

Primary 3 Term 2

English Lesson

Preparations

Unit 1: Safety

Prepared by:

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Unit 1: Safety | Safety at Home | Lesson 1 | Page 6-9

Lesson 1: Safety at Home

#Learning Objectives

- Students will be able to identify and use key vocabulary related to home safety.
- Students will be able to use positive and negative imperatives to give safety instructions.
- Students will be able to read and understand a short dialogue about home safety.
- Students will be able to recognize the use of the exclamation point in strong instructions.

#New vocabulary

Word	Example from the Lesson
dangerous	Don't touch the knife! It's dangerous!
fire	Look! There is a fire near the trees!
knife	I see a knife on the ground. It's sharp.
emergency	Follow the emergency rules.
rules	He followed the rules and was careful at home.
careful	We must be careful and follow the emergency rules.
hurt	Don't go near the fire. It can hurt us.
safe	They will help us stay safe.

#New structures

Structure	Grammar Examples
Positive Imperatives	Stop! / Be careful!
Negative Imperatives	Don't touch! / Don't run!

#Warm up and revision

1. What is the most important rule to keep you safe at home?
2. What do you do if you see a fire?
3. What is the difference between 'safe' and 'dangerous'?
4. What is an imperative sentence?

#Presentation

- I will introduce the concept of safety and why it is important to follow rules at home.
- I will present the new vocabulary using flashcards and contextual examples from the lesson.
- I will explain the form and use of positive and negative imperatives for giving instructions.

- I will model the dialogue from the lesson, focusing on correct pronunciation and intonation.
- I will highlight the use of the exclamation point to show strong feelings or warnings.

#Practice

1. Vocabulary Matching: Students match the new words to their corresponding pictures.
2. Sentence Completion: Students fill in the blanks using the new vocabulary.
3. Pair work: Students take turns giving each other positive and negative instructions.
4. Role play: Students act out the dialogue from the lesson in pairs.
5. Situation Response: Students say what they would say in given situations using imperatives.
6. Writing Practice: Students rewrite sentences using negative commands.

#Assessment

1. True/False: Students answer true or false questions based on the reading passage.
2. Comprehension Questions: Students answer questions about the story.
3. Quick oral quiz: The teacher asks students to quickly give an imperative for a situation.

#Evaluation

a- The lesson	The lesson was well-paced and the activities were engaging. The use of visual aids was effective.
b- The student	The students successfully identified the new vocabulary and demonstrated good understanding.
c- The teacher	The teacher effectively modeled the new structures and provided clear instructions.

Unit 1: Safety | Safety in the Street | Lesson 2 | Page 10-12

Lesson 2: Safety in the Street

#Learning Objectives

- Students will be able to identify and use key vocabulary related to street safety.
- Students will be able to recognize and pronounce consonant blends (/sl/, /st/, /gr/, /tr/).
- Students will be able to read and understand a short text about crossing the street safely.
- Students will be able to use imperatives in the context of street safety rules.

#New vocabulary

Word	Example from the Lesson
street	You should always look both ways before you cross the street.
cross	What should I do before I cross the street?
stop	Stop! Wait for the green light before you cross.
wait	Wait for the green light.
walk	How do I know where to walk safely?
helmet	You should always wear a helmet to protect your head.
signs	Follow the signs.
stranger	Don't talk to strangers. Always stay safe!

#New structures

Structure	Grammar Examples
Modal Verb: Should	You should always look both ways. / You should wear a helmet.
Modal Verb: Must	You must be careful. / You must wait for the green light.

#Warm up and revision

1. What are two safety rules we learned yesterday?
2. What is the first thing you do before crossing a road?
3. What is a traffic sign?
4. What is a person you don't know called?

#Presentation

- I will introduce the new topic of street safety and its importance.
- I will present the new vocabulary, focusing on the context of traffic and movement.

- I will explain and model the pronunciation of the consonant blends (/sl/, /st/, /gr/, /tr/).
- I will read the story 'Crossing the Street Safely', emphasizing the safety rules.
- I will highlight the use of imperatives and modal verbs (should/must) in giving advice.

#Practice

1. Phonics Drill: Students listen and circle words with the target consonant blends.
2. Blend Completion: Students fill in the blanks with words containing the consonant blends.
3. Pair work: Students practice saying the safety rules from the lesson using imperatives.
4. Role play: Students act out the dialogue between Mona and her Dad about street safety.
5. Writing Practice: Students write two sentences using imperatives with 'stop' and 'wait'.
6. Sequencing Activity: Students put the steps for crossing the street in the correct order.

#Assessment

1. True/False: Students answer true or false questions based on the reading passage.
2. Comprehension Questions: Students answer questions about the story.
3. Quick oral quiz: The teacher says a word and students must identify the consonant blend.

#Evaluation

a- The lesson	The lesson flow was logical, moving from vocabulary to phonics and then reading.
b- The student	Most students mastered the new vocabulary and could correctly identify the blends.
c- The teacher	The teacher clearly demonstrated the consonant blend sounds and maintained engagement.

Unit 1: Safety | Staying Safe Everywhere | Lesson 3 | Page 13**Lesson 3: Staying Safe Everywhere****#Learning Objectives**

- Students will be able to identify and name key safety personnel and equipment.
- Students will be able to describe the function of safety personnel and equipment.
- Students will be able to match actions to the correct person or object.

#New vocabulary

Word	Example from the Lesson
policeman	The policeman keeps us safe.
seat belt	Wear the seat belt in the car.
ambulance	The ambulance takes sick people to the hospital.
first aid	First aid helps injured people.

#New structures

Structure	Grammar Examples
Simple Present Tense	The policeman keeps us safe. / The ambulance takes sick people.
Modal Verb: Must	You must wear a seat belt. / We must know how to use first aid.

#Warm up and revision

1. What is one rule for crossing the street?
2. What do you wear to protect your head when riding a bike?
3. What is the name of the vehicle that takes sick people to the hospital?
4. Who helps us when we are injured?

#Presentation

- I will introduce the concept of community helpers and safety equipment.
- I will present the new vocabulary using the pictures and short descriptive sentences.
- I will explain the function of each item/person using the simple present tense.
- I will model the matching activity, ensuring students understand the relationships.

#Practice

1. Matching Activity: Students match the action to the correct person/object.
2. Sentence Building: Students create full sentences describing the function of each item.
3. Pair work: Students quiz each other on the function of the safety items.

4. Role play: Students role-play a scenario where someone is injured and needs help.
5. Drawing Activity: Students draw one of the safety items and write its function.

#Assessment

1. Fill in the Blanks: Students complete sentences with the correct safety word.
2. Action Identification: Students identify the correct action for a given safety item.
3. Quick oral quiz: The teacher asks students, 'Who keeps us safe?'

#Evaluation

a- The lesson	The lesson was short and focused, achieving its objective effectively.
b- The student	Students easily grasped the new words and their functions.
c- The teacher	The teacher maintained a good pace and used the visuals well.

Unit 1: Safety | My Safety Guide | Lesson 4 | Page 17-19

Lesson 4: My Safety Guide

#Learning Objectives

- Students will be able to use the modal verbs must and mustn't to express obligation.
- Students will be able to read and comprehend a story about safety rules.
- Students will be able to write safety rules using must and mustn't.
- Students will be able to correctly use the exclamation point for strong instructions.

#New vocabulary

Word	Example from the Lesson
helmet	You must wear your helmet when you ride your bike.
nodded	Sally nodded and said, 'Yes, and you mustn't talk to strangers.'
guide	This is our safety guide.
cross	Stop! Wait for the green light before you cross the street.
help	If there is an emergency, you must call for help.

#New structures

Structure	Grammar Examples
Modal Verb: Must	You must wear a helmet. / You must call for help.
Modal Verb: Mustn't	You mustn't talk to strangers. / You mustn't run near the street.

#Warm up and revision

1. What are two things a policeman does?
2. What is the difference between a rule and an instruction?
3. What is a modal verb?
4. What punctuation mark do we use for a strong warning?

