

Primary 4 English Lesson Plans

Unit 1: This is Where I Live

Prepared by:

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Lesson 1: My Environment

Unit Name	Lesson Name	Lesson No.	Page No.	Lesson Title
Unit 1	My Environment	1	8	This is Where I Live

Learning Objectives

- Identify and name different types of environments (city, village, oasis, river, desert).
- Compare and contrast life in a city and a village using simple descriptive sentences.
- Use the new vocabulary in meaningful sentences and context.

New Vocabulary

Word	Part of Speech	Example Sentence
environment	Noun	The environment is everything around us, like air, water, land, and animals.
building	Noun	A tall building can have many floors where people live or work.
city	Noun	People in the city live in tall buildings and travel by buses.
village	Noun	A village is a small place where people live together and farm.
oasis	Noun	In the hot desert, you can find an oasis with plants and trees.
river	Noun	The Nile River flows through Egypt.

New Structures

Structure	Grammar Point	Example Sentence
Simple Present Tense	Describing facts and general truths	A city has many tall buildings.
Simple Present Tense	Describing location and existence	A village is a small place.
Simple Present Tense	Describing activities	Villagers farm animals and know their neighbors.

Warm up and Revision

1. What is the difference between a city and a village?
2. How do you imagine living in a desert?
3. What is your favorite place to live, and why?
4. Can you name three things you see in your environment right now?
5. What is the name of the longest river in the world?

Presentation

- I will introduce the concept of different environments using visual aids.
- I will pronounce the new vocabulary words clearly and have the students repeat them.
- I will model the comparison between city and village life using the target structures.
- I will check for initial understanding by asking simple comprehension questions.
- I will write the key vocabulary and structures on the board for reference.

Practice

Activity Type	Description	Focus Skill
Individual Work	Students complete the fill-in-the-blanks exercise on page 8 using the new vocabulary.	Reading, Vocabulary
Pair Work	Students work in pairs to discuss the True/False statements about the dialogue on page 9.	Reading Comprehension, Speaking
Role Play	Students take on the roles of Maha and Salma from the dialogue and re-enact the conversation about life in the city and the village.	Speaking, Fluency
Sentence Building	Students use the new vocabulary words to create their own original sentences.	Writing, Grammar
Quick Draw	Students quickly draw a picture of a 'city' or a 'village' and label three items.	Creativity, Vocabulary

Assessment

Assessment Item	Description	Max. Score
Written Exercise	Collect and check the completed fill-in-the-blanks and True/False exercises.	5 points
Quick Oral Quiz	Ask 5 quick questions to random students about the meaning of the new words.	5 points
Observation	Monitor pair work and role-play activities for correct usage of target vocabulary.	5 points

Evaluation

a- The lesson	The lesson was well-paced and the activities were engaging. The use of visual aids was highly effective.
b- The student	The students showed good engagement with the new vocabulary. Most students successfully used the Simple Present.
c- The teacher	The teacher effectively managed the transition between activities. Clearer instructions could improve output.

Lesson 2: A Visit to the Village

Unit Name	Lesson Name	Lesson No.	Page No.	Lesson Title
Unit 1	A Visit to the Village	2	11	This is Where I Live

Learning Objectives

- Read and comprehend a short story about a visit to a village.
- Identify and correctly use the Past Simple Tense (regular and irregular verbs).
- Formulate negative sentences and questions in the Past Simple Tense.

New Vocabulary

Word	Part of Speech	Example Sentence
excited	Adjective	Ahmed and Omar were excited to visit the village.
fresh	Adjective	They smelled the colorful flowers and the fresh air.
smelled	Verb (Past)	Ahmed smelled the colorful flowers near the path.
clean	Adjective	The air in the village was clean compared to the city.
quiet	Adjective	They enjoyed the quiet streets and listened to birds singing.
bought	Verb (Past)	The sellers at the market bought fresh fruit.

New Structures

Structure	Grammar Point	Example Sentence
Past Simple (Regular)	Action completed in the past	We watched a movie last night.
Past Simple (Irregular)	Action completed in the past	I went to the market yesterday.
Past Simple (Negative)	Negating a past action	I didn't watch TV yesterday.
Past Simple (Question)	Asking about a past action	Did you go to the park last week?

Warm up and Revision

1. What did you do last weekend?
2. Did you visit a village last summer? What did you see?

3. What is the Past Simple Tense used for?
4. How do we form the negative in the Past Simple?
5. What is the past tense of 'go' and 'study'?

Presentation

- I will review the concept of time and introduce the Past Simple Tense using a timeline.
- I will explain the difference between regular verbs (adding -ed) and irregular verbs (changing form).
- I will demonstrate how to form negative sentences and questions using 'did' and the base form.
- I will read the story 'A Day in the Village' aloud, highlighting all the verbs in the past tense.
- I will write the formulas for the Past Simple Tense on the board.

Practice

Activity Type	Description	Focus Skill
Individual Work	Students complete the 'Change to past tense' exercise on page 13.	Grammar, Writing
Pair Work	Students work together to read and circle the correct past tense form on page 14.	Reading, Grammar
Role Play	Students use the role-play structure on page 12 to talk about a past visit.	Speaking, Fluency
Question Making	Students create questions for the given answers in the exercise on page 14.	Grammar, Writing
Sentence Transformation	Students correct the underlined verbs in the sentences on page 14.	Grammar, Editing
Creative Writing	Students write 4 sentences using the past tense verbs provided in the box.	Writing, Application

Assessment

Assessment Item	Description	Max. Score
Written Exercise	Collect and check the completed grammar exercises.	10 points

Quick Oral Quiz	Ask students to give the past tense of 5 irregular verbs.	5 points
Observation	Monitor the role-play for correct and spontaneous use of the Past Simple.	5 points

Evaluation

a- The lesson	The lesson successfully introduced the Past Simple Tense. The story provided a good context.
b- The student	The students grasped the concept of regular verbs quickly. Irregular verbs required more practice.
c- The teacher	The teacher used clear examples and the timeline effectively. Need more common irregular verbs.

Lesson 3: A Day at the Riverbank

Unit Name	Lesson Name	Lesson No.	Page No.	Lesson Title
Unit 1	A Day at the Riverbank	3	15	This is Where I Live

Learning Objectives

- Identify and use new vocabulary related to a river environment.
- Read and comprehend a narrative text about a trip to the riverbank.
- Answer comprehension questions based on the text.

New Vocabulary

Word	Part of Speech	Example Sentence
fisherman	Noun	Youssef saw a fisherman catching fish in the Nile.
palm trees	Noun	His grandfather showed him the green farms where they plant palm trees.
boat	Noun	Youssef and his grandfather took a small boat on the Nile.
sail	Verb/Noun	They watched the sail of the boat on the water.
riverbank	Noun	They saw children playing on the riverbank.
crops	Noun	The farmers grow many crops like vegetables and fruits near the river.

New Structures

Structure	Grammar Point	Example Sentence
Past Simple (Narrative)	Sequencing events in a story	Youssef woke up early and took a small boat.
Adjectives of Feeling	Describing emotions	Youssef was very happy because he learned many things.
Time Expressions	Indicating when an action happened	Last Friday, Youssef went on a trip.

Warm up and Revision

1. Did you go on a trip to the Nile River?
2. What did you see there?
3. What is the past tense of 'see' and 'take'?

4. What do farmers grow near the river?

5. What is a fisherman?

Presentation

- I will use pictures to introduce the new vocabulary related to the riverbank.
- I will read the text 'A Day at the Riverbank' with expression, focusing on the Past Simple verbs.
- I will explain the meaning of the new words using context clues from the story.
- I will highlight the sequence of events in the story to aid comprehension.
- I will ask guiding questions to ensure students follow the narrative.

Practice

Activity Type	Description	Focus Skill
Individual Work	Students read the text silently and underline all the new vocabulary words.	Reading, Vocabulary
Pair Work	Students ask and answer comprehension questions about the text.	Reading Comprehension, Speaking
Role Play	Students take on the roles of Youssef and his grandfather and talk about their trip.	Speaking, Fluency
Vocabulary Matching	Students match the new words with their definitions.	Vocabulary
Story Retell	Students retell the story in their own words, focusing on using the Past Simple.	Speaking, Grammar
Picture Description	Students describe the pictures on page 15 using the new vocabulary.	Speaking, Vocabulary

Assessment

Assessment Item	Description	Max. Score
Written Exercise	Students write 3 sentences summarizing the story using the Past Simple.	5 points
Quick Oral Quiz	Ask students to define 3 new vocabulary words and use them in a sentence.	5 points
Observation	Monitor the story retell activity for accurate comprehension and language use.	5 points

Evaluation

a- The lesson	The lesson was highly effective in integrating reading comprehension with vocabulary acquisition.
b- The student	The students showed strong comprehension. They were able to use the new vocabulary in context.
c- The teacher	The teacher successfully used visuals. Need more scaffolding for the summary writing task.

Lesson 4: A Letter from the Countryside

Unit Name	Lesson Name	Lesson No.	Page No.	Lesson Title
Unit 1	A Letter from the Countryside	4	18	This is Where I Live

Learning Objectives

- Identify the key components of a friendly letter (greeting, body, closing, signature).
- Write a friendly letter describing a personal experience in the countryside.
- Apply the Past Simple Tense accurately in their writing.

New Vocabulary

Word	Part of Speech	Example Sentence
countryside	Noun	I am writing this letter from the beautiful countryside.
friendly	Adjective	The people in the village are very friendly and welcoming.
peaceful	Adjective	I love the peaceful and quiet atmosphere here.
fresh air	Noun	I enjoyed breathing the fresh air every morning.
experience	Noun	This trip was a wonderful experience for me.
sincerely	Adverb	I am sincerely hoping to hear from you soon.

New Structures

Structure	Grammar Point	Example Sentence
Letter Greeting	Formal/Informal opening	Dear Salma, / Hi Omar,
Letter Closing	Formal/Informal ending	Best wishes, / See you soon,
Past Simple Review	Describing the trip	I visited my aunt last week.

Warm up and Revision

1. Have you ever written a letter to a friend?
2. What are the four main parts of a letter?
3. What is the difference between a letter and an email?
4. What is the past tense of 'write' and 'enjoy'?
5. What kind of things do you write about in a friendly letter?

Presentation

- I will show an example of a friendly letter and point out the different parts.
- I will explain the purpose of each part and the appropriate language to use.
- I will emphasize the need to use the Past Simple Tense when describing a past trip.
- I will model a few opening and closing phrases for the students.
- I will provide a simple outline for the students to follow when writing their letter.

Practice

Activity Type	Description	Focus Skill
Individual Work	Students write a draft of their friendly letter, following the structure.	Writing, Grammar
Pair Work	Students exchange their letters and check for the four main parts.	Peer Editing, Grammar
Role Play	Students pretend to be the recipient of the letter and write a short reply.	Writing, Communication
Structure Identification	Students identify the Greeting, Body, Closing, and Signature in a sample letter.	Reading, Structure
Sentence Expansion	Students take simple sentences and expand them using adjectives and adverbs.	Writing, Detail

Assessment

Assessment Item	Description
Written Exercise	Collect and grade the final friendly letter based on structure and grammar.
Quick Oral Quiz	Ask students to state a greeting and a closing for a friendly letter.
Observation	Monitor the peer-editing process for effective feedback and correction.

Evaluation

a- The lesson	The lesson was successful in teaching the letter structure. The writing activity was well-received.
b- The student	The students successfully included all parts. Most used the Past Simple correctly.
c- The teacher	The teacher provided a clear model. Need to circulate more during the writing phase.

Lesson 5: Think and Create: A Presentation

Unit Name	Lesson Name	Lesson No.	Page No.	Lesson Title
Unit 1	Think and Create	5	21	This is Where I Live

Learning Objectives

- Plan and structure a short presentation on 'What you like in the place where you live'.
- Use clear headings and simple language to communicate effectively.
- Deliver a presentation with confidence and clarity.

New Vocabulary

Word	Part of Speech	Example Sentence
presentation	Noun	We will prepare a presentation about our favorite environment.
heading	Noun	Use clear headings to organize your slides.
feedback	Noun	Give your classmates positive feedback after their talk.
clearly	Adverb	Speak clearly and slowly so everyone can understand.
rate	Verb	We will rate the presentations from 1 to 5 stars.
understand	Verb	I hope my friends will understand my ideas.

New Structures

Structure	Grammar Point	Example Sentence
Simple Present (Opinion)	Expressing preference	I like the quiet streets in my village.
Future Simple (Intention)	Stating the presentation's goal	Today, I will talk about different types of environments.
Imperatives (Instructions)	Giving advice	Speak clearly and slowly.

Warm up and Revision

1. What makes a good presentation?

2. How long should a short presentation be?
3. Why is it important to speak clearly?
4. What is one thing you like about the place where you live?
5. What does 'feedback' mean?

Presentation

- I will explain the key elements of a successful presentation.
- I will demonstrate how to use visual aids (pictures/drawings) effectively.
- I will model speaking clearly and slowly, maintaining eye contact.
- I will review the criteria for giving and receiving constructive feedback.
- I will assign groups or individual students their presentation slots.

Practice

Activity Type	Description	Focus Skill
Individual Work	Students plan their presentation, writing down their main points.	Planning, Writing
Pair Work	Students practice their presentation with a partner, focusing on clarity.	Speaking, Fluency
Role Play	Students take turns being the presenter and the audience, giving feedback.	Speaking, Listening, Feedback
Outline Creation	Students create a detailed outline of their presentation with clear headings.	Structure, Organization
Language Rehearsal	Students rehearse their opening and closing statements.	Speaking, Grammar
Q&A Simulation	The teacher or a partner asks the student a question about their topic.	Speaking, Comprehension

Assessment

Assessment Item	Description	Max. Score
Presentation Delivery	Grade the student's presentation based on clarity and structure.	10 points
Quick Oral Quiz	Ask the student one question about their planning process.	5 points
Observation	Monitor the quality of the feedback students give to their peers.	5 points

Evaluation

a- The lesson	The lesson was highly successful in developing speaking and planning skills.
b- The student	The students showed significant improvement in speaking clearly. Most used clear headings.
c- The teacher	The teacher provided excellent guidance. Need to ensure audience remains focused.

