

Mr Sobhy Borda

Unit 1 - English Preparation - Grade 5

Lesson 1: Life Along the Nile

Learning Objectives

- Identify vocabulary related to the Nile River and its ecosystem
- Practice reading and listening comprehension
- Use new vocabulary in speaking and writing
- Recognize and pronounce consonant clusters

New Vocabulary

- Nile River
- crocodile
- hunt
- water weeds
- insects
- trunk
- branches
- selfish
- care for
- shade

New Structures

- Crocodiles hunt large animals.
- Birds eat small fish and insects.
- Snakes never eat plants.
- Lizards are sometimes dangerous.
- We must protect the river.

Warm up and Revision

- Review animals and habitats using flashcards
- Ask: 'What do you know about the Nile River?'
- Play river sounds to set the scene

Presentation

- Introduce vocabulary with images and pronunciation
- Read dialogue between Ahmed and Laila
- Highlight consonant clusters (e.g., trunk, branches)
- Discuss the food chain in the Nile

Practice

- Match words to pictures
- Fill-in-the-blank activity
- True/False comprehension
- Circle consonant clusters
- Role-play the dialogue

Assessment

- Vocabulary quiz
- Fill-in-the-blank sentences
- Pronunciation check

Evaluation

- Observe participation and pronunciation

- Check written answers
- Provide feedback

Summary

- The lesson: Vocabulary and reading about the Nile River
- The student: Uses new words and structures in context
- The teacher: Guides reading, pronunciation, and practice

Lesson 2: Food in the Hot Desert

Learning Objectives

- Learn vocabulary about desert animals and survival
- Use adverbs of frequency in context
- Practice reading and discussion

New Vocabulary

- desert
- snakes
- lizards
- insects
- hide
- cooler
- energy
- night

New Structures

- Snakes often eat insects.
- Camels usually eat grass.
- Animals rarely find food in the desert.

Warm up and Revision

- Ask: 'What animals live in the desert?'
- Show pictures of desert animals

Presentation

- Introduce vocabulary with images
- Read passage about desert animals
- Explain adverbs of frequency

Practice

- Multiple choice questions
- Sentence reordering
- Fill-in-the-blank with adverbs
- Discussion: How do humans live in the desert?

Assessment

- Short quiz on vocabulary and grammar
- Oral responses using adverbs

Evaluation

- Check understanding of frequency adverbs
- Monitor speaking and writing

Summary

- The lesson: Desert life and grammar focus
- The student: Uses vocabulary and adverbs correctly
- The teacher: Facilitates reading and grammar practice

Lesson 3: Story Time - The Giving Tree

Learning Objectives

- Understand story vocabulary and moral
- Practice reading comprehension
- Use descriptive language

New Vocabulary

- crown
- trunk
- branch
- shade
- selfish
- care for
- delicious
- bent

New Structures

- The tree gave the boy everything.
- Tom was selfish but learned to care.

Warm up and Revision

- Ask: ·How do trees help people?·
- Show images of trees and fruits

Presentation

- Read the story of Tom and the tree
- Match vocabulary to definitions
- Discuss the moral of the story

Practice

- True/False statements
- Multiple choice questions
- Fill-in-the-blank summary
- Pair discussion: What would you do?

Assessment

- Comprehension quiz
- Summary writing

Evaluation

- Check understanding of story and vocabulary
- Encourage moral reflection

Summary

- The lesson: Story reading and moral discussion
- The student: Understands and retells the story
- The teacher: Guides reading and discussion

Lesson 4: Writing - Let's Make a Recipe!

Learning Objectives

- Learn food-related vocabulary
- Write a recipe using sequence words
- Practice organizing steps

New Vocabulary

- rice
- lentils
- pasta
- onions
- tomato sauce
- spicy
- fry
- boil
- mix

New Structures

- First, cook the rice.
- Then, boil the lentils.
- Finally, add the sauce.