#Presentation

- I will introduce the story 'Let's Stay Safe' and set the purpose for reading.
- I will read the story, focusing on the sentences that use must and mustn't.
- I will explain the meaning and function of must (obligation) and mustn't (prohibition).
- I will model how to write a safety rule using the structure: Subject + must/mustn't + Verb.
- I will review the use of the exclamation point in the context of safety warnings.

#Practice

1. Fill in the Blanks: Students complete sentences from the story using words from the box.
2. Reordering Sentences: Students reorder words to make correct sentences using must/mustn't.
3. Pair work: Students create a list of 5 safety rules for the classroom.
4. Role play: Students role-play the conversation between Tia and Sally.
5. Writing Practice: Students write 3-4 sentences about 'How you stay safe'.
6. Poster Design: Students begin designing their own 'Safety Guide Poster'.

#Assessment

1. True/False: Students answer true or false questions based on the story.
2. Sentence Completion: Students complete sentences with words from the text.
3. Quick oral quiz: The teacher gives a situation and students respond with a rule.

#Evaluation

a- The lesson	The lesson was comprehensive and successfully tied together the unit's grammar.
b- The student	Students showed strong proficiency in using must and mustn't in the oral quiz.
c- The teacher	The teacher effectively connected the grammar to the real-life context of safety.

English Lesson Preparations Unit 2: Food and Health

Prepared by:
Mr Sobhy Borda

Unit 2: Food and Health | Eating Healthy | Lesson 1 | Page 24-25

Lesson 1: Eating Healthy

#Learning Objectives

- Students will be able to identify and use key vocabulary related to healthy food and daily routines.
- Students will be able to correctly use reflexive pronouns (myself, himself, herself, ourselves, yourself, themselves).
- Students will be able to read and comprehend a story about a healthy routine.
- Students will be able to understand the moral of eating healthy food.

#New vocabulary

Word	Example from the Lesson
fruit	Seleem eats fruit and vegetables for breakfast.
vegetables	Seleem eats fruit and vegetables for breakfast.
hydrated	He drinks water to stay hydrated.
energy	He says, 'I have so much energy!'
strong	He runs fast and feels strong.
rice	At lunch, he eats meat and rice.
salad	His friend Omar makes a salad for himself.
breakfast	What do you usually eat for breakfast?

#New structures

Structure	Grammar Examples
Reflexive Pronouns	I made this cake all by myself. / She taught herself to play the guitar. / Omar makes a salad for himself. / We enjoyed ourselves at the party. / You should take care of yourself. / The children can dress themselves.

#Warm up and revision

1. What is your favorite healthy food?
2. What is one thing you do every morning to start your day?
3. What is the opposite of 'weak'?
4. What is a pronoun?

#Presentation

- I will introduce the new topic of Food and Health and discuss the importance of a healthy routine.
- I will present the new vocabulary using pictures and contextual examples from the story.
- I will explain the concept of reflexive pronouns and how they are used when the subject and object are the same person.
- I will model the correct usage of each reflexive pronoun with simple sentences.
- I will read the story about Seleem, pausing to highlight the use of reflexive pronouns and new vocabulary.

#Practice

1. Reflexive Pronoun Matching: Students match the subject pronoun to the correct reflexive pronoun.
2. Sentence Completion: Students fill in the blanks with the correct reflexive pronoun.
3. Pair work: Students take turns asking and answering questions about their daily routines.
4. Role play: Students act out a short dialogue about preparing a meal for themselves.
5. Writing Practice: Students write three sentences about things they do for themselves using reflexive pronouns.
6. Comprehension Check: Students answer the questions about Seleem's story.

#Assessment

- | |
|---|
| 1. Multiple Choice: Students choose the correct reflexive pronoun to complete a sentence. |
| 2. True/False: Students answer true or false questions based on the reading passage. |
| 3. Quick oral quiz: The teacher says a subject pronoun and students must quickly say the corresponding reflexive pronoun. |

#Evaluation

a- The lesson	The lesson was well-structured and the story provided a clear context for the grammar.
b- The student	The students successfully identified the new vocabulary. Most students demonstrated a good understanding of reflexive pronouns.
c- The teacher	The teacher effectively modeled the new structures and provided clear examples. The teacher should use more visual aids to differentiate between the singular and plural reflexive pronouns.

Unit 2: Food and Health | Healthy and Unhealthy Food | Lesson 2 | Page 26-30

Lesson 2: Healthy and Unhealthy Food

#Learning Objectives

- Students will be able to classify food items as healthy or unhealthy.
- Students will be able to describe the benefits or drawbacks of different food types.
- Students will be able to recognize and pronounce the long /i:/ sound made by 'ea' and 'ee'.
- Students will be able to participate in a dialogue about food choices.

#New vocabulary

Word	Example from the Lesson
milk	Milk is good for our bones.
cheese	Cheese is rich in calcium.
protein	Eggs are full of protein.
carbohydrates	Bread is rich in carbohydrates.
sweets	Sweets are bad for our teeth.
salty	Chips are salty snacks.
fat	Pizza has too much fat and salt.
healthy	Chicken is tasty and healthy.

#New structures

Structure	Grammar Examples
Simple Present Tense (Description)	Milk is good for our bones. / Soda has too much sugar.
Adjectives for Food	Chicken is tasty and healthy. / Chips are salty snacks.

#Warm up and revision

1. What is a reflexive pronoun? Give an example.
2. What is one healthy food you ate yesterday?
3. What food gives us energy?
4. What is the difference between 'good' and 'bad' food?

#Presentation

- I will introduce the concept of Healthy and Unhealthy Food and why it matters.
- I will present the new vocabulary, classifying each item as healthy or unhealthy and describing its effect on the body.
- I will explain and model the pronunciation of the long /i:/ sound with 'ea' and 'ee'.
- I will read the dialogue between Maya and Salma, focusing on the food choices and the reasons behind them.

- I will highlight the use of descriptive adjectives in the dialogue.

#Practice

1. Phonics Drill: Students listen and repeat words with the long /i:/ sound, then identify the spelling (ea or ee).
2. Classification Activity: Students sort pictures of food into two columns: Healthy and Unhealthy.
3. Pair work: Students discuss their favorite healthy and unhealthy foods and explain why they like them.
4. Role play: Students act out the dialogue between Maya and Salma.
5. Odd One Out: Students complete the 'Circle the odd one out' activity from the lesson.
6. Writing Practice: Students write two sentences about a healthy food and two sentences about an unhealthy food.

#Assessment

1. Fill in the Blanks: Students complete sentences describing the function of food.
2. Comprehension Questions: Students answer questions about the dialogue.
3. Quick oral quiz: The teacher says a food item and students must quickly say 'Healthy' or 'Unhealthy.'

#Evaluation

a- The lesson	The lesson was highly visual and the classification activity was effective. The phonics focus was well-integrated with the vocabulary.
b- The student	Most students mastered the food vocabulary and could correctly classify the items. Some students struggled with the difference between 'ea' and 'ee' spellings; this needs further practice.
c- The teacher	The teacher clearly demonstrated the long /i:/ sound. The teacher should ensure that the students justify their food choices in the pair work activity to encourage critical thinking.

Unit 2: Food and Health | Staying Healthy | Lesson 3 | Page 31-33

Lesson 3: Staying Healthy

#Learning Objectives

- Students will be able to identify and name key healthy habits.
- Students will be able to use the verb phrases for healthy habits in context.
- Students will be able to review and correctly use reflexive pronouns in writing.
- Students will be able to read and understand a story about taking care of oneself.

#New vocabulary

Word	Example from the Lesson
exercise	I exercise to keep my body healthy.
wash	I wash my hands before I eat.
clean	I clean my room every day.
Rest	I rest to keep my body healthy.
medicine	I take medicine when I am sick.
Sick	I stay in bed when I am sick.
tired	I need to rest when I feel tired.
better	Maya felt much better after a few days.

#New structures

Structure	Grammar Examples
Simple Present Tense (Habits)	I exercise to keep my body healthy. / She washes her hands before she eats.
Reflexive Pronouns (Review)	You must take care of yourself. / Maya learned to take care of herself.

#Warm up and revision

1. What is one healthy food and one unhealthy food?
2. What sound do the letters 'ea' and 'ee' make?
3. What is the reflexive pronoun for 'they'?
4. What do you do when you feel sick?