Quick Review Lesson Plan

Unit Name	Lesson Name	Lesson No.	Page No.	Lesson Title
Unit 1	Quick Review	6	22	This is Where I Live (Review)

Learning Objectives

- Review and consolidate all key vocabulary from Unit 1.
- Demonstrate mastery of the Past Simple Tense (regular and irregular verbs).
- Identify and use words with silent letters.

New Vocabulary

Word	Part of Speech	Example Sentence
desert	Noun	The desert is a very hot and dry environment.
crops	Noun	Farmers plant crops in the green fields.
village	Noun	My family moved to a new village last year.
city	Noun	We visited a big city last month.
river	Noun	The river flowed slowly yesterday.
oasis	Noun	We found an oasis in the desert.

New Structures

Structure	Grammar Point	Example Sentence
Past Simple (Review)	All forms of the Past Simple	We walked to the park yesterday.
Silent Letters	Words with unpronounced letters	He knocked on the door. (The 'k' is silent)
Adjectives	Describing nouns	She bought a new bag.

Warm up and Revision

1. What is the Past Simple Tense used for?
2. Give me three irregular verbs and their past tense forms.
3. What is a silent letter? Give an example.
4. Name five vocabulary words from Unit 1.
5. How do you form a question in the Past Simple?

Presentation

- I will lead a quick review of the Unit 1 vocabulary using flashcards or pictures.
- I will briefly re-explain the rules for the Past Simple Tense.
- I will introduce the concept of silent letters using the examples from the review section.
- I will model the correct pronunciation of the silent letter words.
- I will write the key grammar rules on the board one last time.

Practice

Activity Type	Description	Focus Skill
Individual Work	Students complete the fill-in-the-blanks exercise using correct past tense.	Grammar, Writing
Pair Work	Students work in pairs to describe pictures using Unit 1 vocabulary.	Speaking, Vocabulary
Role Play	Students take turns saying a word with a silent letter, partner identifies it.	Speaking, Pronunciation
Sentence Writing	Students write 4 sentences using silent letter words and adjectives.	Writing, Application
Picture Matching	Students match the pictures on page 22 with the correct environment word.	Vocabulary, Reading

Assessment

Assessment Item	Description
Written Exercise	Collect and check the completed fill-in-the-blanks and the 4-sentence writing task.
Quick Oral Quiz	Ask students to use 3 silent letter words in sentences.
Observation	Monitor pair work for correct vocabulary and grammar usage.

Evaluation

a- The lesson	The review was comprehensive and covered all key areas of the unit.
b- The student	The students demonstrated strong retention of the Unit 1 vocabulary.
c- The teacher	The teacher successfully consolidated the unit's content. Pacing was excellent.

Primary 4 English Lesson Plans

Unit 2: Our World, Our Responsibility

Prepared by:

Mr Sobhy Borda

Page

Lesson 1: A Guide to Protecting Our Planet

Unit Name	Lesson Name	Lesson No.	Page No.	Lesson Title
Unit 2	A Guide to Protecting Our Planet	1	25	Our World, Our Responsibility

Learning Objectives

- Identify and define the three R's: Reduce, Reuse, Recycle.
- Understand the importance of protecting the planet.
- Use the new vocabulary in simple sentences and instructions.

New Vocabulary

Word	Part of Speech	Example Sentence
recycle	Verb	We should recycle plastic bottles instead of throwing them away.
reduce	Verb	We need to reduce the amount of waste we make every day.
reuse	Verb	Reuse means using things again, like refilling a bottle instead of throwing it away.
planet	Noun	We must keep our planet clean and safe.
apply	Verb	You should apply what you learned to keep your planet clean.
protect	Verb	To protect our environment, we must take care of nature and animals.

New Structures

Structure	Grammar Point	Example Sentence
Imperatives	Giving instructions or commands	Turn off the light when you leave the room.
Simple Present Tense	Stating facts about the environment	The 3Rs stand for Reduce, Reuse, and Recycle.
Modal Verb (Should)	Giving advice or recommendation	We should save water and electricity.

Warm up and Revision

1. What do you know about recycling?
2. Why is it important to protect our planet?
3. What are the three R's?
4. Can you name one thing you can recycle at home?
5. What does 'reduce' mean?

Presentation

- I will introduce the unit theme 'Our World, Our Responsibility' using engaging pictures of nature and pollution.
- I will explain the concept of the 3Rs (Reduce, Reuse, Recycle) using simple definitions and actions.
- I will model the correct pronunciation of the new vocabulary words.
- I will read the dialogue 'Caring for Our Planet' aloud, highlighting the key vocabulary.
- I will write the three R's and their meanings on the board for visual reference.

Practice

Activity Type	Description	Focus Skill
Individual Work	Students complete the fill-in-the-blanks and the True/False exercises on page 25 and 26.	Reading, Vocabulary
Pair Work	Students work in pairs to discuss and answer the comprehension questions on page 26.	Reading Comprehension, Speaking
Role Play	Students take on the roles of the Teacher and Students from the dialogue and re-enact the conversation about the 3Rs.	Speaking, Fluency
Matching	Students match the new vocabulary words with their definitions (e.g., 'Reuse' with 'Using something again').	Vocabulary
Poster Design	Students quickly draw a small poster for one of the 3Rs, including a simple	Creativity, Application

	slogan.	
Sentence Building	Students write three sentences using the modal verb 'should' to give advice on protecting the planet.	Writing, Grammar

Assessment

Assessment Item	Description	Max. Score
Written Exercise	Collect and check the completed fill-in-the-blanks and True/False exercises.	5 points
Quick Oral Quiz	Ask 5 random students to define one of the 3Rs and give an example.	5 points
Observation	Monitor pair work for correct usage of target vocabulary and structures.	5 points

Evaluation

a- The lesson	The lesson was highly relevant and engaging. The students quickly grasped the concept of the 3Rs. The use of the dialogue provided a good context for the new words.
b- The student	The students showed strong enthusiasm for the topic. Most students successfully identified and defined the new vocabulary. A few students confused 'reduce' and 'reuse'.
c- The teacher	The teacher effectively used the dialogue to introduce the topic. The pace was appropriate. The teacher needs to prepare a quick visual aid to differentiate between 'reduce' and 'reuse' for the next session.

Lesson 2: Conjunctions

Unit Name	Lesson Name	Lesson No.	Page No.	Lesson Title
Unit 2	Conjunctions	2	29	Our World, Our Responsibility

Learning Objectives

- Identify and use the conjunctions and, but, or, so, because, nor.
- Understand the function of each conjunction (addition, contrast, choice, result, reason, negative addition).
- Join two simple sentences into one complex sentence using the correct conjunction.

New Vocabulary

Word	Part of Speech	Example Sentence
conjunction	Noun	A conjunction is a word that joins parts of a sentence together.
smoothly	Adverb	Conjunctions help ideas flow smoothly in a sentence.
result	Noun	'So' shows a result: We sort the waste, so our neighborhood stays clean.
reason	Noun	'Because' shows a reason: We recycle paper because it helps save trees.
plastic	Noun	We don't burn plastic, nor do we throw it on the ground.
negative	Adjective	'Nor' adds a second negative idea.

New Structures

Structure	Grammar Point	Example Sentence
Conjunction: and	Adds information	I like apples and bananas.
Conjunction: but	Shows contrast	I wanted to play, but it was raining.
Conjunction: or	Shows choice	You can have pizza or pasta for lunch.
Conjunction: so	Shows result	She studied hard, so she passed the test.
Conjunction: because	Shows reason	We stayed home because it was too hot.
Conjunction: nor	Adds a second negative	He doesn't like apples, nor

		does he like bananas.
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Warm up and Revision

1. What is the job of a conjunction?
2. Which conjunction do we use to show a choice?
3. Which conjunction do we use to show a result?
4. How is 'nor' different from 'and'?
5. Give me two simple sentences.

Presentation

- I will define conjunctions and their role in connecting ideas.
- I will present each conjunction individually, explaining its function and providing clear examples.
- I will use color-coded examples on the board to visually separate the two clauses and the conjunction.
- I will model how to join two simple sentences into one complex sentence using the appropriate conjunction.
- I will emphasize the difference between 'so' (result) and 'because' (reason).

Practice

Activity Type	Description	Focus Skill
Individual Work	Students complete the 'Choose the correct answer' and 'Fill in the blanks' exercises on pages 29 and 30.	Grammar, Reading
Pair Work	Students work together to complete the 'Join the sentences' exercise on page 30 using the correct conjunction.	Grammar, Writing
Role Play	Students create short dialogues where they must use at least three different conjunctions to express their ideas.	Speaking, Fluency
Sentence Dissection	Students read sentences and circle the conjunction,	Reading, Grammar

	then state its function (e.g., 'contrast').	
Creative Writing	Students write one sentence for each of the five main conjunctions (because, or, so, and, nor).	Writing, Application
Conjunction Chain	The first student says a sentence, and the next student must add a clause using a conjunction (e.g., 'I like cats, but I don't like dogs.').	Speaking, Spontaneity

Assessment

Assessment Item	Description	Max. Score
Written Exercise	Collect and check the completed 'Join the sentences' exercise for accuracy.	10 points
Quick Oral Quiz	Ask students to use a specific conjunction (e.g., 'so') in a sentence.	5 points
Observation	Monitor pair work for correct and meaningful use of conjunctions.	5 points

Evaluation

a- The lesson	The lesson was successful in clarifying the function of each conjunction. The activities provided ample practice in joining sentences. The concept of 'nor' was the most challenging for students.
b- The student	The students showed good understanding of 'and', 'but', 'or', and 'because'. They were able to apply 'so' correctly to show result. More practice is needed for 'nor'.
c- The teacher	The teacher used clear visual aids and examples. The pacing was good. The teacher needs to create a supplementary activity focusing solely on the correct usage of 'nor' for the next review session.

Lesson 3: Saving Resources and Pronunciation

Unit Name	Lesson Name	Lesson No.	Page No.	Lesson Title
Unit 2	Saving Resources	3	31	Our World, Our Responsibility

Learning Objectives

- Understand the importance of saving resources like water and electricity.
- Use the modal verbs should and shouldn't to give advice.
- Identify and correctly pronounce R-controlled words (ar, or, er, ir, ur).

New Vocabulary

Word	Part of Speech	Example Sentence
resources	Noun	Our Earth gives us many important resources like water and electricity.
wisely	Adverb	We need to use them wisely so they don't run out.
electricity	Noun	We can save electricity by switching off lights.
waste	Verb	We should never waste water or electricity.
run out	Phrasal Verb	We must use resources wisely so they don't run out.
healthy	Adjective	We help the planet stay clean and healthy for everyone.

New Structures

Structure	Grammar Point	Example Sentence
Modal Verb: should	Giving positive advice	We should turn off the tap while brushing teeth.
Modal Verb: shouldn't	Giving negative advice	We shouldn't leave the lights on when no one is in the room.
R-Controlled Vowels	Pronunciation focus	The letter r changes the sound of the vowel before it.

Warm up and Revision

1. What things do we use every day that come from the Earth?
2. Why do you think it's important to save water and electricity?

3. What is a modal verb?
4. What is an R-controlled word?
5. What is the opposite of 'wisely'?

Presentation

- I will lead a discussion on the importance of saving resources, using the text 'Small Actions Make a Big Difference.'
- I will introduce the modal verbs should and shouldn't and model their use for giving advice.
- I will then focus on the pronunciation point: R-controlled words.
- I will explain how the 'r' changes the vowel sound and use the examples (ar, or, er, ir, ur) from the book.
- I will model the correct pronunciation of the words and have the students repeat them.

Practice

Activity Type	Description	Focus Skill
Individual Work	Students complete the True/False exercise on page 31 and the comprehension questions on page 32.	Reading, Vocabulary
Pair Work	Students work in pairs to give each other advice on saving resources using should and shouldn't.	Speaking, Grammar
Role Play	Students take turns reading the R-controlled words on page 33, and their partner corrects their pronunciation.	Speaking, Pronunciation
Sorting Activity	Students sort the words from the box on page 33 into the correct R-controlled categories (ar, or, er, ir, ur).	Pronunciation, Writing
Creative Writing	Students write 4 sentences using R-controlled words and the modal verb should.	Writing, Application
Debate	Students debate the question: 'Is it the government's or the individual's responsibility to save resources?' (Simple	Speaking, Critical Thinking

	sentences only).	
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Assessment

Assessment Item	Description	Max. Score
Written Exercise	Collect and check the 4 sentences using R-controlled words and should.	5 points
Quick Oral Quiz	Ask students to pronounce 5 R-controlled words correctly.	5 points
Observation	Monitor the pair work for correct use of should/shouldn't and the reading for fluency.	5 points

Evaluation

a- The lesson	The lesson successfully combined a relevant topic with a key grammar and pronunciation point. The sorting activity was very effective for the R-controlled words.
b- The student	The students showed excellent understanding of should/shouldn't. Pronunciation of R-controlled words improved significantly after the sorting activity.
c- The teacher	The teacher managed the transition between the reading, grammar, and pronunciation sections well. The teacher needs to ensure all students participate in the oral pronunciation practice.

Lesson 4: Saving Our Planet Earth (Writing an Email)

Unit Name	Lesson Name	Lesson No.	Page No.	Lesson Title
Unit 2	Saving Our Planet Earth	4	34	Our World, Our Responsibility

Learning Objectives

- Identify the structure of a simple friendly email (To, Subject, Greeting, Body, Closing).
- Write an email to a friend/teacher about the importance of protecting the planet.
- Use unit vocabulary and previously learned structures (modals, conjunctions) correctly in their writing.

New Vocabulary

Word	Part of Speech	Example Sentence
email	Noun	I will write an email to my teacher explaining what I learned.
subject	Noun	The subject line tells the reader what the email is about.
greet	Verb	We should greet our friend politely at the start of the email.
hurt	Verb	We must never hurt animals or plants.
scare	Verb	We must never scare them.
soil	Noun	Plants need clean soil to grow strong.

New Structures

Structure	Grammar Point	Example Sentence
Email Structure	Subject line	Subject: Taking Care of Animals and Plants
Modal Verb: must	Expressing necessity	We must never hurt them or scare them.
Modal Verb: should	Giving advice	We should always be kind to animals and give them food.

Warm up and Revision

1. What is the first thing you write in an email?

2. What is the purpose of the subject line?
3. What are two good ways to start a friendly email?
4. What is one piece of advice you would give a friend about saving water?
5. What is the difference between a letter and an email?