Warm up and Revision

- Ask: -Do you like Koshari?-
- Show ingredients and steps

Presentation

- Read the Koshari recipe
- Introduce sequence words
- Discuss cooking steps

Practice

- Number the steps
- Add sequence words
- Write a short recipe for favorite food

Assessment

- Recipe writing task
- Use of sequence words

Evaluation

- Check clarity and order of steps
- Encourage creativity

Summary

- The lesson: Writing a recipe using sequence
- The student: Writes clear steps with correct words
- The teacher: Supports writing and organization

Lesson 5: Think and Create - A Flyer

Learning Objectives

- Learn how to design a flyer
- Use headings, images, and menus
- Practice persuasive writing

New Vocabulary

- menu
- heading
- subheading
- flyer
- call to action
- prices
- fast food
- sandwich

New Structures

- Visit our website for more info.
- Try our delicious grilled chicken!

Warm up and Revision

- Show sample flyer
- Ask: -What makes a good flyer?-

Presentation

- Explain flyer elements
- Analyze sample flyer
- Discuss persuasive language

Practice

- Create a flyer for a restaurant
- Include heading, image, menu, and call to action
- Peer review using star rating

Assessment

- Completed flyer
- Peer feedback

Evaluation

- Check creativity and clarity
- Encourage improvement

Summary

- The lesson: Designing a flyer
- The student: Creates and evaluates a flyer
- The teacher: Guides design and writing

ENGLISH LESSON PLANS

Unit 2: My Healthy Body

Grade 5 Primary

Prepared by: Mr. Sobhy Borda

Academic Year: 2024-2025

UNIT OVERVIEW

This unit focuses on developing students' language skills through the theme of health and healthy habits. Students will learn vocabulary related to health, sports, body parts, and healthcare workers while practicing speaking, listening, reading, and writing skills.

LESSON 1: Sports for Better Health

Learning Objectives

- Ask and answer questions about healthy habits
- Talk about personal healthy habits
- Recognize and repeat one-syllable words
- Listen to a dialogue and answer comprehension questions
- Write sentences on how to stay healthy

New Vocabulary

- sports — physical activities for health and fun
- football — a team sport played with a ball
- swimming — moving through water using arms and legs
- heart — the organ that pumps blood
- muscles — body parts that help you move
- lungs — organs that help you breathe
- energy — power to do activities
- exercise — physical activity to stay healthy
- mental health — how you feel and think
- fit — healthy and strong
- tired — feeling sleepy or weak
- stressed — feeling worried or unhappy

New Structures

- Question formation: "Why is it important to play sports?"
- Simple present: "Sports help us stay healthy"
- Modal verbs: "Sports can help with mental health"
- Comparative structures: "Swimming is very good too"

Warm Up and Revision

1. Physical warm-up: Simple stretching exercises
2. Vocabulary review: Show pictures of different sports
3. Question chain: "What do you do to stay healthy?"
4. Quick discussion: Students share one healthy habit they have

Presentation

Pre-listening activity:

- Introduce the dialogue characters: Mazen and Mom
- Discuss the title "Fit, Fast, and Feeling Good"
- Predict what the conversation might be about

While-listening:

- Play the dialogue once for general understanding
- Play again with pauses for comprehension
- Focus on key vocabulary and structures

Post-listening:

- Check comprehension with guided questions
- Practice pronunciation of new words
- Role-play the dialogue in pairs

Practice

Controlled practice:

- Complete comprehension questions about the dialogue
- Match vocabulary words with definitions
- Circle one-syllable words from a given list

Semi-controlled practice:

- Answer questions: "How does football make you stronger?"
- Fill in blanks with appropriate health vocabulary
- Practice asking and answering about sports benefits

Free practice:

- Pair discussions about favorite sports and their benefits
- Create short dialogues about healthy habits
- Share experiences about trying new sports

Assessment

Formative Assessment:





- Monitor pair work and provide feedback
- Check pronunciation during speaking activities
- Observe student participation in discussions

Summative Assessment:

- Comprehension questions (4 questions)
- Vocabulary matching exercise
- Speaking assessment through pair work

Evaluation

a) The Lesson

-  Strengths: Interactive dialogue format engages students effectively
-  Effective elements: Real-life context makes vocabulary memorable
-  Areas for improvement: Need more visual aids for abstract concepts like "mental health"
-  Modifications needed: Add more movement-based activities

b) The Student

- High achievers: Can extend discussions with personal experiences
- Average students: Successfully complete structured activities with guidance
- Lower achievers: Need additional support with pronunciation and vocabulary retention
- Participation level: High engagement during physical demonstrations

c) The Teacher

- Effective strategies: Using gestures and demonstrations for vocabulary
- Classroom management: Good control during group activities
- Areas for development: Need to provide more wait time for student responses
- Resource utilization: Effective use of audio materials and visual aids

LESSON 2: My Habits: Then and Now

Learning Objectives

- Distinguish between countable and uncountable nouns
- Apply correct determiners (a/an/some/any) in context
- Write sentences about staying healthy
- Compare past and present habits
- Read and understand a text about changing habits

New Vocabulary

- habits — things we do regularly
- journey — a trip or process of change
- past — time before now
- present/now — current time
- exercise — physical activity
- vitamins — nutrients that keep us healthy
- vegetables — healthy plants we eat
- fruits — sweet, healthy food from plants
- soda — sweet fizzy drink
- water — clear liquid we drink
- early — at the beginning of a time period

- late — at the end of a time period

New Structures

- Past vs Present comparison: "In the past, I woke up late. Now, I wake up early."
- Determiners: a/an with singular countable nouns
- Some/any: with plural countable and uncountable nouns
- Time expressions: "every morning," "used to," "now I..."

Warm Up and Revision

5. Habit survey: Students share what they did yesterday vs. today
6. Vocabulary review: Health-related words from previous lesson
7. Grammar warm-up: Identify countable vs uncountable nouns
8. Timeline activity: Draw past and present habits

Presentation

Pre-reading activity:

- Introduce Adam and his health journey
- Discuss the concept of changing habits
- Predict what changes Adam might have made

While-reading:

- Read "Adam's Journey to a Healthier Life"
- Identify past vs present habits
- Focus on time expressions and determiners

Post-reading:

- Comprehension check with True/False questions
- Grammar focus: determiners in context
- Vocabulary consolidation

Practice

Controlled practice:

- True/False questions about Adam's story
- Complete sentences with correct determiners
- Grammar correction exercises

Semi-controlled practice:

- Answer comprehension questions about the text
- Fill in blanks with vocabulary words
- Practice using a/an/some/any in sentences

Free practice:

- Students share their own habit changes
- Create sentences comparing past and present
- Discuss healthy habit improvements



Assessment

Formative Assessment:

- Monitor grammar usage during speaking activities
- Check written work for correct determiner usage
- Assess reading comprehension through questioning

Summative Assessment:

- True/False comprehension test
- Grammar correction exercise
- Short paragraph about personal habits



Evaluation

a) The Lesson

- Strengths: Clear progression from reading to grammar practice
- Effective elements: Relatable story about habit change
- Areas for improvement: More interactive grammar practice needed
- Modifications needed: Add visual timeline for past/present comparison

b) The Student

- High achievers: Can create complex sentences with multiple determiners
- Average students: Master basic determiner rules with practice
- Lower achievers: Need additional support with countable/uncountable distinction
- Engagement level: High interest in personal habit discussions

c) The Teacher

- Effective strategies: Using student experiences to teach grammar
- Material presentation: Clear progression from story to grammar
- Areas for development: Need more error correction techniques
- Student support: Good scaffolding for different ability levels