#Presentation

- I will introduce the topic of Staying Healthy and the importance of good habits.
- I will present the new vocabulary (healthy habits) using the pictures and the accompanying sentences.
- I will read the story 'Maya Learns to Take Care of Herself,' emphasizing the habits she follows.
- I will review the use of reflexive pronouns and the modal verb *must* in the context of self-care.

- I will model the sentence completion activity from the lesson.

#Practice

1. Sentence Completion: Students complete the sentences with the correct healthy habit word.
2. Habit Identification: Students look at pictures and say the healthy habit.
3. Pair work: Students interview each other about their healthy habits.
4. Role play: Students act out the conversation between Maya and Salma from the story.
5. Writing Practice: Students write 3 sentences about 'How you take care of yourself' using reflexive pronouns.
6. Sentence Rewriting: Students rewrite sentences with the correct reflexive pronoun.

#Assessment

1. True/False: Students answer true or false questions about healthy habits.
2. Sentence Rewriting: Students correct sentences with wrong reflexive pronouns.
3. Quick oral quiz: The teacher says a healthy habit and students must say why it is important.

#Evaluation

a- The lesson	The lesson was effective in consolidating the unit's themes of health and self-care. The story provided a good moral lesson.
b- The student	Students easily grasped the healthy habits vocabulary. The writing activity showed that most students can correctly apply reflexive pronouns.
c- The teacher	The teacher maintained a positive and encouraging atmosphere. The teacher should ensure to link the healthy habits to the food vocabulary from the previous lesson for a holistic view of health.

Unit 2: Food and Health | My Healthy Day Menu | Lesson 4 | Page 38

Lesson 4: My Healthy Day Menu

#Learning Objectives

- Students will be able to design and label a healthy meal menu.
- Students will be able to use sentence structures to describe their meal choices.
- Students will be able to categorize food items into breakfast, lunch, snacks, and drinks.
- Students will be able to present and explain their healthy choices to the class.

#New vocabulary

Word	Example from the Lesson
menu	Design a 'Healthy Day Menu' for breakfast, lunch, and snacks.
appetizers	Choose healthy appetizers for your menu.
mains	What are the mains in your healthy lunch?
desserts	Fruit salad is a healthy dessert.
snacks	Choose at least one healthy snack.
plan	Plan your meals carefully.
design	Design a menu for your healthy day.
share	Share your menu with the class.

#New structures

Structure	Grammar Examples
Describing Meals	For breakfast, I eat eggs and drink milk. / For lunch, I have chicken and rice.
Giving Reasons	My menu is healthy because it has fruit and vegetables.

#Warm up and revision

1. What are three healthy foods we learned about?
2. What is a reflexive pronoun for 'I'?
3. Why is it important to eat a healthy breakfast?
4. What do you usually eat for lunch?

#Presentation

- I will introduce the final project for the unit: Designing a Healthy Day Menu.
- I will present the new vocabulary related to menus (appetizers, mains, desserts, drinks).
- I will explain the steps of the project: planning, drawing, labeling, and writing.

- I will model how to write a sentence for each meal using the target structure.
- I will demonstrate how to explain why a menu is healthy using simple reasons.

#Practice

1. Menu Categorization: Students sort a list of food items into the correct menu categories.
2. Sentence Building: Students practice writing sentences for different meal scenarios.
3. Pair work: Students discuss their meal plans with a partner and give suggestions.
4. Project Work (Drafting): Students begin planning their menu by choosing their items.
5. Labeling Practice: Students practice labeling their chosen food items in English.
6. Peer Review: Students show their draft menu to a friend and check for correct spelling.

#Assessment

1. Menu Completion: Students complete a sample menu with appropriate healthy food items.
2. Sentence Writing: Students write one sentence for each meal based on their chosen items.
3. Quick oral quiz: The teacher asks, 'What is a healthy snack?'

#Evaluation

a- The lesson	The lesson was creative and practical, allowing students to apply everything they learned in the unit.
b- The student	Students showed great enthusiasm in designing their menus. Most were able to correctly categorize the food items.
c- The teacher	The teacher provided clear guidance for the project steps. The teacher should ensure that students focus on the health aspect.

English Lesson Preparations Unit 3: Heroes Around Us

Prepared by:
Mr Sobhy Borda

Unit 3: Heroes Around Us | What is a Hero? | Lesson 1 | Page 40-45

Lesson 1: What is a Hero?

#Learning Objectives

- Students will be able to identify and use key vocabulary related to heroes, jobs, and qualities.
- Students will be able to use sequencing words 'First' and 'Then' to describe a process.
- Students will be able to read and comprehend a story about a firefighter.
- Students will be able to write short sentences about a hero's actions in sequence.

#New vocabulary

Word	Example from the Lesson
hero	Khaled is a hero because he helps people.
brave	Firefighters are very brave.
smart	A smart person knows what to do in an emergency.
kind	A kind person helps others.
firefighter	Khaled is a firefighter.
uniform	He puts on his uniform before going to a fire.
helmet	He wears a helmet to protect his head.
truck	He drives the fire truck to the fire.

#New structures

Structure	Grammar Examples
Sequencing (First, Then)	First, he puts on his uniform. Then, he drives the fire truck.
Simple Present Tense (Job Description)	A firefighter climbs a ladder. / A firefighter works hard to keep people safe.

#Warm up and revision

1. What is a healthy food that gives you energy?
2. What is the reflexive pronoun for 'she'?
3. What is the job of a policeman?
4. What qualities do you think a hero has?

#Presentation

- I will introduce the concept of a hero and discuss different types of heroes around us.
- I will present the new vocabulary, focusing on the qualities of a hero and the job of a firefighter.
- I will explain the use of 'First' and 'Then' to show the order of events.

- I will read the story about Khaled the firefighter, pausing to highlight the sequencing words.
- I will model how to describe a simple process using 'First' and 'Then.'

#Practice

1. Sequencing Activity: Students put pictures of a firefighter's actions in the correct order and use 'First' and 'Then' to describe them.
2. Sentence Completion: Students fill in the blanks with the correct hero quality.
3. Pair work: Students take turns describing their morning routine to a partner using 'First' and 'Then.'
4. Role play: Students act out a short scene where a firefighter rescues someone, using the new vocabulary.
5. Writing Practice: Students write two sentences about someone they think is a hero, using 'First' and 'Then.'
6. Matching Activity: Students match the hero's job to their equipment.

#Assessment

- | |
|---|
| 1. Multiple Choice: Students answer questions about Khaled's job and equipment. |
| 2. True/False: Students answer true or false questions based on the reading passage. |
| 3. Quick oral quiz: The teacher says a job and students must quickly say one quality that person needs. |

#Evaluation

a- The lesson	The lesson was engaging and the story provided a clear context for the vocabulary and sequencing. The activities were effective in practicing 'First' and 'Then.'
b- The student	The students successfully identified the hero qualities and the firefighter's job. Most students demonstrated a good understanding of sequencing words.
c- The teacher	The teacher effectively modeled the use of 'First' and 'Then.' The teacher should ensure that students use the new vocabulary when describing the hero's qualities.

Unit 3: Heroes Around Us | Heroes in Our Daily Life | Lesson 2 | Page 46-49

Lesson 2: Heroes in Our Daily Life

#Learning Objectives

- Students will be able to identify and name different community helpers (doctor, police officer, teacher).
- Students will be able to describe the actions of these community helpers using the simple present tense.
- Students will be able to recognize and pronounce the Magic 'e' sound pattern.
- Students will be able to understand and act out a dialogue about a doctor's job.

#New vocabulary

Word	Example from the Lesson
helpful	The boy is helpful because he helps the old woman cross the street.
rescue	Firefighters rescue people from the fire.
teaches	My mom teaches math at school.
doctor	A doctor helps people feel better.
police officer	The police officer wears a uniform.
team	Sometimes I work with a team to make sure patients get the best care.
jobs	We all have different jobs.
policewoman	Officer Asmaa is a helpful policewoman.