Presentation

- I will display the sample email on page 34 and clearly label the five parts (Title, Greet, Introduction, Body details, Conclusion, Closing).
- I will explain that the body of the email should focus on the unit's theme: protecting the planet.
- I will model how to use the vocabulary from the box on page 35 (reuse, reduce, recycle, planet, litter, pollution, animals, energy, electricity, trees) in the email body.
- I will provide a checklist for students to use when writing and reviewing their emails.
- I will emphasize the importance of a clear and concise subject line.

Practice

Activity Type	Description	Focus Skill
Individual Work	Students write a draft of their email to their teacher (page 35), ensuring all structural parts are included and using at least 5 words from the box.	Writing, Structure
Pair Work	Students exchange their emails and check for the correct use of the email structure and unit vocabulary.	Peer Editing, Vocabulary
Role Play	Students read their email aloud to their partner, practicing a clear and friendly tone.	Speaking, Fluency
Subject Line Brainstorm	Students brainstorm and write five different subject lines for an email about protecting the planet.	Writing, Creativity
Advice List	Students write a list of five pieces of advice for their friend to 'go green,' using should or must.	Writing, Application
Vocabulary Check	Students underline the 5	Reading, Vocabulary

	words from the box they used in their email.	
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Assessment

Assessment Item	Description	Max. Score
Written Exercise	Collect and grade the final email based on structure, content (advice), and use of unit vocabulary (at least 5 words).	10 points
Quick Oral Quiz	Ask students to state the subject line and greeting of their email.	5 points
Observation	Monitor the pair work for effective peer editing and feedback.	5 points

Evaluation

a- The lesson	The lesson successfully taught the structure of a friendly email. The integration of previous vocabulary and grammar points was effective.
b- The student	The students were able to follow the email structure well. Most students successfully integrated the required vocabulary. Some students need to make their subject lines more specific.
c- The teacher	The teacher provided a clear model and checklist. The teacher needs to emphasize the difference between a formal and informal closing in the next session.

Lesson 5: Think and Create: A Brochure About Going Green

Unit Name	Lesson Name	Lesson No.	Page No.	Lesson Title
Unit 2	Think and Create: A Brochure	5	36	Our World, Our Responsibility

Learning Objectives

- Plan and design a simple brochure to inform others about environmental protection.
- Use clear, concise language and imperatives to convey information.
- Collaborate in a group to produce a final product.

New Vocabulary

Word	Part of Speech	Example Sentence
brochure	Noun	We will create a brochure to help people go green.
design	Verb	We need to design the brochure to be attractive.
concise	Adjective	The language in a brochure should be clear and concise.
slogan	Noun	Our slogan for the brochure is 'Save Water, Save Life.'
fold	Verb	We will fold the paper into three parts for the brochure.
visual	Adjective	Use bright colors and visual aids in your brochure.

New Structures

Structure	Grammar Point	Example Sentence
Imperatives (Review)	Giving direct instructions	Recycle your plastic bottles!
Simple Present (Facts)	Stating environmental facts	Water is a precious resource.
Exclamatory Sentences	Expressing urgency	Don't waste electricity!

Warm up and Revision

1. What is a brochure used for?
2. What are the most important things to include in a brochure?
3. What is a good slogan for saving the planet?

4. What is the difference between a brochure and a book?

5. Give me three instructions using the imperative form.

Presentation

- I will show examples of simple brochures and explain their purpose and layout (e.g., three-fold design).
- I will explain the three suggested sections from the book (3 Rs, Save Our Resources, Help Plants and Animals).
- I will emphasize the use of short, punchy sentences and strong imperatives (e.g., 'Recycle!', 'Save!').
- I will model how to use the unit's vocabulary and grammar (3Rs, conjunctions, should/shouldn't) in a brochure format.
- I will divide the students into groups and assign roles (writer, designer, researcher).
- I will provide materials (paper, colored pencils) and set a clear time limit for the planning and creation phases.

Practice

Activity Type	Description	Focus Skill
Group Work	Groups plan the content and layout of their brochure, deciding on the three main sections.	Planning, Collaboration
Individual Work	Students in the group write the text for their assigned section, focusing on concise language.	Writing, Conciseness
Role Play	Groups present their finished brochure to the class, explaining the design and content.	Speaking, Presentation
Slogan Creation	Groups brainstorm and select the best slogan for their brochure's cover.	Creativity, Vocabulary
Peer Review	Groups exchange brochures and give feedback on clarity, visual appeal, and use of imperatives.	Peer Editing, Design
Imperative List	Each group writes a list of 10 imperatives that could be used in a 'Go Green' brochure.	Writing, Grammar

Assessment

Assessment Item	Description	Max. Score
Group Project	Grade the final brochure based on content, design, clarity, and use of unit language.	10 points
Quick Oral Quiz	Ask each group to explain the meaning of their chosen slogan.	5 points
Observation	Monitor group collaboration and individual contribution to the project.	5 points

Evaluation

a- The lesson	The project-based lesson was highly motivating and allowed for creative application of the unit's content. The group work was productive.
b- The student	The students demonstrated excellent collaboration skills. They successfully used imperatives and concise language. The final products were visually appealing and informative.
c- The teacher	The teacher effectively managed the group dynamics and provided necessary materials. The time management for the design phase needs to be tighter in future sessions.

English Lesson Plans

Unit 3, Review 1, & Unit 4 Lesson Plans

Prepared by:

Mr Sobhy Borda

Unit 3 - What's in the Package?

Lesson Number: 1 | Page Number: 40 | Lesson Title: Sharing with Families

#Learning Objectives

- Students will be able to identify and use vocabulary related to community service.
- Students will be able to describe actions in the past using regular and irregular verbs.
- Students will understand the importance of helping others in their neighborhood.

#New Vocabulary

Word	Example from the Lesson
Neighborhood	Kareem and Fatma prepared food packages for the poor people in their neighborhood.
Food packages	The volunteers carried food packages filled with rice, beans, and canned food.
Elderly	My brother helps the elderly lady who lives next door.
Climb the stairs	Kareem helped an elderly lady climb the stairs to her home.
Promise	Kareem and Fatma enjoyed the day and promised to do it again.

#New Structures

- Past Simple Tense (Regular & Irregular Verbs)
- Example: Two weeks ago, Kareem and Fatma prepared food packages.
- Example: They went to the market with their mother.
- Example: Kareem chose a kilo of bananas.

#Warm up and Revision

1. Did you help an elderly person before?
2. How did you feel when you helped someone in need?
3. What are some things we can give to poor people?

#Presentation

- I start by showing pictures of people helping each other and ask students what they see.

- I introduce the new vocabulary using flashcards and real-life examples.
- I read the story 'A Day of Helping Others' aloud, emphasizing the past tense verbs.
- I explain how to form the past simple tense for regular and irregular verbs.
- I discuss the moral of the story: the importance of kindness and community work.

#Practice

- Students will read the text again and identify all past tense verbs.
- Students will complete the 'True or False' activity based on the reading passage.
- Students will fill in the blanks using the new vocabulary words.
- Pair work: Students will ask each other about a time they helped someone using the past tense.
- Role play: Students will act out a scene where one person is helping an elderly neighbor with grocery bags.
- Students will write three sentences about what they did last weekend to help their families.

#Assessment

- Students will answer comprehension questions about the story of Kareem and Fatma.
- Students will transform a set of present tense sentences into the past tense.
- Quick oral quiz: I will say a verb in the present, and students must provide the past form (e.g., 'go' -> 'went').

#Evaluation

a- The lesson: The lesson was successful in engaging students with the theme of community service and the target grammar.

b- The student: The students showed a good understanding of the past simple tense and used the new vocabulary correctly in context.

c- The teacher: The teacher facilitated the discussion effectively and encouraged all students to participate in the role play and speaking activities.

Unit 3 - What's in the Package?

Lesson Number: 2 | Page Number: 43 | Lesson Title: Shopping for a Picnic

#Learning Objectives

- Students will be able to distinguish between countable and uncountable nouns.
- Students will be able to use partitive expressions (a carton of, a bar of, etc.) correctly.
- Students will be able to prepare a shopping list for a picnic.

#New Vocabulary

Word	Example from the Lesson
Carton of milk	We bought a carton of milk for tea.
Bar of chocolate	My mother chose a bar of chocolate for dessert.
Pack of biscuits	We packed a big pack of biscuits because my cousins love them.
Bottle of juice	We took a bottle of orange juice for the picnic.
Piece of cheese	I ate a piece of cheese for each sandwich.

#New Structures

- Countable and Uncountable Nouns
- Example: I have an apple and two chairs. (Countable)
- Example: Can I have some water, please? (Uncountable)
- Partitive Expressions
- Example: I bought a carton of milk from the store.
- Example: He ate a slice of bread.

#Warm up and Revision

4. What is your favorite food for a picnic?
5. Can you name three things you can count?
6. Can you name three things you cannot count?

#Presentation

- I bring real items (a bottle of water, a pack of biscuits, an apple) to demonstrate countable vs. uncountable.

- I explain that we use 'a/an' or numbers with countable nouns but not with uncountable ones.
- I introduce partitive expressions as a way to 'measure' uncountable nouns.
- I read the dialog between Noura and Laila about preparing for a picnic.
- I model how to write a shopping list using the new structures.

#Practice

- Students will categorize a list of food items into 'Countable' and 'Uncountable' columns.
- Students will complete sentences using 'a', 'an', or 'some'.
- Students will match partitive expressions with the correct food items (e.g., 'a bar of' -> 'chocolate').
- Pair work: Students will create their own picnic shopping list and share it with a partner.
- Role play: Students will simulate a shopping scene where one is the grocer and the other is the customer.
- Students will solve the 'Read and guess the word' riddles from the book.

#Assessment

- Students will circle the correct answer in multiple-choice questions about noun types.
- Students will correct sentences that use 'a/an' incorrectly with uncountable nouns.
- Quick oral quiz: I will name a food item, and students must say 'Countable' or 'Uncountable'.

#Evaluation

a- The lesson: The lesson effectively used realia to clarify the difference between countable and uncountable nouns.

b- The student: The students were able to use partitive expressions accurately in their shopping lists and exercises.

c- The teacher: The teacher provided clear examples and managed the role-play activity well, ensuring all students participated.

Unit 3 - What's in the Package?

Lesson Number: 3 | Page Number: 47 | Lesson Title: A School Picnic / Pronunciation

#Learning Objectives

- Students will be able to identify and pronounce words with silent letters 'b' and 'w'.
- Students will be able to describe a school event using the past tense.
- Students will practice sharing and teamwork.

#New Vocabulary

Word	Example from the Lesson
Share	Families brought baskets to share.
Healthy lunch	My teacher asked my group to set up a healthy lunch.
Arranged	We arranged vegetables and fruits first.
Dessert	Our class captain opened a pack of biscuits for dessert.
Leftovers	Leftovers were packed into food packages for neighbors.

#New Structures

- Pronunciation: Silent Letters (b, w)
- Example (Silent b): The plumber fixed the sink. (lamb, thumb, comb, climb)
- Example (Silent w): Please write your name. (wrong, wrist, wrap, wreck)

#Warm up and Revision

7. What can you do to prepare for a school picnic?
8. Can you remember any words from the last lesson that we use for packaging?
9. How do we help our neighbors after a party?

#Presentation

- I write words like 'climb' and 'write' on the board and ask students to pronounce them.
- I explain the rules for silent 'b' (after 'm' at the end) and silent 'w' (before 'r' at the beginning).
- I read the text 'Azhar Park' and highlight the theme of sharing and community.

- I demonstrate the pronunciation of all silent letter words in the lesson.
- I discuss the sequence of events in the school picnic story.

#Practice

- Students will sort a list of words into 'Silent b' and 'Silent w' categories.
- Students will complete the 'True or False' activity for the Azhar Park text.
- Students will rearrange words to make correct sentences about the picnic.
- Pair work: Students will practice saying the silent letter words to each other.
- Role play: Students will act out the scene of arranging the picnic food and sharing it.
- Students will fill in missing letters in words like 'lam_', 'com_', and '_rite'.

#Assessment

- Students will identify the silent letter in a given list of words.
- Students will write three sentences using words with silent letters.
- Quick oral quiz: I will say a word, and students must tell me if it has a silent 'b' or 'w'.

#Evaluation

a- The lesson: The lesson successfully integrated pronunciation practice with reading comprehension and theme discussion.

b- The student: The students improved their pronunciation of challenging words with silent letters and understood the story's message.

c- The teacher: The teacher used effective drills and visual aids to reinforce the phonics rules and managed the activities efficiently.

Unit 3 - What's in the Package?

Lesson Number: 4 | Page Number: 51 | Lesson Title: Reem Helps her Mom

#Learning Objectives

- Students will be able to write a narrative paragraph with a clear beginning, middle, and end.
- Students will be able to use sequence adverbs (First, Then, After that, Finally).
- Students will understand the importance of cleanliness and responsibility.

#New Vocabulary

Word	Example from the Lesson
Carefully	Reem washed her hands carefully.
Cleanliness	Her mother explained the importance of cleanliness.
Proudly	Reem held the plate proudly.
Responsible	Her mother was happy to see her being responsible.
Delicious	They helped create a delicious meal.

#New Structures

- Narrative Structure (Beginning, Middle, Ending)
- Example (Beginning): Last week, Reem helped her mother in the kitchen.
- Example (Middle): First, she washed her hands. Then, she placed the bread...
- Example (Ending): Her mother was happy... Reem felt happy.

#Warm up and Revision

10. Do you help your mom in the kitchen? What do you do?
11. What are the steps to make a sandwich?
12. Why is it important to wash our hands before cooking?

#Presentation

- I explain the three parts of a story: Beginning (Who, When, Where), Middle (What happened), and Ending (How it finished, Feelings).

- I introduce sequence adverbs to help organize the 'Middle' part of the story.
- I read the story 'Helping Mom' and analyze its structure with the students.
- I emphasize the use of the past tense in narrative writing.
- I discuss the value of being responsible at home.

#Practice

- Students will answer comprehension questions about Reem's story.
- Students will fill in the blanks in a narrative paragraph using the correct past tense forms.
- Students will identify the Beginning, Middle, and Ending of a short text.
- Pair work: Students will tell their partner about a day they helped their father.
- Role play: Students will act out the steps of making a healthy salad.
- Students will write a short narrative paragraph about a special day using the provided tips.

#Assessment

- Students will write a 4-5 sentence paragraph about helping a family member.
- Students will correctly order a scrambled narrative paragraph.
- Quick oral quiz: I will ask 'What happened in the beginning of Reem's story?' and 'How did it end?'.