LESSON 3: Heart and Blood



Learning Objectives

- Identify and understand vocabulary related to the heart and blood
- Answer questions related to a text on healthy habits
- Discuss healthy habits based on reading text
- Recognize and repeat one-syllable words
- Write three habits that keep the heart healthy

New Vocabulary

- heart — organ that pumps blood
- blood — red liquid in our body
- organ — body part that does a specific job
- pump — to push liquid through tubes
- blood vessels — tubes that carry blood
- oxygen — gas we breathe that keeps us alive
- nutrients — substances that help our body grow
- carbon dioxide — waste gas from our body
- fist — hand when tightly closed
- muscle — body part that helps us move
- stress — feeling worried or tired
- waste — things the body does not need

New Structures

- Descriptive language: "The heart is about the size of your fist"
- Function descriptions: "The heart pumps blood to all parts of the body"
- Advice giving: "You can take care of your heart by..."
- Cause and effect: "Exercise helps your heart pump better"

Warm Up and Revision

9. Body parts review: Point to different body parts
10. Health habits discussion: What keeps us healthy?
11. Physical demonstration: Students feel their heartbeat
12. Vocabulary prediction: What do you know about the heart?

Presentation

Pre-reading activity:

- Show diagram of the heart
- Discuss what students know about the heart
- Introduce key vocabulary with visuals

While-reading:

- Read "Our Body's Super Pump!"
- Identify key functions of the heart
- Focus on descriptive language and scientific vocabulary

Post-reading:

- Comprehension questions about heart function
- Vocabulary matching exercise
- Discussion about heart health

Practice

Controlled practice:

- Match vocabulary words with definitions
- True/False statements about the heart
- Complete sentences about heart function

Semi-controlled practice:

- Answer reading comprehension questions
- Identify one-syllable words from the text
- Create sentences about keeping the heart healthy

Free practice:

- Group discussions about healthy heart habits
- Students share ways they take care of their hearts
- Create poster ideas about heart health

Assessment

Formative Assessment:





- Check vocabulary understanding through matching
- Monitor comprehension during discussions
- Assess pronunciation of scientific terms

Summative Assessment:

- Vocabulary matching exercise
- True/False comprehension test
- Write three heart-healthy habits

Evaluation

a) The Lesson

-  Strengths: Scientific content presented in age-appropriate way
-  Effective elements: Visual support helps with complex vocabulary
-  Areas for improvement: More hands-on activities needed
-  Modifications needed: Add experiments to demonstrate concepts

b) The Student

- High achievers: Can explain heart function in their own words
- Average students: Understand basic concepts with visual support
- Lower achievers: Need additional vocabulary support and repetition
- Interest level: High fascination with body science

c) The Teacher

- Effective strategies: Using visual aids for abstract concepts
- Content delivery: Good balance of science and language learning
- Areas for development: Need more interactive science activities
- Vocabulary support: Effective use of definitions and examples

LESSON 4: Life Savers in Action

Learning Objectives

- Identify and understand vocabulary related to healthcare workers
- Write sentences on how to stay healthy
- Write a paragraph about a healthcare provider
- Discuss the roles of different healthcare professionals
- Use descriptive language about people's jobs

New Vocabulary

- healthcare workers — people who help with health
- doctors — people who treat sick people
- nurses — people who care for patients
- pharmacists — people who give medicine
- paramedics — emergency medical helpers
- patients — people who need medical help
- diagnose — identify what is wrong
- treatment — medical care to help someone
- medicine — drugs that make people better
- emergency — urgent situation needing quick help
- hospital — place where sick people go
- heroes — people who help others bravely

New Structures

- Job descriptions: "Doctors use their knowledge to check patients"
- Present simple for habits: "Nurses work around the clock"
- Expressing purpose: "They work to keep people healthy"
- Giving advice: "Healthcare workers encourage us to..."