#New structures

Structure	Grammar Examples
Simple Present Tense (Actions)	A doctor helps people feel better. / A police officer wears a uniform.
Adjectives for People	The boy is helpful. / Officer Asmaa is brave and helpful.

#Warm up and revision

1. What are the two sequencing words we learned yesterday?
2. What is one quality of a hero?
3. What does a firefighter do?
4. What do you wear to protect your head?

#Presentation

- I will introduce the concept of Heroes in Our Daily Life by showing pictures of different community helpers.
- I will present the new vocabulary, focusing on the verbs that describe their actions.

- I will explain and model the pronunciation of the Magic 'e' sound pattern.
- I will read the dialogue about the doctor's job, emphasizing the simple present tense verbs.
- I will read the story about Officer Asmaa, highlighting her helpful and brave actions.

#Practice

1. Phonics Drill: Students circle words with the Magic 'e' and practice saying them.
2. Unscramble: Students unscramble letters to form words with the Magic 'e' pattern.
3. Pair work: Students take turns asking and answering about the jobs of community helpers.
4. Role play: Students act out the dialogue between the Doctor and the Student.
5. Writing Practice: Students write two sentences about a hero they know, describing their job and one quality.
6. Fill in the Blanks: Students complete sentences using words from the box.

#Assessment

1. Multiple Choice: Students choose the correct answer about the doctor's job and uniform.
2. Comprehension Questions: Students answer questions about Officer Asmaa's story.
3. Quick oral quiz: The teacher says a word without the Magic 'e' and students must say the word with the Magic 'e'.

#Evaluation

a- The lesson	The lesson was informative and successfully introduced different community helpers. The Magic 'e' phonics focus was a good addition to the lesson.
b- The student	Most students mastered the new job vocabulary and could correctly identify the Magic 'e' words. The dialogue was acted out with good enthusiasm.
c- The teacher	The teacher clearly demonstrated the Magic 'e' rule. The teacher should ensure that the students use the simple present tense correctly when describing the jobs.

Unit 3: Heroes Around Us | Celebrating Our Heroes | Lesson 3 | Page 55-57

Lesson 3: Celebrating Our Heroes

#Learning Objectives

- Students will be able to identify and use vocabulary related to celebration and achievement.
- Students will be able to use the modal verb 'should' to express respect and advice.
- Students will be able to read and comprehend a story about a famous Egyptian athlete.
- Students will be able to plan a short presentation about a hero.

#New vocabulary

Word	Example from the Lesson
honor	We honor our teacher for her hard work.
respect	We should respect our parents.
event	The school event is on Thursday.
medal	The boy won a gold medal in sports.
famous	Ahmed El-Gendy is a famous Egyptian athlete.
trained	He trained every day to get ready for the event.
success	Hard work brings true success.
clapped	Everyone showed respect and clapped for him.

#New structures

Structure	Grammar Examples
Modal Verb: Should (Advice/Respect)	We should always respect our parents. / You should study hard for the test.
Simple Past Tense (Storytelling)	He won a gold medal. / Everyone clapped for him.

#Warm up and revision

1. What is the job of a doctor?
2. Give an example of a word with the Magic 'e'.
3. What does 'helpful' mean?
4. What is one way you can show respect to your teacher?

#Presentation

- I will introduce the topic of Celebrating Our Heroes and discuss the importance of honoring achievements.
- I will present the new vocabulary, focusing on words related to sports and recognition.

- I will explain the use of the modal verb 'should' for giving advice and expressing obligation.
- I will read the story about Ahmed El-Gendy, emphasizing the simple past tense verbs used in the narrative.
- I will model the steps for planning a presentation about a hero.

#Practice

1. Fill in the Blanks: Students complete sentences using the new vocabulary.
2. Reordering Sentences: Students reorder words to form correct sentences, focusing on the use of 'should.'
3. Pair work: Students discuss who they think is a hero and why, using the word 'should.'
4. Role play: Students act out a scene from the school event where Ahmed El-Gendy is honored.
5. Writing Practice: Students punctuate sentences correctly, focusing on capital letters, periods, and commas.
6. Presentation Planning (Project): Students choose a hero and write 3-4 sentences about them using unit vocabulary and 'First... Then...'

#Assessment

1. Comprehension Questions: Students answer questions about Ahmed El-Gendy's story.
2. True/False: Students answer true or false questions about the new vocabulary.
3. Quick oral quiz: The teacher says a situation and students must give advice using 'should.'

#Evaluation

a- The lesson	The lesson was a strong conclusion to the unit, tying together the themes of heroes and positive qualities. The focus on 'should' was relevant to the topic of respect.
b- The student	Students easily grasped the new vocabulary. The writing practice on punctuation showed that students need more reinforcement on the rules.
c- The teacher	The teacher effectively used the story to introduce the new concepts. The teacher should ensure that the students use 'should' correctly in their oral responses.

Unit 3 - Lesson 4: Celebrating Our Heroes

Unit 3 | Lesson 4 | Pages 55-57

#Learning Objectives

No.	Objective
1.	Identify and use new vocabulary (honor, respect, event, medal, famous, athlete, trained, clapped).
2.	Read and comprehend a short text about an Olympic hero.
3.	Use the simple past tense to talk about past actions.
4.	Use 'should' to express obligation or advice.
5.	Plan a short presentation about a hero.

#New vocabulary

Word	Part of Speech	Example from the Lesson
honor	Verb	We honor our teacher for her hard work.
respect	Verb	We should respect our parents.
event	Noun	The school event is on Thursday.
medal	Noun	The boy won a gold medal in sports.
famous	Adjective	Ahmed El-Gendy is a famous Egyptian athlete.
athlete	Noun	Ahmed El-Gendy is a famous Egyptian athlete.
trained	Verb (Past)	First, he trained every day to get ready.
clapped	Verb (Past)	Everyone showed respect and clapped for him.

#New structures (Grammar Examples)

Structure	Function	Grammar Examples
Simple Past Tense	To talk about completed actions in the past.	He won a gold medal for Egypt. He ran, swam quickly, and rode his bike.
Modal Verb: Should	To express obligation or advice.	We should respect our parents. You should eat healthy food.

#Warm up and revision (Questions only)

No.	Question
1.	What is your favorite sport?
2.	Who is a hero in your life?

3.	What did you do yesterday?
4.	What should we do to be healthy?
5.	Can you name three past tense verbs?

#Presentation

- I will introduce the lesson title: 'Celebrating Our Heroes.'
- I will present the new vocabulary words using the pictures on page 55.
- I will read the text about 'The Olympic Hero' clearly and with expression.
- I will explain the meaning of the new words and structures in context.
- I will highlight the simple past tense verbs and the use of 'should' in the text.
- I will check students' understanding of the main idea of the story.

#Practice

Activity Type	Description
Individual Work	Students answer the comprehension questions (Exercise 2, page 56) in their notebooks.
Guided Practice	Students complete the fill-in-the-blanks and T/F exercises (Exercises 3 & 4, page 56) on the board.
Pair work	Students work in pairs to complete the 'Choose the correct word' and 'Reorder the words' exercises.
Role play	Students role-play a short interview with Ahmed El-Gendy about his training and winning.
Group Discussion	Students discuss: 'What qualities make a person a hero?' and share their ideas.
Writing Task	Students complete the punctuation exercise (Exercise 7, page 57) individually.
Creative Planning	Students start planning their presentation about an Egyptian hero (Exercise 8, page 57).

#Assessment

No.	Assessment Item
1.	Written Check: Collect and mark the fill-in-the-blanks exercise (Exercise 3).
2.	Sentence Construction: Students write three sentences using the simple past tense.
3.	Quick oral quiz: Ask individual students to define a new word or use 'should'.
4.	Presentation Plan: Evaluate the students' presentation plan (Exercise 8).

#Evaluation

Item	Status
a- The lesson	The lesson objectives were mostly achieved. The reading and grammar points were clear.
b- The student	Most students showed good engagement. A few struggled with irregular verbs.
c- The teacher	The pacing was generally good. Next time, I will use more visual aids.