#Evaluation

a- The lesson: The lesson provided a clear and practical framework for students to start writing their own narratives.

b- The student: The students successfully used sequence adverbs to organize their ideas and demonstrated understanding of the narrative structure.

c- The teacher: The teacher gave constructive feedback on the students' writing drafts and ensured the writing task was manageable.

Unit 3 - What's in the Package?

Lesson Number: 5 | Page Number: 53 | Lesson Title: Think and Create: A Poster / Quick Review

#Learning Objectives

- Students will be able to create a poster to communicate ideas visually and textually.
- Students will review the vocabulary and grammar of Unit 3.
- Students will collaborate in groups to brainstorm ways to help others.

#New Vocabulary

Word	Example from the Lesson
Poster	Work in groups to make a poster about ways to help others.
Brainstorm	Let's brainstorm ideas for our poster.
Collaborate	We need to collaborate to finish the project.
Visuals	Use pictures and visuals to make your poster attractive.
Title	Your poster should include a clear title.

#New Structures

- Review of Unit 3 Structures (Past Simple, Countable/Uncountable Nouns, Partitive Expressions)
- Example: We helped the elderly. (Past Simple)
- Example: I have a pack of biscuits. (Packaging/Countable)

#Warm up and Revision

13. What are some ways we can help people in our community?
14. What makes a poster look good?
15. Can you remember five new words from this unit?

#Presentation

- I show examples of effective posters and discuss their elements (Title, Pictures, Short text).

- I explain the project: creating a poster about 'How to Help Others'.
- I review the key vocabulary and grammar points from the entire unit using the Quick Review section.
- I divide the class into small groups and assign roles.
- I provide the necessary materials (paper, markers, glue).

#Practice

- Students will brainstorm 3-4 ideas for their poster in their groups.
- Students will sketch a layout for their poster.
- Students will write short, clear sentences for each idea on the poster.
- Pair work: Groups will exchange posters and give one positive comment to each other.
- Role play: Each group will present their poster to the class as if they are giving a speech.
- Students will complete the 'Quick Review' activities in the book to consolidate learning.

#Assessment

- The final poster will be assessed based on clarity, creativity, and correct use of language.
- Students will complete a unit review quiz covering vocabulary and grammar.
- Quick oral quiz: I will ask students to name one thing they learned in Unit 3.

#Evaluation

a- The lesson: The lesson successfully served as a comprehensive review and a creative project-based learning activity.

b- The student: The students demonstrated a comprehensive understanding of the unit's themes and language through the review and poster creation.

c- The teacher: The teacher effectively managed the group work and provided support, ensuring the project was completed on time.

Review 1 - Review of Units 1, 2, and 3

Lesson Number: Part 1 | Page Number: 56 | Lesson Title: Vocabulary and Sorting

#Learning Objectives

- Students will be able to review and classify vocabulary related to Environment, Packaging, and Go-Green themes.
- Students will practice completing sentences using unit vocabulary.
- Students will review spelling and phonics, specifically words with missing letters.

#New Vocabulary

Word	Example from the Lesson
Litter	We must not throw litter on the ground.
Resources	Water, air, and sunlight are important resources we all need.
Fisherman	The fisherman sat by the water waiting for a big fish.
Pollution	Air and water pollution harm animals and plants.
Arranged	Our class arranged the chairs and tables before the celebration started.

#New Structures

- Review of Noun Categories (Countable/Uncountable)
- Review of Silent Letters (b, w) in words like 'climb' and 'write'.

#Warm up and Revision

16. What is a 'resource'?

- Name three things we can recycle.

17. What is the difference between 'city' and 'village'?

#Presentation

- I explain the three categories for sorting: Environment, Packaging, and Go-Green.
- I model the sorting activity with a few examples from the list.

- I review the meaning of key vocabulary words from the 'Fill in the blanks' section.
- I demonstrate the correct spelling and pronunciation of the words in the 'Write the missing letter' activity.
- I discuss the importance of protecting the environment.

#Practice

- Students will complete the 'Read, sort, and write' activity individually or in pairs.
- Students will complete the 'Fill in the blanks' activity using the words in the box.
- Students will complete the 'Write the missing letter' activity.
- Pair work: Students will define the three categories (Environment, Packaging, Go-Green) for each other.
- Role play: Students will act as a teacher and test their partner on the spelling of the words with missing letters.
- Students will write one sentence for each of the three categories.

#Assessment

- Students will submit their completed sorting and fill-in-the-blanks exercises for checking.
- Students will correctly spell the five words from the 'Write the missing letter' activity.
- Quick oral quiz: I will ask students to name a word that belongs to the 'Packaging' category.

#Evaluation

a- The lesson: The lesson successfully reviewed key vocabulary and classification skills from the previous units.

b- The student: The students demonstrated a good ability to classify words and recall vocabulary in context.

c- The teacher: The teacher provided clear instructions for the sorting activity and managed the transition between activities effectively.

Review 1 - Review of Units 1, 2, and 3

Lesson Number: Part 2 | Page Number: 57 | Lesson Title: Grammar and Writing

#Learning Objectives

- Students will be able to correctly transform present tense sentences into the Past Simple Tense.
- Students will practice joining sentences using the conjunctions 'nor', 'so', and 'because'.
- Students will correctly use the quantifiers 'a', 'an', and 'some'.
- Students will practice writing a friendly letter.

#New Vocabulary

Word	Example from the Lesson
Conjunction	A word used to connect clauses or sentences.
Quantifier	A word used before a noun to express the amount or quantity.
Friendly Letter	A letter written to a friend or family member about a personal topic.
Past Tense	The verb form used to describe actions that happened in the past.

#New Structures

- Past Simple Tense formation (regular and irregular verbs)
- Conjunctions: 'nor' (negative addition), 'so' (result), 'because' (reason)
- Quantifiers: 'a/an' (singular countable nouns), 'some' (uncountable or plural countable nouns)

#Warm up and Revision

18. What did you do yesterday?
19. How do we form the past tense of the verb 'go'?
20. When do we use the word 'because'?

#Presentation

- I review the rules for forming the Past Simple Tense, focusing on the five sentences in the book.

- I explain the function of the conjunctions 'nor', 'so', and 'because' and model how to join the given sentences.
- I clarify the usage of 'a', 'an', and 'some' with countable and uncountable nouns.
- I discuss the structure of a friendly letter (Date, Greeting, Body, Closing, Signature).
- I provide a quick example of a friendly letter on the board.

#Practice

- Students will complete the 'Change the sentence to the past tense' activity.
- Students will complete the 'Join the sentences using the correct conjunction' activity.
- Students will complete the 'Fill in the blanks (a, an, some)' activity.
- Pair work: Students will create three new sentences using the conjunctions 'nor', 'so', and 'because'.
- Role play: Students will read their friendly letter drafts to a partner.
- Students will write a friendly letter to their friend about their birthday celebration.

#Assessment

- Students will submit their completed grammar exercises for immediate correction.
- Students will write a friendly letter that includes at least one example of the Past Tense and one conjunction.
- Quick oral quiz: I will say a noun, and students must use 'a', 'an', or 'some' with it.

#Evaluation

a- The lesson: The lesson successfully consolidated the main grammar points from Unit 3 and provided practical writing practice.

b- The student: The students showed a strong grasp of the Past Simple Tense and the correct use of quantifiers and conjunctions.

c- The teacher: The teacher provided clear explanations for the grammar rules and offered individual feedback on the friendly letter drafts.

Unit 4

Unit 4 - Let's Celebrate

Lesson Number: 1 | Page Number: 60 | Lesson Title: Celebrations

#Learning Objectives

- Students will be able to identify and use vocabulary related to celebrations and parties.
- Students will practice reading comprehension skills by answering questions about a celebration text.
- Students will review the use of the Past Simple Tense in context.

#New Vocabulary

Word	Example from the Lesson
Celebration	The end-of-year celebration was a great success.
Fireworks	We watched the fireworks at night.
Balloons	Colorful balloons floated in the air.
Cake	A large cake was placed on the enormous table.
Clean	The students worked hard to make the playground clean.
Playground	The party took place in the school playground.

#New Structures

- Past Simple Tense (Review)
- Example: The students **worked** hard to make the playground beautiful.
- Example: The party **took** place in the school playground.

#Warm up and Revision

21. What is your favorite celebration?
22. What do you do to prepare for a party?
23. What things do you see at a birthday party?

#Presentation

- I show pictures of different types of celebrations (birthdays, holidays, end-of-year parties).
- I introduce the new vocabulary using flashcards and contextual sentences.

- I read the text about the End-of-Year party aloud, focusing on the atmosphere and events.
- I highlight the verbs in the Past Simple Tense and briefly review their formation.
- I discuss the importance of teamwork in organizing a successful event.

#Practice

- Students will complete the 'Choose the correct answer' activity based on the text.
- Students will complete the 'Fill in the blanks' activity using the words in the box.
- Students will answer the comprehension questions about the celebration.
- Pair work: Students will discuss what they would do to make a celebration unforgettable.
- Role play: Students will act out a short dialogue between two students talking about the party.
- Students will write three sentences describing a celebration they attended last year.

#Assessment

- Students will correctly answer the multiple-choice and fill-in-the-blanks questions.
- Students will use at least three new vocabulary words correctly in their written sentences.
- Quick oral quiz: I will ask students to name three things they need for a party.

#Evaluation

a- The lesson: The lesson successfully introduced celebration vocabulary and reinforced reading comprehension skills.

b- The student: The students showed a good understanding of the text and used the new vocabulary appropriately.

c- The teacher: The teacher managed the discussion effectively and ensured all students participated in the reading and answering activities.

Unit 4 - Let's Celebrate

Lesson Number: 2 | Page Number: 64 | Lesson Title: Language in Use (Adjectives)

#Learning Objectives

- Students will be able to define and identify adjectives in sentences.
- Students will be able to classify adjectives into categories (people, objects, places, feelings/events).
- Students will practice using adjectives to describe nouns in sentences.

#New Vocabulary

Word	Example from the Lesson
Adjective	A word that describes a noun.
Colorful	The colorful balloons floated in the air.
Peaceful	The peaceful village was surrounded by tall palm trees.
Exciting	The exciting sports day made all the students cheer.
Crowded	The market was crowded with people buying food.

#New Structures

- Adjectives and their placement (before the noun or after the verb 'to be')
- Example: The **kind** teacher helped the students.
- Example: The sports day was **exciting**.

#Warm up and Revision

24. How do you describe your best friend?
25. What color is your school bag?
26. How do you feel today?

#Presentation

- I define adjectives as words that describe nouns (people, objects, places, feelings).
- I present the different categories of adjectives from the book (people, objects, places, feelings/events).

- I model how to identify adjectives in the example sentences provided in the book.
- I explain the typical placement of adjectives in English sentences.
- I use a quick 'Adjective Hunt' on the board to find adjectives in a short text.

#Practice

- Students will complete the 'Circle the adjectives in each sentence' activity.
- Students will complete the 'Circle the correct answer' activity.
- Students will complete the 'Sort the adjectives and write the words in the correct box' activity.
- Pair work: Students will describe their classroom using five different adjectives.
- Role play: Students will take turns describing a picture to their partner, who must guess the picture.
- Students will write 3 sentences using adjectives about a day at school.

#Assessment

- Students will correctly identify and classify the adjectives in the exercises.
- Students will correctly rearrange the words to make sentences.
- Quick oral quiz: I will say a noun, and students must give an adjective to describe it.

#Evaluation

a- The lesson: The lesson successfully introduced the concept of adjectives and their classification.

b- The student: The students were able to identify and use adjectives correctly in their sentences and sorting activities.

c- The teacher: The teacher used clear examples and a variety of activities to reinforce the learning of adjectives.

Unit 4 - Let's Celebrate

Lesson Number: 3 | Page Number: 66 | Lesson Title: Birthday Celebration / Pronunciation

#Learning Objectives

- Students will be able to use vocabulary related to birthday parties and celebrations.
- Students will practice reading comprehension by analyzing a story about a birthday party.
- Students will be able to pronounce the final plural suffix '-s' correctly (/s/, /z/, /iz/).

#New Vocabulary

Word	Example from the Lesson
Hang shiny ribbons	We hang shiny ribbons to decorate the room.
Candles	Zein blew out the candles on his cake.
Decorate	His sister helped him decorate the living room.
Cheerful	Zein was cheerful on his birthday.
Wrapped the giveaways	Zein wrapped the giveaways he bought for his friends.
Guests	When the guests arrived, they wore party hats.

#New Structures

- Pronunciation: Suffix -s sounds in plural (/s/, /z/, /iz/)
- Example (/s/): books, hats, gifts
- Example (/z/): friends, ribbons, balloons
- Example (/iz/): boxes, houses, watches

#Warm up and Revision

27. How do you celebrate your birthday?
28. What things do you need to prepare for a party?
29. What is the best gift you have ever received?

#Presentation

- I introduce the new vocabulary related to birthday parties using pictures and actions.
- I read the story 'Zein's Birthday Party' and discuss the sequence of events.

- I explain the rule for plural forms and the three different sounds of the final '-s' suffix (/s/, /z/, /iz/).
- I model the pronunciation of the words in the table (guests, ribbons, boxes).
- I demonstrate how to change singular nouns to plural and use them in sentences.

#Practice

- Students will complete the 'True or False' activity based on the story.
- Students will complete the 'Circle the correct answer' activity.
- Students will complete the 'Change the sentences from singular to plural' activity.
- Pair work: Students will practice saying the plural words and classifying them by their final '-s' sound.
- Role play: Students will act out the scene of the guests arriving at Zein's party.
- Students will change the word into plural and put it in a sentence (e.g., giveaway -> giveaways).

#Assessment

- Students will correctly answer the comprehension questions about the story.
- Students will correctly change the sentences from singular to plural.
- Quick oral quiz: I will say a plural word, and students must identify the sound of the final '-s'.

#Evaluation

a- The lesson: The lesson successfully combined reading comprehension with a focused pronunciation lesson on plural sounds.

b- The student: The students showed a good understanding of the birthday story and improved their pronunciation of plural nouns.

c- The teacher: The teacher used effective drills to reinforce the phonics rules and managed the reading activity well.

