Problem solving
Brain storming
Role play
Discussion
Inductive
Co-operative learning
Discovery

**Recourses needed**

Student book
Work book
Teacher's guide

**Teaching aids**

Board
Drawing
Cards
Real objects
Data show
Interactive CD

**Evaluation Tools**

Oral Tests
Written Tests
Observation
Discussion
Exercise
Activities

**Home assignment**

**Learning Objectives**

*The student will be able to:*

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

**Steps to follow**

**A-Warming up and revision**

**Warm up:**

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

**B- Presentation**

**C- Practice**

1 Listen and point.

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

2 Listen again, say and do.

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

Page 17:

3 Be the teacher.

Give instructions to your partner.

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

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

**D- Feedback**

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

workbook page ( ) exercise ( )



day	class	period

**Teaching Strategies**

Pair work
Work group
Problem solving
Brain storming
Role play
Discussion
Inductive
Co-operative learning
Discovery

**Recourses needed**

Student book
Work book
Teacher's guide

**Teaching aids**

Board
Drawing
Cards
Real objects
Data show
Interactive CD

**Evaluation Tools**

Oral Tests
Written Tests
Observation
Discussion
Exercise
Activities

**Home assignment**

**Learning Objectives**

*The student will be able to:*

- To 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

**Steps to follow**

**A-Warming up and revision**

**Warm up:**

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

**B- Presentation**

**C- Practice**

**1 Chant and point at the big letters.**

- I ask the students to open their books.
- I play the CD twice.
- I ask the student to repeat the chant.
- I walk around the class to make sure that the students are saying the chant correctly.

**2 Chant again and point at the small letters.**

- I say the song again and I ask them to repeat.
- I ask them to point at the small letters.

**3 Short, tall and tail letters.**

**listen and do.**

- I introduce the short letters with examples.
- I introduce the tall letters with examples.
- I introduce the tail letters with examples.
- I play the CD twice.
- I read the letters and I ask the students to repeat and do the shape.

I walk around the class to make sure that the students are saying the letters

**D- Feedback**

- Write five big letters.
- Write five small letters.
- Write two short, tall and tail letters.

workbook page ( ) exercise ( )

day	class	period

**Learning Objectives**

- The student will be able to:*
- To introduce someone using [This is].
  - To greet people.
  - To introduce one friend to another friend

**Teaching Strategies**

Pair work
Work group
Problem solving
Brain storming
Role play
Discussion
Inductive
Co-operative learning
Discovery

**Steps to follow**

**A-Warming up and revision**

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

**Recourses needed**

Student book
Work book
Teacher's guide

**B- Presentation**

The students are going to learn...

**New vocabulary**

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

**Teaching aids**

Board
Drawing
Cards
Real objects
Data show
Interactive CD

**C- Practice**

**1 Listen and say.**

- I play the CD with a pause after each item so that the students have time to repeat.
- I explain the greeting [Nice to meet you].  
I explain [This is].  
I ask the students to read.

**2 Practice the talk in threes.**

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

**3 Act out the talk in threes.**

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

**4 Let's shake hands.**

**Make threes. Introduce each other.**

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

**Evaluation Tools**

Oral Tests
Written Tests
Observation
Discussion
Exercise
Activities

**D- Feedback**

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

**Home assignment**

workbook page ( ) exercise ( )

day	class	period

**Learning Objectives**

*The student will be able to:*

- To count from one to five.
- To identify the family members.
- To shout “No more monkeys jumping on the bed”.

**Teaching Strategies**

Pair work
Work group
Problem solving
Brain storming
Role play
Discussion
Inductive
Co-operative learning
Discovery

**Steps to follow**

**A-Warming up and revision**

**Warm up:**

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

**Recourses needed**

Student book
Work book
Teacher's guide

**B- Presentation**

**Teaching aids**

Board
Drawing
Cards
Real objects
Data show
Interactive CD

**C- Practice**

**1 Chant and do.**

I play the CD.  
 I play the CD again with a pause after each sentence so that students have time to repeat.  
 I ask the students to read.  
 I ask them to say the song.

**2 Chant and change the names.**

I play the CD.  
 I play the CD again with a pause after each sentence so that students have time to repeat.  
 I ask the students to chant and change the names.

**Evaluation Tools**

Oral Tests
Written Tests
Observation
Discussion
Exercise
Activities

**3 Five little monkeys' game.**

**Act out the chant.**

I explain the task.  
 I play the CD twice.  
 I ask the students to make groups.  
 I ask them to act the chant.

**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”.

**Home assignment**

workbook page ( ) exercise ( )

day	class	period

**Learning Objectives**

- The student will be able to:*
- To identify the family members.
  - To draw a family and say who they are.

**Teaching Strategies**

Pair work
Work group
Problem solving
Brain storming
Role play
Discussion
Inductive
Co-operative learning
Discovery

**Steps to follow**

**A-Warming up and revision**

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

**Recourses needed**

Student book
Work book
Teacher's guide

**B- Presentation**

The students are going to learn...

**New vocabulary**  
Grandpa, grandma, dad, mom, brother, sister

**Teaching aids**

Board
Drawing
Cards
Real objects
Data show
Interactive CD

**C- Practice**

- 1 Listen, point and say.**  
I use the flashcards to identify the family members.  
I hold the [Dad] flashcard and say [Dad].  
I explain the task.  
I play the CD twice.  
I read the family members. I ask the students to say the family members
- 2 Draw a family.**  
I revise the family members.  
I read the family members.  
I ask the students to say the family members. go around the classroom to make sure that the students can draw a family.
- Page 25:**  
**3 Five finger game.**  
**Put down your fingers one by one.**  
**Don't move them!**  
I explain the task.  
I play the CD twice.  
I read the family members.  
I ask the students to repeat. I ask them to put down their fingers one by one and don't remove them.

**Evaluation Tools**

Oral Tests
Written Tests
Observation
Discussion
Exercise
Activities

**D- Feedback**

1. Mention three family members.
2. Draw a family and say who they are.

**Home assignment**

workbook page ( ) exercise ( )

day	class	period

**Learning Objectives**

*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

**Teaching Strategies**

Pair work
Work group
Problem solving
Brain storming
Role play
Discussion
Inductive
Co-operative learning
Discovery

**Steps to follow**

**A-Warming up and revision**

**Warm up:**

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

**Recourses needed**

Student book
Work book
Teacher's guide

**B- Presentation**

**Teaching aids**

Board
Drawing
Cards
Real objects
Data show
Interactive CD

**C- Practice**

**1 Listen and say.**

I use the flashcards to identify the new words.  
I play the CD twice with a pause after each item.  
I read the words.  
I ask the students to repeat.

**2 Trace and copy.**

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.**

I play the CD and I ask them to listen.  
I ask the students to look at the pictures.  
I ask them to complete the missing letters.

**4 Guess the letter.**

**Write in the air and ask your partner.**

I ask the students to read the dialogue.  
I ask them to make the same dialogue in pairs.  
I ask them to act the game.  
I ask them to make the sound of the letter.

**Evaluation Tools**

Oral Tests
Written Tests
Observation
Discussion
Exercise
Activities

**D- Feedback**

- Mention two animals.
- Write three capital letters.
- Make the sound of the letters A, B, C, D and E.

**Home assignment**

workbook page ( ) exercise ( )

Teacher

Principal

Supervisor