Review 1 - Lesson A: Units 1, 2, and 3

Review 1 | Lesson A | Page 59

#Learning Objectives

No.	Objective
1.	Recall and use key vocabulary from Units 1, 2, and 3.
2.	Demonstrate comprehension of safety and health concepts.
3.	Identify and apply the correct use of modal verbs (must/mustn't) and reflexive pronouns.
4.	Understand and sequence events using time connectors (First, Then).

#New vocabulary

Word	Part of Speech	Example from the Lesson
helmet	Noun	You must wear a helmet in the car to stay safe.
vitamins	Noun	Vegetables give us energy and vitamins.
ladder	Noun	A firefighter climbs a ladder to help people.
emergency	Noun	In an emergency, call for help right away.
unhealthy	Adjective	Yogurt, soup, and honey are not unhealthy foods.
brave	Adjective	Heroes are brave people who are not afraid.

#New structures (Grammar Examples)

Structure	Function	Grammar Examples
Must/Mustn't	To express strong obligation or prohibition.	You must wear a helmet. You mustn't wear a seat belt.
Reflexive Pronouns	To show action reflects back on the subject.	I wash myself every day.
Time Connectors	To sequence events.	First, the hero saw the smoke. Then, he put out the fire.

#Warm up and revision (Questions only)

No.	Question
1.	What should you wear when you ride a bike?
2.	What is a healthy food you like?
3.	What do you do in an emergency?

4.	What is the past tense of 'see'?
5.	What is a reflexive pronoun?

#Presentation

- I will review the main themes of Units 1, 2, and 3 (Safety, Health, and Heroes).
- I will present the key vocabulary from the review exercises.
- I will explain the difference between must and mustn't with examples.
- I will introduce the concept of reflexive pronouns (myself).
- I will demonstrate how to use time connectors (First, Then) to tell a story.

#Practice

Activity Type	Description
Individual Work	Students complete the 'Complete the sentences' exercise (Exercise 1, page 59).
Guided Practice	Students complete the 'Choose the correct answer' exercise (Exercise 2, page 59).
Pair work	Students work in pairs to choose the correct sentence in Exercise 3.
Role play	Students role-play a short dialogue about a safety rule using must/mustn't.
Sentence Building	Students write three sentences using time connectors (First, Then).
Oral Drill	Teacher gives a verb, students say the reflexive pronoun.
Quick Quiz	Students answer true/false questions about the unit content.

#Assessment

No.	Assessment Item
1.	Written Check: Mark the 'Complete the sentences' exercise (Exercise 1).
2.	Oral Fluency: Evaluate use of must/mustn't during role-play.
3.	Quick oral quiz: Ask students to define 'emergency' and 'brave'.
4.	Comprehension Check: Mark Exercise 3 to assess understanding.

#Evaluation

Item	Status
a- The lesson	The lesson objectives were met. The review was effective.
b- The student	Students demonstrated solid understanding of core vocabulary.
c- The teacher	Transition between exercises was smooth. Next time, I'll add a matching game.

Unit 4: Living with Technology - Lesson Plans

Cover Page

Prepared by: Mr Sobhy Borda

Lesson 1: What is Technology?

Unit: Unit 4

Lesson Name: What is Technology?

Lesson Number: 1

Page Number: 62

Lesson Title: Introduction to Technology Devices

#Learning Objectives

By the end of this lesson, students will be able to:

1. Identify and name common technology devices (computer, tablet, phone, robot, TV).
2. Use the conjunctions “and,” “or,” and “but” to connect ideas in sentences.
3. Apply correct punctuation rules, specifically the use of the comma before conjunctions.

#New vocabulary

No.	Word	Example from the Lesson
1.	Computer	I use the computer for schoolwork.
2.	Tablet	I have a computer and a tablet .
3.	Phone	I have a phone , but I don't have a computer at home.
4.	Robot	I like robots ; they are smart and fun.
5.	TV	I watch my favorite cartoons on the TV .

#New structures

No.	Structure	Grammar Examples
1.	Conjunction "and" (Addition)	I have a phone and a tablet.
2.	Conjunction "but" (Contrast)	I like tablets, but I don't like computers.
3.	Conjunction "or" (Choice)	Do you like robots or computers?
4.	Punctuation Rule	We put a comma before "and," "or" for listing, and before "but."

#Warm up and revision

1. What is your favorite technology device?
2. Can you name three things you can do with a phone?
3. What is the difference between a tablet and a computer?

#Presentation

- I will begin by showing flashcards of the five technology devices and saying their names.
- I will introduce the new vocabulary and check for student understanding through repetition.

- I will explain the function of the conjunctions “and,” “or,” and “but” using simple sentence examples.
- I will demonstrate the punctuation rule for using a comma before these conjunctions.
- I will read the dialogue “Samy’s Smart Start” to model the language in context.

#Practice

- Students will match the words to the correct pictures (Activity 1, Page 63).
- Students will fill in the blanks using words from the box (Activity 2, Page 63).
- Students will complete sentences using “and,” “or,” or “but” (Activity 6, Page 64).
- **Pair work:** Students will practice the dialogue from the book, focusing on intonation and pronunciation.
- **Role play:** Students will create a short conversation about choosing a new device, using “and,” “or,” and “but.”
- Students will rewrite sentences, adding commas in the correct places (Activity 8, Page 64).
- Students will write three sentences about the smart technology they have, using the target structures.

#Assessment

1. Circle the correct conjunction to complete the sentence.
2. Write a sentence using the word “robot” and the conjunction “but.”
3. **Quick oral quiz:** “I like apples, bananas, ___ oranges.” (Student must say “and”).

#Evaluation

a- The lesson was highly engaging, with students actively participating in the pair work and role play activities. b- The student demonstrated a good grasp of the new vocabulary and successfully applied the conjunctions in simple sentences. c- The teacher effectively used visual aids and provided clear, concise explanations for the grammar structures.

Lesson 2: Technology in Our Daily Life

Unit: Unit 4

Lesson Name: Technology in Our Daily Life

Lesson Number: 2

Page Number: 66

Lesson Title: Using Technology and Phonics Focus

#Learning Objectives

By the end of this lesson, students will be able to:

1. Describe various uses of technology in daily life (search, camera, apps, emails).
2. Recognize and correctly pronounce the vowel sounds /er/, /ar/, and /or/.
3. Understand and express the concept of balanced technology use.

#New vocabulary

No.	Word	Example from the Lesson
1.	Internet	I search for information on the internet .
2.	Camera	My camera takes clear photos.
3.	Apps	I use apps to learn English.
4.	Games	We play games after school.
5.	Emails	I send emails every day.

#New structures

No.	Structure	Grammar Examples
1.	Phonics /er/	computer, teacher, player, letter.
2.	Phonics /ar/	car, star, park, guitar, farmer.
3.	Phonics /or/	corn, horn, fork, short, storm.

#Warm up and revision

1. How do you send a message to a friend who is far away?
2. What is one thing you use the internet for?
3. Can you name a word that has the “ar” sound?

#Presentation

- I will start by asking students how they use technology, leading to the new vocabulary.
- I will introduce the vocabulary words and their corresponding actions (look and read, Page 66).
- I will model the sounds /er/, /ar/, and /or/ using the words provided in the Phonics Focus section.
- I will read the short passage “The Busy Player” to the class, focusing on comprehension.
- I will discuss the moral of the story: “Use technology in a balanced way.”

#Practice

- Students will choose the correct answer from a, b, or c (Activity 2, Page 66).
- Students will write T for True or F for False (Activity 3, Page 67).
- Students will fill in the missing letters using (er, ar, or) (Activity 4, Page 67).
- **Pair work:** Students will sort the words from the box into the correct phonics columns (ar, er, or) (Activity 5, Page 68).
- **Role play:** Students will act out a scene where one student is playing too many games and another suggests a healthy outdoor activity.
- Students will draw and write about their favorite app (Activity 8, Page 69).
- Students will answer comprehension questions about “The Busy Player” (Activity 6, Page 69).

#Assessment

1. Write three words that contain the /or/ sound.

2. Answer the question: “What does Omar play every day?”
3. **Quick oral quiz:** “Say a word that has the same sound as ‘car.’”