Unit 4 - Let's Celebrate

Lesson Number: 4 | Page Number: 69 | Lesson Title: Labor Day (Writing a Blog)

#Learning Objectives

- Students will be able to identify the structure and elements of a blog post.
- Students will be able to use the Past Simple Tense to write about a past event.
- Students will practice writing a short blog post about a special event they enjoyed.

#New Vocabulary

Word	Example from the Lesson
Labor Day	We celebrate Labor Day to honor workers.
Blog	A website where a person writes regularly about a topic.
Introduction	The beginning of a text that tells the reader what it is about.
Conclusion	The ending of a text that summarizes the main idea.
Honor	We honor workers for all the hard work they do.

#New Structures

- Blog Post Structure (Title, Introduction, Body with details, Conclusion)
- Example: On May 1st, we celebrate Labor Day. (Introduction)
- Example: I had a wonderful time celebrating Labor Day. (Conclusion)

#Warm up and Revision

30. What is a blog?
31. What is the job of your father or mother?
32. Why is it important to thank workers?

#Presentation

- I explain what a blog is and its purpose (to share information or personal experiences).
- I analyze the structure of the sample blog post 'Celebrating Labor Day' (Title, Introduction, Body, Conclusion, Picture).

- I discuss the content of each part, emphasizing the use of the Past Simple Tense for describing the event.
- I model how to fill in the missing parts of the text about Sinai Liberation Day.
- I provide tips for writing an engaging blog post (short sentences, clear ideas, adding a picture).

#Practice

- Students will complete the 'True or False' activity about the blog post structure.
- Students will complete the 'Read and fill in the missing parts' activity about Sinai Liberation Day.
- Students will brainstorm ideas for a special event they enjoyed.
- Pair work: Students will exchange their ideas and give feedback on the structure of their partner's planned blog.
- Role play: Students will present their blog post idea to the class as if they are posting it online.
- Students will write a blog about a special event they enjoyed.

#Assessment

- Students will correctly identify the elements of a blog post in the True/False activity.
- Students will write a blog post that follows the correct structure and uses the Past Simple Tense correctly.
- Quick oral quiz: I will ask students to name the four main parts of a blog post.

#Evaluation

a- The lesson: The lesson successfully introduced the genre of blog writing and its structural components.

b- The student: The students were able to apply the blog structure to write about a personal experience using the target grammar.

c- The teacher: The teacher provided clear guidance on the writing process and offered constructive feedback on the students' drafts.

Unit 4 - Let's Celebrate

Lesson Number: 5 | Page Number: 71 | Lesson Title: Think and Create (Thank You Card) / Quick Review

#Learning Objectives

- Students will be able to write a short, appreciative message in a thank you card.
- Students will review the key vocabulary and grammar points of Unit 4.
- Students will practice using adjectives and changing singular nouns to plural.

#New Vocabulary

Word	Example from the Lesson
Appreciate	We appreciate your hard work.
Thank You Card	A card used to express gratitude.
Message	A short piece of writing sent to someone.
Decorate	Write 'Thank you, Teacher' and decorate the front cover.

#New Structures

- Review of Unit 4 Structures (Adjectives, Plural Suffix -s)
- Example: The flowers in the garden are ****beautiful****.
- Example: The boy reads ****books****.

#Warm up and Revision

33. When do you give someone a thank you card?
34. What is the best thing a teacher has done for you?
35. Can you remember five adjectives from this unit?

#Presentation

- I show examples of thank you cards and discuss the language of appreciation.
- I explain the task: writing a thank you message to the teacher (4 sentences).
- I review the key vocabulary and grammar points from the entire unit using the Quick Review section.

- I model how to complete the fill-in-the-blanks and choose-the-correct-adjective activities.
- I demonstrate the singular to plural change activity.

#Practice

- Students will write a 4-sentence message to their teacher.
- Students will complete the 'Fill in the blanks' activity using the words in the box.
- Students will complete the 'Choose and write the correct adjective' activity.
- Pair work: Students will read their thank you messages to each other.
- Role play: Students will pretend to be the teacher and receive the card from their partner.
- Students will complete the 'Change the sentences from singular to plural' activity.

#Assessment

- The thank you message will be assessed for clarity and correct use of appreciative language.
- Students will correctly answer all questions in the Quick Review section.
- Quick oral quiz: I will ask students to give a sentence using an adjective and a plural noun from the unit.

#Evaluation

a- The lesson: The lesson successfully served as a creative project and a comprehensive review of Unit 4.

b- The student: The students demonstrated an understanding of the unit's language and were able to express appreciation effectively.

c- The teacher: The teacher effectively managed the creative task and provided support during the Quick Review activities.

Primary 4

English Lesson Preparations

Unit 5: Exploring Wonders in Egypt

Prepared by: Mr Sobhy Borda

Lesson 1: Land of History and Heritage

Unit: Unit 5: Exploring Wonders in Egypt	Lesson Title: Land of History and Heritage
Lesson No: 1	Page No: 75-77

Lesson 1: Land of History and Heritage

- *Unit Name:** Unit 5: Exploring Wonders in Egypt
- *Lesson Title:** Land of History and Heritage
- *Lesson Number:** 1
- *Page Number:** 75-77

#Learning Objectives

ID	Objective Category	Specific Objective
1	**Vocabulary**	Students will be able to identify, define, and correctly use at least 5 new vocabulary items related to historical and natural sites.
2	**Reading**	Students will be able to read the text about Oyoum Mousa and extract specific details to answer comprehension questions (True/False, Multiple Choice).
3	**Grammar**	Students will be able to recognize and apply the Simple Past Tense (affirmative, negative, and interrogative forms) to describe past events.
4	**Speaking**	Students will be able to engage in a pair discussion about historical sites, expressing personal opinions and experiences.
5	**Writing**	Students will be able to construct grammatically correct sentences using the new vocabulary and the Simple Past Tense.

#New vocabulary

Word	Part of Speech	Definition	Example Sentence from the Lesson
water springs	Noun Phrase	A natural flow of water from the ground.	Moses and the people drank water from these **springs** during their journey.
journey	Noun	An act of traveling from one place to another, often over a long distance.	They drank water from the springs during their **journey** through the desert.
bedouins	Noun	Nomadic Arab people of the desert.	Some visitors also meet local **bedouins** and learn about their traditional life.
tents	Noun	Portable shelters made of cloth, supported by poles.	The tourists slept in small **tents** under the stars.
traditional life	Noun Phrase	A way of living that has been passed down through generations.	Visitors can learn about their **traditional life** and customs.
spiritual site	Noun Phrase	A place considered holy or sacred, often for religious reasons.	Oyoun Mousa is an important historical and **spiritual site** for everyone.
natural wonder	Noun Phrase	A striking natural feature that is beautiful or impressive.	Oyoun Mousa is not only a **natural wonder** but also an important historical site.

#New structures

Structure	Rule/Function	Grammar Examples (Affirmative, Negative, Question)
Simple Past Tense	Used to describe completed actions that happened at a specific time in the past.	1. They **drank** water from the springs. (Affirmative)
Affirmative: Subject + Verb (Past Form)	2. They **did not** (didn't) **build** houses. (Negative)	
Negative: Subject + did not + Verb (Base Form)	3. **Did** they **enjoy** the journey? Yes, they	

	did . (Question)	
Question: Did + Subject + Verb (Base Form)?	4. The family **visited** the site last year.	

#Warm up and revision

No.	Question	Focus
1	What is your favorite historical place in Egypt, and why is it important?	**Revision:** Historical Sites
2	Have you ever visited a desert or a place with natural water springs?	**Personal Experience:** Theme Introduction
3	What kind of people live in the desert, and what is their way of life like?	**Revision:** Bedouins/Traditional Life
4	Can you name three things you **did** yesterday using the Simple Past Tense?	**Revision:** Simple Past Tense
5	What does the word "spiritual" mean in the context of a place?	**Vocabulary:** Spiritual Site
6	If you were on a long journey, what three things would you pack?	**Vocabulary:** Journey

#Presentation

- I will greet the students and introduce the unit theme, "Exploring Wonders in Egypt," by showing pictures of famous Egyptian landmarks and asking students to identify them.
- I will present the new vocabulary (e.g., ****bedouins****, ****spiritual site****) using clear visual aids and contextual sentences, ensuring correct pronunciation is drilled.
- I will read the text about Oyoum Mousa aloud with expressive intonation, pausing at key points to check for comprehension.
- I will highlight the Simple Past Tense verbs in the text (e.g., *drank*, *slept*) and explain the rule for forming the Simple Past, focusing on irregular verbs.
- I will use a simple timeline on the board to illustrate when the actions in the text took place, linking them to the function of the Simple Past Tense.

#Practice

Activity	Description	Focus
Individual Reading & Highlighting	Students read the text silently, highlighting all the new vocabulary and all the	Reading Comprehension, Grammar Recognition

	verbs in the Simple Past Tense.	
Vocabulary Matching (Group Work)	Students work in small groups to match the new vocabulary words with their definitions, then use them to complete the fill-in-the-blanks exercise on page 75.	Vocabulary Application, Collaboration
True or False Justification	Students complete the True or False exercise on page 76, and for every false statement, they must write the correct information from the text.	Reading Comprehension, Detail Recall
Pair work: Interview a Bedouin	Students role-play an interview where one student is a tourist and the other is a local Bedouin, asking and answering questions about the traditional life and the site.	Speaking, Fluency, Role-Play
Sentence Transformation	Students take the affirmative sentences from the text (e.g., "They drank water...") and rewrite them in the negative and question forms.	Writing, Grammar Practice
Role play: Historical Guide	Students take turns acting as a tour guide for Oyoum Mousa, using the new vocabulary and the Simple Past Tense to describe the site's history.	Speaking, Presentation Skills
Writing: Descriptive Paragraph	Students write a short paragraph (5-7 sentences) describing what they **did** on a recent imaginary journey, using at least three new vocabulary words.	Writing, Creative Application

#Assessment

No.	Assessment Item	Type
1	**Written Quiz:** Complete the multiple-choice questions on page 77 and	Written Quiz

	the sentence building activity.	
2	**Grammar Check:** Collect and check the Sentence Transformation activity for correct application of Simple Past negative and question forms.	Writing Check
3	**Quick oral quiz:** Ask students to define three new vocabulary words and use them in a sentence in the Simple Past Tense.	Oral Assessment
4	**Listening Check:** Read out 5 short sentences about the text (some true, some false) and have students write T or F.	Listening Comprehension

#Evaluation

Aspect	Comment	Detailed Reflection
a- The lesson	The lesson was highly effective, with strong student engagement during the role-play and group activities. The integration of grammar (Simple Past) within the reading text was successful.	The pace was slightly slow during the initial vocabulary drill; next time, I will use a faster-paced game to introduce the words. The objectives were fully met, and the lesson flow was logical.
b- The student	Students demonstrated excellent comprehension of the text and were able to use the new vocabulary in context. The main challenge was the irregular past tense forms (e.g., *drank* vs. *drink*), which requires further dedicated practice.	The students who participated in the role-play showed good fluency, while others were hesitant. More structured pair-work prompts are needed to support all learners.
c- The teacher	The teacher effectively used visual aids and provided clear instructions for the complex activities. More focus is needed on error correction during the speaking activities to prevent fossilization of grammar mistakes.	I should have prepared a short worksheet specifically on irregular past tense verbs to be used as homework to reinforce the grammar point.

Lesson 2: Adventures in South Sinai

Unit: Unit 5: Exploring Wonders in Egypt	Lesson Title: Adventures in South Sinai
Lesson No: 2	Page No: 78-81

Lesson 2: Adventures in South Sinai

- *Unit Name:** Unit 5: Exploring Wonders in Egypt
- *Lesson Title:** Adventures in South Sinai
- *Lesson Number:** 2
- *Page Number:** 78-81

#Learning Objectives

ID	Objective Category	Specific Objective
1	**Vocabulary**	Students will be able to identify and name at least 6 adventure activities and related sea life (e.g., **snorkeling**, **corals**).
2	**Grammar**	Students will be able to use the modal verbs **should** and **shouldn't** correctly to give and ask for advice in various contexts.
3	**Reading**	Students will be able to read a dialogue and infer the speaker's intentions and opinions regarding the vacation activities.
4	**Speaking**	Students will be able to participate in a discussion, giving and justifying their advice using **should/shouldn't**.
5	**Writing**	Students will be able to write four sentences of advice (two with *should*, two with *shouldn't*) based on given situations.

#New vocabulary

Word	Part of Speech	Definition	Example Sentence from the Lesson
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snorkeling	Noun	Swimming near the surface of the water with a mask and a breathing tube.	You shouldn't go **snorkeling** now because the sea is rough.
scuba diving	Noun	Swimming underwater using special breathing equipment.	We went **scuba diving** and saw many starfish.
starfish	Noun	A sea animal with five or more arms that radiate from a central disk.	You shouldn't touch the **starfish** because they are living sea animals.
horseback riding	Noun	The sport or activity of riding a horse.	We went **horseback riding** by the beach.
hiking	Noun	The activity of going for long walks in the countryside or mountains.	I should definitely visit Dahab next vacation for **hiking** .
corals	Noun	Hard, stony substances that form reefs in the sea.	I saw many colorful **corals** while scuba diving.
rough	Adjective	(Of the sea) having large and violent waves.	The sea is **rough** , so you shouldn't swim.

#New structures

Structure	Rule/Function	Grammar Examples (Affirmative, Negative, Question)
Should / Shouldn't	Used to give advice, make recommendations, or express obligation/duty.	1. You **should** try scuba diving. (Recommendation)
Affirmative: Subject + should + Base Verb	2. You **shouldn't** take any water. (Advice against)	
Negative: Subject + shouldn't + Base Verb	3. **Should** I wear a jacket? Yes, you **should** . (Asking for advice)	
Question: Should + Subject + Base Verb?	4. The sun is very strong; you **should** wear sunscreen and a hat.	

#Warm up and revision

No.	Question	Focus
1	What is the difference between a recommendation and an order?	Concept: Advice vs. Command
2	What are three fun things you can do at the beach?	Revision: Beach Activities
3	If your friend is very tired, what advice should you give them?	Grammar: Should
4	What is one thing you shouldn't do when you are near a coral reef?	Grammar: Shouldn't
5	What kind of sea animals live in the Red Sea near Dahab?	Vocabulary: Sea Life
6	What is the best way to explore the mountains in South Sinai?	Vocabulary: Hiking

#Presentation

- I will introduce the new vocabulary using action pictures or short video clips to clearly demonstrate activities like **snorkeling** and **scuba diving**.
- I will present the dialogue "A Wonderful Vacation in Dahab" by assigning roles and having students read it, focusing on the context where advice is given.
- I will explicitly introduce the grammar rule for **Should** and **Shouldn't**, writing the structure and function on the board.
- I will use a T-chart on the board labeled "Good Ideas (Should)" and "Bad Ideas (Shouldn't)" and ask students to fill it with examples related to the vacation dialogue.
- I will model the question form: "What should I do if...?" and the response: "You should/shouldn't..."

#Practice

Activity	Description	Focus
Dialogue Reading & Analysis	Students read the dialogue in pairs, then underline every instance of should and shouldn't and identify who is giving the advice.	Reading Comprehension, Grammar Recognition
Vocabulary Charades (Group Work)	One student mimes an activity (hiking , horseback riding , etc.) and the group guesses the	Vocabulary Recall, Speaking

	word.	
True or False Justification	Students complete the True or False exercise on page 79, correcting the false statements.	Reading Comprehension, Detail Recall
Pair work: Problem/Advice	Students create 5 short problems (e.g., "I have a headache," "I am late for school") and exchange them with their partner, who must write a piece of advice using **should** or **shouldn't** .	Writing, Grammar Application
Role play: Tourist Safety	Students role-play a conversation between a park ranger and a tourist, where the ranger gives advice on what the tourist **should** and **shouldn't** do to stay safe in the mountains/sea.	Speaking, Fluency, Grammar Application
Sentence Transformation	Students rewrite the sentences on page 81 using *shouldn't* and then write their own advice sentences, ensuring they use a variety of base verbs.	Writing, Grammar Practice
Quick Debate	Divide the class into two groups: one arguing why you **should** try scuba diving, and the other arguing why you **shouldn't** (focusing on safety/cost).	Speaking, Critical Thinking

#Assessment

No.	Assessment Item	Type
1	**Written Quiz:** Complete the multiple-choice questions on pages 80-81, focusing on choosing the correct advice.	Written Quiz
2	**Writing Check:** Collect and check the "Write 2 sentences using *should* and 2 sentences using *shouldn't* " activity for	Writing Check

	correct structure and context.	
3	**Quick oral quiz:** Give students three different scenarios (e.g., "It's raining," "You are hungry," "You see litter") and ask them to give one piece of advice for each.	Oral Assessment
4	**Vocabulary Test:** Ask students to write the names of the six adventure activities from memory.	Vocabulary Recall

#Evaluation

Aspect	Comment	Detailed Reflection
a- The lesson	The lesson successfully achieved the grammar objective. The use of the dialogue provided a natural context for the advice structure. The variety of practice activities kept the energy high.	The transition from the dialogue to the formal grammar explanation could be smoother. Next time, I will use color-coding on the board to visually separate the structure components (Subject, Should, Base Verb).
b- The student	Students quickly grasped the meaning of *should/shouldn't* but some struggled with the correct use of the base form of the verb. The role-play activity was a highlight, showing good communicative competence.	A few students confused *shouldn't* with *mustn't*. I need to explicitly address the difference in the next lesson's warm-up.
c- The teacher	The teacher's modeling of the advice structure was clear and concise. The time management for the practice section was effective, allowing for all planned activities to be completed.	I should have prepared a quick exit ticket asking students to write one piece of advice for the teacher to improve the class.

Lesson 3: A Day Between Two Ports

Unit: Unit 5: Exploring Wonders in Egypt	Lesson Title: A Day Between Two Ports
Lesson No: 3	Page No: 82-85

Lesson 3: A Day Between Two Ports

- *Unit Name:** Unit 5: Exploring Wonders in Egypt
- *Lesson Title:** A Day Between Two Ports
- *Lesson Number:** 3
- *Page Number:** 82-85

#Learning Objectives

ID	Objective Category	Specific Objective
1	**Vocabulary**	Students will be able to identify and use at least 5 new vocabulary items related to ports, canals, and sea travel (e.g., **ferry**, **Corniche**).
2	**Reading**	Students will be able to read a narrative text and sequence the events of the trip to Port Said and Port Fouad.
3	**Phonics**	Students will be able to distinguish between and correctly pronounce the /oi/ sound, recognizing both the **oi** and **oy** spellings.
4	**Writing**	Students will be able to write sentences that correctly incorporate words with the /oi/ and /oy/ sounds.
5	**Speaking**	Students will be able to describe a past trip using sequential language (e.g., *first*, *after that*, *finally*).

#New vocabulary

Word	Part of Speech	Definition	Example Sentence from the Lesson
Corniche	Noun	A road built along the edge of a sea or lake, typically a cliff or slope.	We walked along the **Corniche** and watched ships sailing.
Suez Canal	Proper Noun	A sea-level waterway in Egypt connecting the Mediterranean Sea to the Red Sea.	We watched ships sailing near the point where the **Suez Canal** begins.
seagulls	Noun	A type of bird with long wings and white and grey feathers, found near the sea.	The boys were laughing while **seagulls** flew above them.
ferry	Noun	A boat or ship for conveying passengers and goods, especially as a regular service.	We took the **ferry** across the canal to Port Fouad.
breeze	Noun	A gentle wind.	We enjoyed the cool **breeze** and the beautiful sea view.
memorable	Adjective	Worth remembering or easily remembered, especially because of being special or unusual.	It was a joyful and **memorable** trip.
Port Said	Proper Noun	A city in northeastern Egypt at the entrance of the Suez Canal.	Our trip started in **Port Said** early in the morning.
Port Fouad	Proper Noun	A city in northeastern Egypt, located on the opposite bank of the Suez Canal from Port Said.	We took the ferry across the canal to **Port Fouad** .

#New structures

Structure	Rule/Function	Grammar Examples (Phonics: /oi/ Sound)
Phonics: /oi/ Sound	The sound /ɔɪ/ is a diphthong, a combination of two vowel sounds, typically	1. The b**oy** found a c**oi**n in the s**oi**l.

	spelled oi (in the middle) or oy (at the end).	
oi words: coin, boil, point, noise, soil, oil, join.	2. I enj oy the j oy of playing with my t oy .	
oy words: boy, toy, enjoy, joy, royal.	3. The ship's engine started to b oi , causing a lot of n oi se.	

#Warm up and revision

No.	Question	Focus
1	What is the most famous canal in the world, and why is it important?	Revision: Suez Canal
2	What is the difference between a bridge and a ferry?	Vocabulary: Ferry
3	What sounds do you hear when you are walking along the sea?	Sensory: Sea Sounds
4	Can you think of a word that rhymes with "boy"?	Phonics: /oy/ sound
5	Describe a trip you took recently, using words like <i>*first*</i> , <i>*next*</i> , and <i>*finally*</i> .	Revision: Sequencing/Simple Past
6	What makes a trip "memorable"?	Vocabulary: Memorable

#Presentation

- I will use a map or a simple drawing to show the location of Port Said and Port Fouad and the path of the **ferry** across the **Suez Canal**.
- I will present the new vocabulary, focusing on the context of the reading text, and use pictures to illustrate words like **seagulls** and **Corniche**.
- I will read the text "A Fun Day in Port Said and Port Fouad" and ask students to identify the sequence of events (e.g., walking, watching ships, taking the ferry).
- I will explicitly introduce the **Phonics** rule for the /oi/ sound, writing the **oi** and **oy** spellings on the board and providing a clear auditory model for the sound.
- I will drill the pronunciation of pairs of words (e.g., **coin** vs. **boy**, **join** vs. **joy**), emphasizing the position of the spelling.

#Practice

Activity	Description	Focus
Sequencing Activity (Group Work)	Students cut out strips of paper containing the main events of the trip and work in groups to put them in the correct chronological order.	Reading Comprehension, Sequencing
Vocabulary Cloze Test	Students complete a paragraph about the trip with the new vocabulary words (**ferry** , **breeze** , **memorable** , etc.).	Vocabulary Application
Phonics Sorting Game	Students use the words from page 85 and additional words to sort them into two columns: **oi** (middle) and **oy** (end).	Phonics, Spelling
Pair work: Rhyming Challenge	Students challenge their partner to find a rhyming word for a given /oi/ or /oy/ word (e.g., *coin* -> *join*, *toy* -> *boy*).	Phonics, Auditory Discrimination
Role play: Travel Interview	Students role-play a conversation where one student is a travel blogger interviewing the family about their "memorable" day in Port Said and Port Fouad.	Speaking, Narrative Skills
Sentence Rearrangement	Students complete the sentence rearrangement exercise on page 83, focusing on correct word order and sentence structure.	Writing, Sentence Structure
Writing: Phonics Sentences	Students write three detailed sentences, ensuring each sentence contains at least two words with the /oi/ or /oy/ sound (e.g., "The **boy** was full of **joy** when he found a **coin** .").	Writing, Phonics Application

#Assessment

No.	Assessment Item	Type
1	**Written Quiz:** Complete	Written Quiz

	the multiple-choice questions and the True/False exercise on pages 82-83.	
2	**Phonics Check:** Collect and check the Phonics Sorting Game results and the Phonics Sentences for correct spelling of /oi/ and /oy/ words.	Writing Check
3	**Quick oral quiz:** Say a word (e.g., 'point', 'royal') and ask students to spell it and state whether the /oi/ sound is in the middle or at the end.	Oral Assessment
4	**Vocabulary Check:** Ask students to define **Corniche** and **ferry** without looking at their books.	Vocabulary Recall

#Evaluation

Aspect	Comment	Detailed Reflection
a- The lesson	The lesson successfully integrated the reading of a narrative text with a focused phonics lesson. The sequencing activity was highly effective for comprehension.	The phonics section required more time than anticipated due to the subtle difference between the spellings. Next time, I will use a larger, more colorful chart for the **oi/oy** rule.
b- The student	Students were engaged in the narrative and showed good recall of the sequence of events. Phonics recognition was strong, but application in writing still needs reinforcement.	Some students struggled with the sentence rearrangement, indicating a need for more basic sentence structure practice.
c- The teacher	The teacher's use of visual aids (map) and auditory modeling for the phonics sound was excellent. The variety of practice activities ensured all learning styles were addressed.	I should have prepared a short audio clip of the /oi/ sound in different words to enhance the auditory discrimination practice.

Lesson 4: Discover The Magic of Egypt

Unit: Unit 5: Exploring Wonders in Egypt	Lesson Title: Discover The Magic of Egypt (Postcard Writing)
Lesson No: 4	Page No: 86

Lesson 4: Discover The Magic of Egypt

- *Unit Name:** Unit 5: Exploring Wonders in Egypt
- *Lesson Title:** Discover The Magic of Egypt (Postcard Writing)
- *Lesson Number:** 4
- *Page Number:** 86

#Learning Objectives

ID	Objective Category	Specific Objective
1	**Structure**	Students will be able to identify and correctly structure the three main parts of a postcard: Greeting, Body, and Closing.
2	**Reading**	Students will be able to read and analyze an example postcard, identifying the purpose and tone of the writing.
3	**Writing**	Students will be able to write a short, descriptive postcard (50-70 words) about a trip, using appropriate language and the Simple Past Tense.
4	**Vocabulary**	Students will be able to use at least three descriptive adjectives (e.g., **wonderful**, **peaceful**) to make their writing engaging.

#New vocabulary

Word	Part of Speech	Definition	Example Sentence from the Lesson
postcard	Noun	A card for sending a message by mail	Now it's your turn! Create a

		without an envelope.	**postcard** about your trip.
greeting	Noun	The words used to start a letter or message (e.g., "Hello from...").	The **greeting** is "Hello from Dahab!".
closing	Noun	The words used to end a letter or message (e.g., "Your friend,").	The **closing** is "Your friend, Hany".
wonderful	Adjective	Extremely good; inspiring delight.	I had a **wonderful** time at the Blue Hole.
peaceful	Adjective	Free from disturbance; tranquil.	The Blue Hole is **peaceful** , and full of adventure.
adventure	Noun	An unusual and exciting or daring experience.	The trip was full of **adventure** .
snorkeling	Noun	Swimming near the surface of the water with a mask and a breathing tube.	I saw many colorful fish and beautiful corals while **snorkeling** .

#New structures

Structure	Rule/Function	Grammar Examples (Postcard Language)
Postcard Structure	A short, informal piece of writing used to share news from a trip, typically using the Simple Past Tense for actions and Simple Present for descriptions.	1. **Greeting:** Hello from Dahab! / Dear [Friend's Name],
Descriptive Language: Use adjectives and sensory details.	2. **Body:** I **had** a wonderful time. The water **is** very clear. I **saw** a big starfish!	
Closing: Wish you were here! / See you soon! / Your friend, [Name].	3. **Closing:** Wish you were here! Your friend, Hany.	

#Warm up and revision

No.	Question	Focus
1	What is the purpose of a postcard, and who do we	**Concept:** Postcard

	usually send them to?	
2	What is the difference between a formal letter and an informal postcard?	Writing Style: Tone
3	What are three adjectives you can use to describe a beautiful place?	Vocabulary: Descriptive Adjectives
4	What are the three main parts of any written message?	Revision: Structure
5	What is one thing you did yesterday that you would write about on a postcard?	Revision: Simple Past
6	What is the most exciting place you have ever visited?	Theme: Travel

#Presentation

- I will show a variety of real postcards and discuss the visual and written elements, emphasizing the limited space for writing.
- I will present the example postcard from the lesson, highlighting the three main parts: **Greeting**, **Body**, and **Closing**, and color-coding them on the board.
- I will focus on the language used in the body, specifically the use of the Simple Past Tense to recount events (*I had*, *I saw*, *I enjoyed*) and the use of descriptive adjectives (*wonderful*, *perfect*, *peaceful*).
- I will model the writing process by collaboratively writing a short postcard about a fictional trip to the Pyramids, using the students' suggestions.
- I will brainstorm a list of useful phrases for the body (e.g., "The weather was...", "I went...", "You should come...").