#Evaluation

a- The lesson successfully integrated phonics practice with reading comprehension and vocabulary acquisition. b- The student showed proficiency in distinguishing the three vowel sounds and describing technology use. c- The teacher managed the transition between the different activity types smoothly and ensured all students participated in the phonics drill.

Lesson 3: Using Technology Safely

Unit: Unit 4

Lesson Name: Using Technology Safely

Lesson Number: 3

Page Number: 70

Lesson Title: Online Safety and Future Tense (Will/Won't)

#Learning Objectives

By the end of this lesson, students will be able to:

1. Identify key online safety terms (password, privacy, virus, screen, keyboard).
2. Use the future tense with “will” and “won’t” to talk about future actions and promises.
3. Understand the importance of keeping personal information secret and safe online.

#New vocabulary

No.	Word	Example from the Lesson
1.	Screen	Don't look at the screen for too long.
2.	Keyboard	I type with the keyboard .
3.	Password	My password is secret.
4.	Privacy	Privacy means keeping your information safe.
5.	Virus	A virus can harm your computer.

#New structures

No.	Structure	Grammar Examples
1.	Future "will" (Plans/Promises)	I will play games after school.
2.	Future "won't" (Refusal/Non-action)	I won't share my password.
3.	Form	Will / won't + base verb.

#Warm up and revision

1. What is the most important rule for using the internet?
2. What do you use to type on a computer?
3. What is a "virus" for a computer?

#Presentation

- I will introduce the new vocabulary related to online safety using the pictures (look and read, Page 70).
- I will explain the concept of "privacy" and why a "password" must be "secret."
- I will teach the structure of the future tense using "will" and "won't" with the base verb.
- I will provide examples of future plans and promises using the target structure.

- I will read the story “The Secret Password” and discuss the consequences of sharing private information.

#Practice

- Students will choose the correct answer from a, b, or c (Activity 2, Page 71).
- Students will match the words to the meaning (Activity 4, Page 71).
- Students will fill in the blanks with “will” or “won’t” (Activity 5, Page 72).
- **Pair work:** Students will discuss and write down two things they **will** do and two things they **won’t** do tomorrow.
- **Role play:** Students will act out the dialogue between Amina and Marwa, focusing on the safety advice.
- Students will write three sentences about what they will or won’t do to stay safe online (Activity 10, Page 74).
- Students will answer comprehension questions about “The Secret Password” (Activity 7, Page 73).

#Assessment

1. Complete the sentence: “I **will** ____ (use) the keyboard to write an email.”
2. Write a sentence using “won’t” about online safety.
3. **Quick oral quiz:** “What is the opposite of ‘will’?”

#Evaluation

a- The lesson was highly effective in conveying the critical message of online safety and future planning. b- The student can correctly use “will” and “won’t” and identify the main online safety terms. c- The teacher used the reading passage as a strong moral lesson and ensured clear differentiation between “will” and “won’t.”

Lesson 4: Technology in the Future

Unit: Unit 4

Lesson Name: Technology in the Future

Lesson Number: 4

Page Number: 75

Lesson Title: Future Innovations and AI

#Learning Objectives

By the end of this lesson, students will be able to:

1. Identify and name future technology concepts (drone, smart home, virtual reality, AI).
2. Use “will” and “won’t” to make predictions about technology in the future.
3. Understand the balance between technological advancement and family values.

#New vocabulary

No.	Word	Example from the Lesson
1.	Drone	A drone can deliver packages.
2.	Smart home	My smart home turns on the lights.
3.	Virtual reality	Virtual reality lets me see a different world.
4.	AI	AI stands for Artificial Intelligence.
5.	Deliver	A drone can deliver lunch to your window.

#New structures

No.	Structure	Grammar Examples
1.	Future Predictions (will)	I will have a smart home one day.
2.	Future Predictions (won't)	Drones won't replace my family.
3.	Sentence Ordering	I will play football tomorrow.

#Warm up and revision

1. What do you think technology will be like in the year 2050?
2. Would you like a robot to deliver your food?
3. What can a smart home do for you?

#Presentation

- I will introduce the concept of future technology using the images on Page 75.
- I will explain what AI stands for and how it helps machines “think” like people.
- I will demonstrate how virtual reality works using the “big glasses” example.
- I will review the use of “will” and “won’t” for making predictions about the future.
- I will read the story “The Drone Delivery” and discuss the moral: “Technology is fast, but family is the best.”

#Practice

- Students will choose the correct word to match the description (Activity 3, Page 76).
- Students will mark sentences as True (T) or False (F) (Activity 4, Page 76).
- Students will fill in the blanks using the word box (Activity 5, Page 77).
- **Pair work:** Students will choose one future technology and tell their friend what it does and why they like it.
- **Role play:** Students will act out the dialogue between Hassan and Ahmed about AI and drones.

- Students will put words in the correct order to form future-tense sentences (Activity 7, Page 77).
- Students will punctuate sentences correctly, adding capital letters and periods (Activity 8, Page 78).
- Students will write four sentences about what technology will be like in the future.

#Assessment

1. What does AI stand for?
2. Write a sentence about a “smart home” using the word “will.”
3. **Quick oral quiz:** “A flying machine you control from the ground is a ____.” (Student must say “drone”).

#Evaluation

a- The lesson sparked great curiosity among students regarding AI and future inventions. b- The student successfully used “will” and “won’t” to express their own predictions. c- The teacher effectively linked the technological theme back to the importance of family, as highlighted in the reading.

Unit 5: Animals and Habitats - Lesson Plans

Cover Page

Prepared by: Mr Sobhy Borda

Lesson 1: Discovering Habitats

Unit: Unit 5

Lesson Name: Discovering Habitats

Lesson Number: 1

Page Number: 81

Lesson Title: Introduction to Animal Homes

#Learning Objectives

By the end of this lesson, students will be able to:

1. Identify and name different animal habitats (ocean, desert, forest, wild).
2. Distinguish between long /u:/ and short /ʊ/ vowel sounds.
3. Use adjectives to describe specific habitats and animals.

#New vocabulary

No.	Word	Example from the Lesson
1.	Habitat	A habitat is where animals live.
2.	Ocean	The ocean is big and salty.
3.	Desert	Lizards live in the desert .
4.	Forest	A forest has tall trees.
5.	Wild	Wild means animals that live in nature.

#New structures

No.	Structure	Grammar Examples
1.	Phonics /u:/ (Long)	moon, zoo, pool, food.
2.	Phonics /ʊ/ (Short)	book, foot, look, cook.
3.	Adjectives	A hot desert / A deep ocean.
4.	Describing Nouns	The word “ wild ” describes the kangaroo.

#Warm up and revision

1. Where do you live? Is it a forest or a city?
2. Can you name an animal that lives in the water?
3. What do trees need to grow in a forest?

#Presentation

- I will introduce the concept of habitats using the colorful images on Page 81.
- I will model the pronunciation of the new vocabulary: habitat, ocean, wild, desert, and forest.
- I will explain the difference between the long /u:/ and short /ʊ/ sounds using the “moon” and “book” examples.

- I will demonstrate how adjectives like “hot,” “deep,” and “tall” add detail to our descriptions of habitats.
- I will read the story “The Curious Fox” and discuss how Foxy learned that every animal has a special home.

#Practice

- Students will listen and repeat the names of the habitats (Activity 1, Page 81).
- Students will choose the correct answer from a, b, or c (Activity 3, Page 82).
- Students will read the text and answer comprehension questions (Activity 4, Page 82).
- **Pair work:** Students will practice the dialogue between Mourad and Karma about animal homes.
- **Role play:** Students will act as different animals and describe their habitats to the class.
- Students will fill in the missing letters for the phonics words (Activity 5, Page 83).
- Students will complete sentences with the correct adjective (Activity 6, Page 83).
- Students will draw a picture of a forest habitat and write three descriptive sentences.

#Assessment

1. Which habitat is big and salty?
2. Give an example of a word with a short /ʊ/ sound.
3. **Quick oral quiz:** “A place with many trees is a ____.” (Student must say “forest”).

#Evaluation

- a- The lesson effectively used visual aids to help students visualize different habitats.
 - b- The student successfully differentiated between the two “oo” sounds in the phonics section.
 - c- The teacher encouraged active participation through the “Curious Fox” story discussion.
-

Lesson 2: Describing Animals

Unit: Unit 5

Lesson Name: Describing Animals

Lesson Number: 2

Page Number: 85

Lesson Title: Animal Body Parts and Features

#Learning Objectives

By the end of this lesson, students will be able to:

1. Name various animal body parts (fur, feathers, hoof, paw, claws, tail).
2. Use descriptive adjectives (furry, sharp, soft, strong) to describe animals.
3. Understand the purpose of different body parts for animal survival.

#New vocabulary

No.	Word	Example from the Lesson
1.	Fur	A bear has thick fur .
2.	Feathers	Birds have feathers to help them fly.
3.	Hoof	A horse has hooves on its feet.
4.	Nest	A bird's home is a nest .
5.	Paw	A cat walks with its paws .
6.	Claws	A bear has sharp claws .

#New structures

No.	Structure	Grammar Examples
1.	Descriptive Adjectives	A furry bear / Sharp claws.
2.	Adjective Placement	The word “ strong ” describes the animal’s legs.
3.	Purpose of Parts	A horse uses its tail to push away flies.

#Warm up and revision

1. What does a bird use to fly?
2. Do you have fur or hair?
3. Why does a bear need sharp claws?

#Presentation

- I will use the “Listen and repeat” activity on Page 85 to introduce animal body parts.
- I will explain how different parts help animals live, such as hooves for walking and tails for protection.
- I will introduce new adjectives like “furry,” “sharp,” “soft,” and “strong” to enhance student descriptions.
- I will read the story “The Squirrel’s Home” and highlight the use of descriptive language like “bushy tail” and “cozy nest.”
- I will discuss the moral: “A safe home is a place of peace and happiness.”

#Practice

- Students will choose the correct answer for animal features (Activity 2, Page 85).
- Students will complete the text using the word box (Activity 3, Page 85).
- Students will answer comprehension questions about animal body parts (Activity 4, Page 86).
- **Pair work:** Students will play “Guess the Animal” by describing its features and habitat.

- **Role play:** Students will act out the busy squirrel gathering nuts and building its nest.
- Students will choose the correct adjective to describe different animals (Activity 5, Page 87).
- Students will complete their own “Animal Fact Card” with a picture and adjectives.
- Students will write three sentences describing a squirrel using the new vocabulary.

#Assessment

1. What does a bird build high in a tree?
2. Name two animals that have paws.
3. **Quick oral quiz:** “What does a horse use to push away flies?” (Student must say “tail”).

#Evaluation

a- The lesson was very interactive, especially during the “Guess the Animal” game. b- The student demonstrated a clear understanding of how adjectives modify nouns. c- The teacher successfully linked body parts to their functional uses in nature.

Lesson 3: What Can Animals Do?

Unit: Unit 5

Lesson Name: What Can Animals Do?

Lesson Number: 3

Page Number: 89

Lesson Title: Animal Abilities and Phonics

#Learning Objectives

By the end of this lesson, students will be able to:

1. Identify animal abilities (crawl, fly, swim, survive).
2. Use “can” and “cannot (can’t)” to express possibilities and impossibilities.
3. Distinguish between long /oʊ/ and short /aʊ/ vowel sounds.

#New vocabulary

No.	Word	Example from the Lesson
1.	Shelter	A shelter is a safe place for animals.
2.	Survive	Animals need food and water to survive .
3.	Crawl	A snake can crawl on the ground.
4.	Fly	A bird can fly in the air.
5.	Swim	A turtle can swim in the water.

#New structures

No.	Structure	Grammar Examples
1.	Ability (can)	A bird can fly.
2.	Inability (cannot/can't)	A fish cannot fly.
3.	Phonics /oʊ/ (Long)	snow, grow, window, throw.
4.	Phonics /aʊ/ (Short)	cow, owl, now, brown.

#Warm up and revision

1. Can you swim like a fish?
2. What can a bird do that a snake cannot?
3. Why do animals need a shelter?

#Presentation

- I will introduce the new vocabulary: shelter, survive, crawl, fly, and swim using Page 89.

- I will explain the meaning of “survive” as staying alive with food, water, and shelter.
- I will teach the use of “can” and “can’t” for describing animal abilities.
- I will model the long /oʊ/ and short /aʊ/ sounds using the “snow” and “cow” examples.
- I will read the story “The Helpful Owl” and discuss how the owl’s ability to fly helped it find shelter.

#Practice

- Students will complete the text using the word box (Activity 3, Page 90).
- Students will listen and circle the odd one out in the phonics drill (Activity 4, Page 90).
- Students will sort words by the sound of “ow” (Activity 5, Page 90).
- **Pair work:** Students will play “Can or Can’t?” where they guess the animal based on its abilities.
- **Role play:** Students will act out the dialogue between Noha and Maya about animal shelters.
- Students will put words in the correct order to form sentences (Activity 7, Page 91).
- Students will punctuate sentences correctly (Activity 8, Page 91).
- Students will write 3-4 sentences about a time they helped someone using “can/can’t.”

#Assessment

1. Can a snake jump?
2. What is a safe place for an animal called?
3. **Quick oral quiz:** “Say a word that has the same ‘ow’ sound as ‘now’.”

#Evaluation

- a- The lesson effectively combined grammar (can/can’t) with phonics and reading. b- The student showed great enthusiasm during the “Can or Can’t?” guessing game. c-

The teacher provided clear examples to distinguish between the two “ow” sounds.

Lesson 4: Protecting Nature

Unit: Unit 5

Lesson Name: Protecting Nature

Lesson Number: 4

Page Number: 93

Lesson Title: Conservation and Respect for Earth

#Learning Objectives

By the end of this lesson, students will be able to:

1. Understand the importance of protecting nature and animal homes.
2. Use vocabulary related to conservation (protect, share, respect).
3. Express ways to keep the environment clean for animals.

#New vocabulary

No.	Word	Example from the Lesson
1.	Nature	We should be kind to nature .
2.	Protect	We must protect animal homes.
3.	Share	We all share the Earth with animals.
4.	Respect	It is our job to respect them.
5.	Trash	We must not throw trash in the forest.

#New structures

No.	Structure	Grammar Examples
1.	Obligation (must)	We must not throw trash.
2.	Helping Verbs	We can help by cleaning up.
3.	Compound Sentences	When we protect nature, we help animals survive.

#Warm up and revision

1. Do you like to visit the park or the beach?
2. What should we do with our trash?
3. Why is it important to be kind to animals?

#Presentation

- I will introduce the vocabulary “nature” and “protect” using the images on Page 93.
- I will explain that “protecting” means keeping something safe from harm.
- I will discuss the concept of “sharing” the Earth with all living creatures.
- I will read the text “Protecting Nature” and emphasize the importance of respect.
- I will lead a discussion on practical ways students can help, such as cleaning up and not littering.

#Practice

- Students will complete the dialogue with the words in the box (Activity 2, Page 93).
- Students will read the text and answer comprehension questions (Activity 3, Page 93).
- **Pair work:** Students will discuss three things they can do to protect their local environment.
- **Role play:** Students will act out a scene of cleaning up a beach or a forest.
- Students will match the pictures to the correct conservation actions.

- Students will write a short paragraph about why they love nature.
- Students will create a “Protect Nature” poster with a slogan.
- Students will list five animals and how we can protect their homes.

#Assessment

1. Who do we share the Earth with?
2. What does “protecting” mean?
3. **Quick oral quiz:** “Should we throw trash in the ocean?” (Student must say “No”).

#Evaluation

- a- The lesson successfully instilled a sense of responsibility toward the environment.
- b- The student used the new vocabulary correctly to express conservation ideas.
- c- The teacher effectively used the reading passage to spark a meaningful classroom discussion.

Review 1 - Lesson B: Units 1, 2, and 3

Review 1 | Lesson B | Page 60

#Learning Objectives

No.	Objective
1.	Correctly spell key vocabulary words from Units 1, 2, and 3.
2.	Identify and correct errors in sentence structure and word choice.
3.	Correctly apply punctuation rules (capital letters, period, comma, question mark).
4.	Write a coherent sentence about a given topic.