#Practice

Activity	Description	Focus
Reading Analysis & Labeling	Students read the example postcard and label the Greeting, Body, and Closing on the template on page 86.	Reading Comprehension, Structure Recognition
Brainstorming & Planning (Pair Work)	Students work in pairs to brainstorm facts and activities about Oyoum Mousa (from Lesson 1) and Dahab (from Lesson 2) to decide which place they will	Idea Generation, Review

	write about. They must list at least 5 key words.	
Individual Writing: Draft	Students write the first draft of their postcard to a friend inviting them to visit, using the template on page 86. They must include at least one piece of advice using <i>*should*</i> .	Writing, Structure Application
Peer Review & Editing	Students exchange their written postcards and use a checklist to ensure the partner's postcard has: 1) A clear greeting, 2) At least two Simple Past verbs, 3) At least two descriptive adjectives, and 4) A closing.	Peer Review, Editing
Role play: Postcard Delivery	Students role-play receiving the postcard and calling their friend to thank them and ask one follow-up question about the trip.	Speaking, Communication
Writing: Expanding Adjectives	Students rewrite three sentences from their postcard, replacing a simple adjective (e.g., <i>*good*</i>) with a more descriptive one (e.g., <i>*wonderful*</i> , <i>*amazing*</i>).	Writing, Vocabulary Enrichment

#Assessment

No.	Assessment Item	Type
1	**Writing Check:** Collect the final postcard draft and check for the inclusion of all structural elements and the correct use of the Simple Past Tense.	Writing Check
2	**Vocabulary Check:** Assess the use of at least three different descriptive adjectives in the postcard's body.	Vocabulary Check
3	**Quick oral quiz:** Ask students to recite a suitable opening and closing line for a postcard and explain why they chose those words.	Oral Assessment

4	**Structure Quiz:** Ask students to list the three main parts of a postcard in order.	Structure Recall
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#Evaluation

Aspect	Comment	Detailed Reflection
a- The lesson	The lesson was highly practical and engaging, successfully focusing on a real-world writing skill. The peer review activity was crucial for immediate feedback and self-correction.	The time allocated for the individual writing draft was just right. The use of the template on page 86 provided excellent scaffolding for all learners.
b- The student	Students were enthusiastic about the creative writing task and showed a good understanding of the postcard format. The main difficulty was maintaining an informal, yet descriptive, tone.	Some students wrote too much, exceeding the typical length of a postcard. I need to emphasize brevity and conciseness in the next writing task.
c- The teacher	The teacher provided a clear model and effective scaffolding through the collaborative writing exercise. The use of a checklist for peer review was an excellent strategy.	I should have provided a small gallery of images of Oyoun Mousa and Dahab to inspire more descriptive language in the students' writing.

Lesson 5: Think and Create

Unit: Unit 5: Exploring Wonders in Egypt	Lesson Title: Think and Create (Mind Map)
Lesson No: 5	Page No: 87

Lesson 5: Think and Create

- *Unit Name:** Unit 5: Exploring Wonders in Egypt
- *Lesson Title:** Think and Create (Mind Map)
- *Lesson Number:** 5
- *Page Number:** 87

#Learning Objectives

ID	Objective Category	Specific Objective
1	**Recall**	Students will be able to recall and summarize key facts, activities, and vocabulary from Lessons 1, 2, and 3.
2	**Study Skills**	Students will be able to organize and synthesize information visually using a mind map structure.
3	**Analysis**	Students will be able to compare and contrast the three main locations (Oyoun Mousa, Dahab, Port Said/Fouad) based on their unique features.
4	**Speaking**	Students will be able to present the information from their mind map clearly and concisely to a partner or group.

#New vocabulary

Word	Part of Speech	Definition	Example Sentence from the Lesson
mind map	Noun	A diagram used to visually organize information around a central concept.	We will use a **mind map** to organize our thoughts about the unit.

synthesize	Verb	To combine a number of things into a coherent whole.	The goal is to **synthesize** the key facts from the unit.
exciting	Adjective	Causing great enthusiasm and eagerness.	We learned about three **exciting** places in Egypt.
fact	Noun	A thing that is known or proved to be true.	Write the activities or **facts** about each site.
create	Verb	To bring (something) into existence.	Think and **Create** a mind map.
compare	Verb	To estimate, measure, or note the similarity or dissimilarity between two or more things.	We will **compare** the activities in Dahab and Port Said.

#New structures

Structure	Rule/Function	Grammar Examples (Summarizing and Comparing)
Summarizing Language	Used to concisely state key information, often using key nouns and verbs from the unit.	1. Oyoun Mousa is a **spiritual site** where you can see **water springs** .
Comparative Language: Used to highlight similarities and differences.	2. Dahab is **more** adventurous **than** Port Said.	
3. Both Oyoun Mousa **and** Port Said are great places to visit.		

#Warm up and revision

No.	Question	Focus
1	What is a mind map, and how does it help you study?	**Concept:** Mind Map
2	What is the most important thing you learned about Oyoun Mousa?	**Recall:** Lesson 1
3	What is the most adventurous activity you can do in Dahab?	**Recall:** Lesson 2

4	What is one unique feature of Port Said and Port Fouad?	**Recall:** Lesson 3
5	Can you name a place that is **more** exciting **than** your hometown?	**Grammar:** Comparison
6	Why is it important to organize information after learning a lot of new things?	**Study Skills:** Organization

#Presentation

- I will explain the concept of a mind map as a powerful tool for summarizing and organizing information, showing a simple example unrelated to the lesson.
- I will draw the central idea "Exciting Places in Egypt" on the board and model the first branch (Oyoun Mousa), asking students to recall facts and activities and writing only key words in the bubbles.
- I will guide the students through the process of completing the Dahab and Port Said/Fouad branches, ensuring they use information from the vocabulary, reading, and grammar sections of the previous lessons.
- I will emphasize the use of short, key phrases and words (e.g., *scuba diving*, *ferry*, *bedouins*) rather than full sentences in the mind map.
- I will introduce simple comparative language (e.g., *more peaceful*, *less crowded*) to prepare them for the comparison activity.

#Practice

Activity	Description	Focus
Individual Mind Map Completion	Students complete the mind map on page 87 by writing activities or facts about each site, using their notes and memory.	Recall, Organization
Review and Fact Check (Pair Work)	Students exchange their mind maps and use their books to check if their partner has included the most important facts for each location, correcting any missing or incorrect information.	Detail Recall, Peer Correction
Group Work: Comparison Chart	Groups create a small comparison chart (e.g., 3 columns: Location, Activity,	Analysis, Synthesis

	Unique Feature) to synthesize the mind map information.	
Role play: Travel Agent Pitch	Students work in pairs, where one student is a travel agent using the mind map to "pitch" the three locations to the other student (the client), trying to convince them to visit one of the places.	Speaking, Presentation Skills
Writing: Unit Summary	Students write a short paragraph (7-10 sentences) summarizing the unit, using their mind map as an outline. They must include a sentence comparing two of the locations.	Writing, Synthesis, Comparison
Quick Drawing	Students quickly draw a symbol or picture representing the most "memorable" thing from each of the three locations.	Creative Recall

#Assessment

No.	Assessment Item	Type
1	**Mind Map Check:** Collect the mind map and check for the inclusion of at least four relevant facts/activities for each of the three locations.	Written Check
2	**Writing Check:** Assess the Unit Summary paragraph for clarity, flow, and the correct use of comparative language.	Writing Check
3	**Quick oral quiz:** Ask students to use their mind map to quickly state one fact about each of the three locations and then compare two of them (e.g., "Dahab is more exciting than Oyoum Mousa").	Oral Assessment
4	**Vocabulary Check:** Ask students to define	Vocabulary Recall

	synthesize and **compare** .	
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#Evaluation

Aspect	Comment	Detailed Reflection
a- The lesson	The lesson served as an excellent, comprehensive unit review and provided a valuable study skill (mind mapping). The activity successfully synthesized information from all previous lessons, reinforcing the unit's core concepts.	The comparison activity was a great addition, pushing students to think critically about the information. The lesson was highly successful in achieving the synthesis objective.
b- The student	Students were highly successful in recalling and organizing information. The visual nature of the task helped students who struggle with traditional note-taking, and the comparison task challenged the higher-level learners.	All students completed the mind map, but some needed prompting to move beyond simple facts to include activities and unique features.
c- The teacher	The teacher's modeling of the mind map was crucial for setting the standard. The use of pair-work for fact-checking ensured accuracy before the final summary writing.	I should have prepared a short rubric for the final Unit Summary writing to ensure students focused on both content and grammar.

English Lesson Preparations

Unit 6: The Lost Kite

Prepared by: Mr Sobhy Borda

Lesson 1: A Story of Kindness - Introduction and Setting

Unit: Unit 6: The Lost Kite	Lesson Title: A Story of Kindness - Introduction and Setting
Lesson No: 1	Page No: 90-93

Lesson 1: A Story of Kindness - Introduction and Setting

- *Unit Name:** Unit 6: The Lost Kite
- *Lesson Title:** A Story of Kindness - Introduction and Setting
- *Lesson Number:** 1
- *Page Number:** 90-93

#Learning Objectives

ID	Objective Category	Specific Objective
1	**Vocabulary**	Students will be able to identify, define, and correctly use at least 6 new vocabulary items related to the story's setting and actions (e.g., **drifted**, **field**, **mud-brick building**).
2	**Reading**	Students will be able to read the beginning of the story and identify the main **Characters** (Omar, Sami) and the **Setting** (village, field).
3	**Grammar**	Students will be able to recognize and use the Simple Past Tense to describe the initial actions in the narrative.
4	**Speaking**	Students will be able to retell the opening of the story using key vocabulary and correct sequencing.

#New vocabulary

Word	Part of Speech	Definition	Example Sentence from the Lesson
dates	Noun	Sweet, edible fruit of	Omar held a basket

		the date palm.	of sweet dates that his father had picked.
field	Noun	An area of open land, especially one planted with crops or used for pasture.	They reached the open field to play with the kite.
unrolled the string	Verb Phrase	To unwind the thread or cord from a roll.	Sami carefully unrolled the string so the kite could fly higher.
drifted	Verb (Past)	Carried slowly by a current of air or water.	The kite drifted across the river when the wind rushed.
bridge	Noun	A structure carrying a road or path across a river, road, or other obstacle.	They crossed the small wooden bridge over the river.
mud-brick building	Noun Phrase	A structure made from sun-dried bricks of earth and straw.	The kite finally landed on the roof of an old mud-brick building .
village	Noun	A group of houses and associated buildings, larger than a hamlet and smaller than a town.	Omar lived in a quiet village by a wide river.

#New structures

Structure	Rule/Function	Grammar Examples (Simple Past in Narrative)
Simple Past Tense	Used to describe a sequence of completed actions in the past, which is typical for storytelling.	1. Sami ran to meet his friend Omar.
Focus: Regular and Irregular verbs used in the story's opening.	2. Omar said with a smile, "Let's see how high my kite can fly!"	
3. The children played in the dusty streets.		

#Warm up and revision

No.	Question	Focus
1	Did you lose something	Theme Introduction

	important to you recently? What was it?	
2	What are the three most important parts of any story?	**Revision:** Story Elements
3	What kind of games did you **play** when you were younger?	**Revision:** Simple Past Tense
4	What is the difference between a town and a village?	**Vocabulary:** Setting
5	Can you name a fruit that grows on a palm tree?	**Vocabulary:** Dates

#Presentation

- I will introduce the unit title, "The Lost Kite," and ask students to predict what the story will be about based on the cover image.
- I will present the new vocabulary using the pictures on page 91 and contextual sentences, ensuring correct pronunciation is drilled.
- I will read the "Story Elements" section (page 92) and explain the terms: Title, Setting, Characters, Plot/Problem, Solution, and Moral.
- I will read the first part of the story (page 93) aloud, modeling expressive reading and pausing to identify the characters (Omar, Sami) and the setting (quiet village, open field).
- I will highlight the Simple Past Tense verbs in the text and explain their function in setting the scene for the narrative.

#Practice

Activity	Description	Focus
Vocabulary Matching	Students match the new vocabulary words with their definitions or corresponding pictures on page 91.	Vocabulary Recognition
Story Element Table	Students fill in the first three columns of the table on page 92 (Title, Setting, Characters) based on the text read so far.	Reading Comprehension, Structure
Character Description (Pair work)	Students work in pairs to describe Omar and Sami based on the text (e.g., Omar	Speaking, Inference

	is kind because he brought dates; Sami is excited about his new kite).	
Role play: The First Scene	Students role-play the dialogue between Omar and Sami on page 93, focusing on intonation and expressing excitement.	Speaking, Fluency
Sentence Building	Students use the new words (**village** , **field** , **bridge** , **dates**) to write their own sentences describing the story's setting.	Writing, Vocabulary Production
Drawing the Setting	Students draw a picture of the village and the field as described in the text.	Creative Visualization

#Assessment

No.	Assessment Item	Type
1	**Written Quiz:** Check the completed Story Element Table for Lesson 1 (Title, Setting, Characters).	Written Quiz
2	**Vocabulary Check:** Ask students to write a sentence using the words **unrolled the string** and **mud-brick building** .	Writing Check
3	**Quick oral quiz:** Ask students to name the two main characters and describe the setting in one sentence.	Oral Assessment

#Evaluation

Aspect	Comment	Detailed Reflection
a- The lesson	The lesson successfully introduced the story elements and the setting. The use of the Story Element table provided a clear framework for analysis.	The pace was good, but more time could be spent on discussing the significance of the setting (quiet village by a river).
b- The student	Students were engaged with	The students showed good

	the story and successfully identified the characters and setting. Some struggled with the vocabulary item **unrolled the string** .	prediction skills based on the title and image.
c- The teacher	The teacher effectively used the visual aids from the book. I should have prepared a short activity to drill the Simple Past verbs *ran* , *said* , and *held* .	

Lesson 2: The Adventure Continues - Problem and Rising Action

Unit: Unit 6: The Lost Kite	Lesson Title: The Adventure Continues - Problem and Rising Action
Lesson No: 2	Page No: 94-95

Lesson 2: The Adventure Continues - Problem and Rising Action

- *Unit Name:** Unit 6: The Lost Kite
- *Lesson Title:** The Adventure Continues - Problem and Rising Action
- *Lesson Number:** 2
- *Page Number:** 94-95

#Learning Objectives

ID	Objective Category	Specific Objective
1	**Reading**	Students will be able to read the middle section of the story and identify the main Problem (the lost kite) and the sequence of events leading to it.
2	**Grammar**	Students will be able to recognize and use Adverbs of Manner (e.g., carefully , anxiously) to describe how actions are performed.
3	**Vocabulary**	Students will be able to understand and use verbs related to movement and emotion (e.g., slipped , sank , whispered).
4	**Speaking**	Students will be able to express and infer the characters' feelings (e.g., pride, fear, nervousness) at different points in the story.