#New vocabulary

Word	Part of Speech	Example from the Lesson
safety	Noun	Stop is a safety word.
meal	Noun	Breakfast is a food meal time.
hero	Noun	We must honor our heroes.
protect	Verb	A helmet protects your head.
street	Noun	We drive cars on the street.
stranger	Noun	Don't talk to a stranger.

#New structures (Grammar Examples)

Structure	Function	Grammar Examples
Sentence Correction	To identify and correct errors.	Incorrect: Vegetables give us soda. Correct: Vegetables give us vitamins.
Punctuation Rules	To use capital letters, periods, and question marks.	We must honor heroes. Is this an emergency?

#Warm up and revision (Questions only)

No.	Question
1.	How do you spell the word for a person who saves others?
2.	What is the first letter of a sentence?
3.	When do we use a question mark?
4.	What is the opposite of 'safe'?
5.	Can you give me a word that means 'food time'?

#Presentation

- I will present common spelling errors found in Exercise 4.
- I will explain the strategy for the 'Choose the correct answer' exercise.

- I will demonstrate the 'Circle the odd one out' technique.
- I will review the main punctuation rules using examples from Exercise 8.
- I will provide a model for writing a coherent sentence about safety.

#Practice

Activity Type	Description
Individual Work	Students complete Exercises 4 & 7 (page 60) for spelling practice.
Guided Practice	Students complete Exercises 5 & 6 (page 60) with teacher review.
Pair work	Students work in pairs to correct punctuation in Exercise 8.
Role play	Students role-play a conversation correcting each other's sentences.
Writing Task	Students choose a topic and write a sentence (Exercise 9).
Oral Drill	Teacher says a word, students spell it out loud.
Sentence Analysis	Students identify punctuation marks in sentences on the board.

#Assessment

No.	Assessment Item
1.	Written Check: Mark Exercises 4 & 7 for spelling accuracy.
2.	Sentence Correction: Evaluate ability to identify the odd word out.
3.	Quick oral quiz: Ask for the rule of using a comma in a list.
4.	Writing Sample: Evaluate the sentence in Exercise 9.

#Evaluation

Item	Status
a- The lesson	The lesson objectives were successfully achieved.
b- The student	Students showed improvement in spelling and punctuation.
c- The teacher	Varied activities kept students engaged. Next time, I'll add dictation.

Review 2 - Lesson A: Units 4, 5, and 6

Review 2 | Lesson A | Pages 106-107

#Learning Objectives

No.	Objective
1.	Recall and match key vocabulary from Units 4, 5, and 6.
2.	Use new vocabulary in context (sandy, furry, whisper, survive).
3.	Demonstrate reading comprehension by choosing correct sentences.
4.	Identify and categorize words by finding the 'odd one out'.

#New vocabulary

Word	Part of Speech	Example from the Lesson
Password	Noun	To protect your account, don't share your password.
Drone	Noun	A drone is a flying machine.
Fur	Noun	The desert is usually not furry.
Honest	Adjective	She told me the truth instead of lying, so she was honest.
VR	Abbreviation	VR stands for virtual reality.
Whisper	Verb	At the recess, the girl didn't whisper the homework.

#New structures (Grammar Examples)

Structure	Function	Grammar Examples
Future with 'will'	To talk about future actions.	I will play games, and I will do my homework.
Connectors: and, but	To join similar or contrasting ideas.	I will play games, and I will do my homework. I will play games but finish my homework.

#Warm up and revision (Questions only)

No.	Question
1.	What is a secret word you use to log in?
2.	What is a flying machine without a pilot?
3.	What do we call the soft hair covering animals?
4.	What is the opposite of lying?
5.	What does 'VR' stand for?

#Presentation

- I will review the main themes of Units 4, 5, and 6.
- I will present the vocabulary from the matching exercise.
- I will explain the strategy for choosing the correct answer.
- I will demonstrate the 'Circle the odd one out' technique.
- I will read the sentences in Exercise 4 and discuss connectors.

#Practice

Activity Type	Description
Individual Work	Students complete Exercise 1 (page 106) for vocabulary matching.
Guided Practice	Students complete Exercise 2 (page 106) with teacher guidance.
Pair work	Students work in pairs for the 'Circle the odd one out' exercise.
Reading Comprehension	Students complete Exercise 4 (page 107) individually.
Sentence Completion	Students complete Exercise 5 (page 107).
Role play	Students role-play a dialogue about being honest.
Oral Drill	Teacher says a word, students say its meaning.

#Assessment

No.	Assessment Item
1.	Written Check: Mark Exercise 1 for vocabulary accuracy.
2.	Oral Fluency: Evaluate justification in 'odd one out' activity.
3.	Quick oral quiz: Use 'honest' and 'password' in a sentence.
4.	Comprehension Check: Mark Exercise 4 to assess understanding.

#Evaluation

Item	Status
a- The lesson	The lesson objectives were met. Review was successful.
b- The student	Most students showed a good grasp of vocabulary.
c- The teacher	Pacing was appropriate. Next time, I'll use flashcards.

Review 2 - Lesson B: Units 4, 5, and 6

Review 2 | Lesson B | Pages 107-108

#Learning Objectives

No.	Objective
1.	Correctly rearrange letters to form key vocabulary words.
2.	Correctly use the modal verbs Can and Can't.
3.	Correctly apply punctuation rules (capital letters, period, exclamation point).
4.	Write a short paragraph about a given topic.

#New vocabulary

Word	Part of Speech	Example from the Lesson
Screen	Noun	I will use my screen to send emails.
Nest	Noun	Birds build nests with sticks and leaves.
Truth	Noun	She told me the truth instead of lying.
Computer	Noun	A computer is a part of technology.
Drone	Noun	A drone is a flying device.
Hoof	Noun	A hoof is an animal foot.

#New structures (Grammar Examples)

Structure	Function	Grammar Examples
Modal Verb: Can/Can't	To express ability or possibility.	A camel can walk in the desert. A robot can't play football.
Punctuation Rules	To use capital letters, periods, and exclamation points.	The phone is on the table. Be careful!

#Warm up and revision (Questions only)

No.	Question
1.	What is the difference between Can and Can't?
2.	What punctuation mark do we use for strong feelings?
3.	What is the correct spelling for a flying device?
4.	Can a fish walk?
5.	What is the opposite of a lie?

#Presentation

- I will present the technique for rearranging letters.
- I will explain the use of Can and Can't with animal examples.
- I will review punctuation rules, focusing on exclamation points.
- I will provide a model for the writing task about online safety.

#Practice

Activity Type	Description
Individual Work	Students complete Exercise 6 (page 108) for spelling practice.
Guided Practice	Students complete Exercise 7 (page 108) with teacher guidance.
Pair work	Students work in pairs to correct punctuation in Exercise 8.
Role play	Students role-play a dialogue asking and answering with Can.
Writing Task	Students choose a topic and write a short paragraph (Exercise 9).
Oral Drill	Teacher says an action, students say if they Can or Can't.
Sentence Analysis	Students identify Can/Can't and punctuation in sentences.

#Assessment

No.	Assessment Item
1.	Written Check: Mark Exercise 6 for spelling accuracy.
2.	Grammar Check: Evaluate correct use of Can/Can't in Exercise 7.
3.	Quick oral quiz: Give an example of a sentence with an exclamation point.
4.	Writing Sample: Evaluate the paragraph in Exercise 9.

#Evaluation

Item	Status
a- The lesson	The lesson objectives were successfully achieved.
b- The student	Students showed a good understanding of Can/Can't.
c- The teacher	Animal activity was engaging. Next time, I'll provide a writing frame.

تطبيق



مذكرات جاهزة للطباعة

لتحميل الملفات التعليمية مجاناً للمعلم والطالب

مذكرات وملازم / مراجعات وملخصات / امتحانات / كتب الوزارة /
أدلة المعلم / دفاتر التحضير / سجلات مدرسية / أوراق تأسيس

امسح الكود بموبايلك علشان تقدر تثبت التطبيق

وتقدر ف أي وقت تحمّل ال نفسك فيه ببلاش

هيغنيك عن البحث والجروبات والقنوات الكثيرة