#New vocabulary

Word	Part of Speech	Definition	Example Sentence from the Lesson
slipped	Verb (Past)	To slide unintentionally.	The string slipped through

			Sami's fingers.
sank	Verb (Past)	To descend or fall slowly.	Sami's heart **sank** when he saw the kite land on the roof.
whispered	Verb (Past)	To speak very softly using one's breath.	"Oh no," he **whispered** , tears forming in his eyes.
shoulder	Noun	The joint connecting the arm with the torso.	Omar put a hand on his friend's **shoulder** to comfort him.
anxiously	Adverb	In a manner showing worry, nervousness, or unease.	The boys watched **anxiously** as the old man climbed the ladder.
faded	Adjective	Having lost freshness or intensity of color.	The walls of the old house were **faded** and covered in vines.

#New structures

Structure	Rule/Function	Grammar Examples (Adverbs of Manner)
Adverbs of Manner	Used to describe <i>*how*</i> an action is performed. They often end in <i>-ly</i> .	1. Sami carefully **unrolled** the string.
Structure: Verb + Adverb	2. Omar knocked **gently** on the wooden door.	
3. The boys watched **anxiously** as the kite flew away.		

#Warm up and revision

No.	Question	Focus
1	What was the last thing Omar and Sami did in the previous part of the story?	**Revision:** Sequencing
2	How do you feel when you are very proud of something you did?	**Vocabulary:** Emotion
3	What word tells us <i>*how*</i> you run (e.g., quickly, slowly)?	**Grammar:** Adverbs
4	What is the main problem	**Story Element:** Problem

	in the story so far?	
5	What does it mean when someone's "heart sank"?	**Vocabulary:** Idiom/Emotion

#Presentation

- I will quickly review the characters and setting from Lesson 1.
- I will read the middle part of the story (pages 94-95), focusing on the moment the kite is lost and the boys' reaction.
- I will introduce the new vocabulary, focusing on the verbs of action and emotion (e.g., **slipped**, **sank**, **whispered**).
- I will introduce the grammar focus: **Adverbs of Manner**. I will point out examples in the text (e.g., *carefully*, *gently*) and explain that they tell us *how* the action was done.
- I will use a simple sentence transformation activity on the board: "Sami unrolled the string. -> Sami unrolled the string **carefully**."

#Practice

Activity	Description	Focus
Sequencing the Problem	Students write down the steps that led to the kite being lost (e.g., 1. Sami flew the kite. 2. A strong wind rushed. 3. The string slipped. 4. The kite drifted).	Reading Comprehension, Sequencing
Feeling Chart (Pair work)	Students create a chart to track the characters' feelings: Sami (Proud -> Sad -> Nervous) and Omar (Happy -> Encouraging). They must quote a line from the text to support each feeling.	Speaking, Inference
Adverb Transformation	Students complete a worksheet where they change adjectives into adverbs of manner (e.g., <i>quick</i> -> <i>quickly</i> , <i>anxious</i> -> <i>anxiously</i>).	Writing, Grammar Practice
Role play: Encouragement	Students role-play the dialogue between Omar and Sami on page 95 ("Don't give up, Sami..."), focusing on expressing the correct	Speaking, Fluency

	emotion and using encouraging language.	
Sentence Rewriting	Students rewrite simple sentences using an adverb of manner (e.g., "The boy walked." -> "The boy walked **slowly** across the bridge.").	Writing, Grammar Application
Vocabulary Cloze Test	Students complete a summary of the problem using the new vocabulary (**slipped** , **sank** , **whispered** , **shoulder**).	Vocabulary Application

#Assessment

No.	Assessment Item	Type
1	**Written Quiz:** Check the Sequencing the Problem activity for correct order and detail.	Written Quiz
2	**Grammar Check:** Collect and check the Adverb Transformation worksheet for correct adverb formation.	Writing Check
3	**Quick oral quiz:** Give students a verb (e.g., *walk*, *talk*, *read*) and ask them to use it with an adverb of manner in a sentence.	Oral Assessment

#Evaluation

Aspect	Comment	Detailed Reflection
a- The lesson	The lesson successfully focused on the problem and the rising action. The Adverbs of Manner were introduced effectively through the context of the story.	The concept of "heart sank" was a good opportunity to discuss figurative language, which was well-received by the students.
b- The student	Students were able to identify the problem and the sequence of events. The application of adverbs was	Some students confused the meaning of **drifted** and **slipped** . I need to clarify the difference between

	strong, especially in the written practice.	unintentional movement by wind/water and unintentional movement by touch.
c- The teacher	The teacher's use of the T-chart for character feelings was a strong visual aid. More time could be allocated to the role-play to allow more pairs to perform.	

Lesson 3: A Helping Hand - Solution and Moral

Unit: Unit 6: The Lost Kite	Lesson Title: A Helping Hand - Solution and Moral
Lesson No: 3	Page No: 96-97

Lesson 3: A Helping Hand - Solution and Moral

- *Unit Name:** Unit 6: The Lost Kite
- *Lesson Title:** A Helping Hand - Solution and Moral
- *Lesson Number:** 3
- *Page Number:** 96-97

#Learning Objectives

ID	Objective Category	Specific Objective
1	**Reading**	Students will be able to read the final part of the story and identify the Solution (the old man helps) and the Moral (kindness and teamwork).
2	**Vocabulary**	Students will be able to understand and use verbs related to dialogue and resolution (e.g., chuckle , fetched , untangled , soaring).
3	**Grammar**	Students will be able to recognize and use Direct Speech (dialogue) and Reported Speech (narrative summary).
4	**Speaking**	Students will be able to discuss the moral of the story and relate it to real-life situations.

#New vocabulary

Word	Part of Speech	Definition	Example Sentence from the Lesson
chuckle	Verb (Past)	To laugh quietly or inwardly.	The old man chucked , "Ah, I saw it! A very fine

			kite indeed."
fetched	Verb (Past)	To go for and then bring back (someone or something).	He **fetched** a small ladder and slowly climbed up.
untangled	Verb (Past)	To free from a tangle or knot.	He **untangled** the kite from the tiles.
soaring	Verb (Present Participle)	Flying high in the air.	The kite rose once again, **soaring** high above the village.
anxiously	Adverb	In a manner showing worry, nervousness, or unease.	The boys watched **anxiously** as the old man climbed.
kindness	Noun	The quality of being friendly, generous, and considerate.	The old man said, **Kindness** makes the world brighter."

#New structures

Structure	Rule/Function	Grammar Examples (Direct and Reported Speech)
Direct Speech	The exact words spoken, enclosed in quotation marks.	1. The old man said, **Take care to hold it tighter next time** ."
Reported Speech	Reporting what was said without using quotation marks.	2. Sami **said** that he would always remember the old man's kindness.
Focus: Identifying dialogue in the story.	3. Omar **added** that they would always remember his kindness.	

#Warm up and revision

No.	Question	Focus
1	What did Omar and Sami decide to do after the kite landed on the roof?	**Revision:** Plot
2	What is the opposite of "tangled"?	**Vocabulary:** Untangled
3	What does it mean to "chuckle"?	**Vocabulary:** Dialogue Verb
4	Can you give an example of	**Theme:** Kindness

	a time when someone showed you great kindness?	
5	What are the quotation marks used for in a story?	**Grammar:** Direct Speech

#Presentation

- I will review the problem (kite on the roof) and the boys' initial attempt to solve it.
- I will read the final part of the story (pages 96-97), focusing on the old man's actions and the final moral.
- I will introduce the new vocabulary, focusing on the verbs of resolution and the noun ****kindness****.
- I will introduce the grammar focus: ****Direct and Reported Speech****. I will highlight the dialogue in the text and explain the use of quotation marks.
- I will model how to change a simple piece of dialogue into reported speech (e.g., "I will help you," said the man. -> The man said that he would help them).
- I will lead a discussion on the ****Moral**** of the story: "Kindness makes the world brighter."

#Practice

Activity	Description	Focus
True or False Justification	Students complete the True or False exercise on page 98, correcting the false statements.	Reading Comprehension, Detail Recall
Dialogue Identification	Students find all the lines of **Direct Speech** in the final part of the story and identify who said each line.	Reading Comprehension, Grammar Recognition
Reported Speech Transformation	Students rewrite 3-4 lines of dialogue from the story into **Reported Speech** .	Writing, Grammar Practice
Pair work: Moral Discussion	Students discuss the question: "How did the boys show teamwork, and how did the old man show kindness?"	Speaking, Critical Thinking
Role play: Thank You	Students role-play the final scene where Sami and Omar thank the old man, expanding on their gratitude and promising to show kindness to others.	Speaking, Fluency

Writing: The Moral	Students write a short paragraph explaining the moral of the story and giving one real-life example of how they can show kindness.	Writing, Application of Moral
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#Assessment

No.	Assessment Item	Type
1	**Written Quiz:** Complete the multiple-choice questions on page 98, focusing on the moral and solution.	Written Quiz
2	**Grammar Check:** Collect and check the Reported Speech Transformation activity for correct structure.	Writing Check
3	**Quick oral quiz:** Ask students to state the moral of the story and explain it in their own words.	Oral Assessment

#Evaluation

Aspect	Comment	Detailed Reflection
a- The lesson	The lesson successfully brought the story to a close, focusing on the important themes of kindness and teamwork. The discussion on the moral was highly engaging.	The grammar focus on Direct/Reported Speech was slightly challenging but relevant to the text. More scaffolding is needed for the transformation activity next time.
b- The student	Students showed excellent comprehension of the plot and were able to articulate the moral clearly. They were enthusiastic about discussing real-life kindness.	Some students struggled with the mechanics of Reported Speech (tense change).
c- The teacher	The teacher effectively used the story's climax to introduce the moral. The role-play activity was a great way to practice	I should have used a visual aid (e.g., a simple flow chart) to illustrate the transformation from Direct to Reported Speech.

	expressive speech.	
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Lesson 4: Review and Reflect - Sequencing and Comprehension

Unit: Unit 6: The Lost Kite	Lesson Title: Review and Reflect - Sequencing and Comprehension
Lesson No: 4	Page No: 98

Lesson 4: Review and Reflect - Sequencing and Comprehension

- *Unit Name:** Unit 6: The Lost Kite
- *Lesson Title:** Review and Reflect - Sequencing and Comprehension
- *Lesson Number:** 4
- *Page Number:** 98

#Learning Objectives

ID	Objective Category	Specific Objective
1	**Reading**	Students will be able to demonstrate comprehensive understanding of the entire story by answering True/False and Multiple Choice questions.
2	**Writing**	Students will be able to write a summary of the story using appropriate Sequencing Words (e.g., First , Then , Finally).
3	**Grammar**	Students will be able to correctly use Sequencing Words to link events in a narrative.
4	**Speaking**	Students will be able to retell the entire story in sequence to a partner.

#New vocabulary

Word	Part of Speech	Definition	Example Sentence from the Lesson
sequencing	Noun	The arrangement of things in a particular order.	We will practice sequencing the events of the story.
comprehension	Noun	The ability to understand	The quiz tests your comprehension

		something.	of the story.
retell	Verb	To tell a story again.	Students will **retell** the story to their partners.
teamwork	Noun	The combined action of a group of people.	The story shows the importance of **teamwork** .

#New structures

Structure	Rule/Function	Grammar Examples (Sequencing Words)
Sequencing Words	Used to show the order of events in a narrative.	1. **First** , Omar and Sami went to the field.
Words: First, Next, Then, After that, Finally, In the end.	2. **Then** , the kite drifted away.	
3. **Finally** , the old man helped them get the kite back.		

#Warm up and revision

No.	Question	Focus
1	What was the very first thing that happened in the story?	**Revision:** Beginning
2	What happened right before the old man appeared?	**Revision:** Middle
3	What is the last thing that happened in the story?	**Revision:** End
4	What word can you use to start the last sentence of a story?	**Grammar:** Sequencing
5	What does the story teach us about solving problems?	**Revision:** Moral

#Presentation

- I will review the entire story using a visual timeline on the board, plotting the main events from Lesson 1 to Lesson 3.
- I will introduce the grammar focus: ****Sequencing Words****. I will write the words (*First, Then, Next, After that, Finally*) on the board and explain their function in connecting ideas.
- I will model a short summary of the story using these sequencing words.

- I will explain the format of the True/False and Multiple Choice questions on page 98, emphasizing the need to refer back to the text for confirmation.

#Practice

Activity	Description	Focus
True or False & Multiple Choice	Students complete the exercises on page 98 individually.	Reading Comprehension, Detail Recall
Sequencing Strip	Students are given sentences from the story on strips of paper and must arrange them in the correct order using the sequencing words.	Writing, Sequencing
Pair work: Story Retell	Students retell the entire story to their partner, focusing on using at least three different sequencing words.	Speaking, Fluency, Sequencing
Writing: Story Summary	Students write a short summary (5-7 sentences) of "The Lost Kite," ensuring they use a variety of sequencing words to link the events.	Writing, Synthesis, Grammar Application
Role play: News Report	Students role-play a news reporter interviewing Omar and Sami about their "adventure" and the kindness of the old man.	Speaking, Creative Application

#Assessment

No.	Assessment Item	Type
1	**Written Quiz:** Check the completed True/False and Multiple Choice questions on page 98.	Written Quiz
2	**Writing Check:** Collect and check the Story Summary for correct use of sequencing words and accurate plot points.	Writing Check
3	**Quick oral quiz:** Ask students to state the three	Oral Assessment

	main parts of the story (Beginning, Middle, End) using *First*, *Then*, and *Finally*.	
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#Evaluation

Aspect	Comment	Detailed Reflection
a- The lesson	The lesson served as an excellent final review, ensuring students mastered the plot and the moral. The focus on sequencing words was highly relevant to the narrative unit.	The use of the timeline was essential for visual learners. The lesson was highly successful in achieving the comprehensive understanding objective.
b- The student	Students demonstrated strong comprehension, scoring highly on the written quiz. The retelling activity showed good fluency and recall.	Some students still struggled to use *Then* and *Next* interchangeably, indicating a need for more drill on synonyms for sequencing.
c- The teacher	The teacher provided clear instructions and effective modeling for the summary writing. The use of the page 98 exercises as a formal assessment was appropriate.	I should have prepared a short extension activity for fast finishers, perhaps asking them to write an alternative ending to the story.

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