Warm Up and Revision

13. Healthcare role-play: Students mime different medical jobs
14. Vocabulary brainstorm: Jobs that help people
15. Personal experience sharing: Visits to doctors or hospitals
16. Gratitude discussion: Why should we thank healthcare workers?

Presentation

Pre-reading activity:

- Show pictures of different healthcare workers
- Discuss what each type of worker does
- Introduce the concept of "healthcare heroes"

While-reading:

- Read "Healthcare Heroes" text
- Identify different roles and responsibilities
- Focus on descriptive language about jobs

Post-reading:

- Comprehension questions about healthcare roles
- Vocabulary in context exercises
- Discussion about healthcare workers' importance

Practice

Controlled practice:

- Multiple choice questions about healthcare workers
- Vocabulary definitions matching
- Complete sentences about medical jobs

Semi-controlled practice:

- Answer questions about healthcare workers' roles
- Describe what different medical professionals do
- Practice giving advice about health

Free practice:

- Choose a healthcare worker and describe their job
- Write a paragraph about a medical professional
- Role-play different healthcare scenarios

Assessment

Formative Assessment:





- Monitor role-play activities for vocabulary use
- Check paragraph writing for structure and content
- Assess speaking during job descriptions

Summative Assessment:

- Multiple choice test on healthcare workers
- Written paragraph about a healthcare professional
- Speaking assessment through job descriptions

Evaluation

a) The Lesson

-  Strengths: Connects language learning with social awareness
-  Effective elements: Real-world relevance motivates students
-  Areas for improvement: More interactive activities needed
-  Modifications needed: Add guest speaker or virtual hospital tour

b) The Student

- High achievers: Can write detailed paragraphs with rich vocabulary
- Average students: Successfully describe basic job functions
- Lower achievers: Need support with paragraph structure
- Motivation level: High due to respect for healthcare workers

c) The Teacher

- Effective strategies: Connecting learning to real-world heroes
- Social awareness: Good integration of values with language
- Areas for development: More varied assessment methods needed
- Community connection: Effective linking of school and society

LESSON 5: Think and Create - A Poster

Learning Objectives

- Create a poster about six healthy habits
- Work collaboratively in groups
- Present their ideas clearly and creatively
- Review and consolidate unit vocabulary
- Demonstrate understanding through creative expression

New Vocabulary

- poster — large picture with information
- habits — things we do regularly
- design — plan how something looks
- organize — arrange in good order
- illustrate — add pictures to explain
- collaborate — work together
- present — show to others
- creative — using imagination
- elements — parts of something
- title — name of the work
- steps — stages in a process

New Structures

- Instructions: "First, choose your habits. Then, design your poster."

- Collaborative language: "Let's work together to..."
- Presentation language: "Our poster shows..."
- Descriptive language: "This habit helps us because..."

Warm Up and Revision

17. Unit vocabulary review: Quick vocabulary game
18. Healthy habits brainstorm: List all healthy habits learned
19. Poster examples: Show good poster designs
20. Group formation: Organize students into creative teams

Presentation

Poster planning:

- Review the example "Stay Healthy!" poster
- Discuss elements of a good poster
- Analyze the six healthy habits shown

Design principles:

- Clear title to grab attention
- Organized steps to explain
- Photos or drawings to illustrate
- Neat and colorful presentation

Group work preparation:

- Assign roles within groups
- Plan timeline for poster creation
- Gather materials needed

Practice

Planning phase:

- Groups select their six healthy habits
- Sketch initial poster design
- Assign drawing and writing tasks

Creation phase:

- Students work on poster sections
- Add illustrations and text
- Review and improve design

Presentation phase:

- Groups present their posters
- Explain their healthy habits

- Answer questions from classmates



Assessment

Formative Assessment:

- Monitor group collaboration and participation
- Check poster progress and provide guidance
- Assess use of unit vocabulary

Summative Assessment:

- Poster quality and creativity
- Presentation skills and confidence
- Demonstration of healthy habits knowledge



Evaluation

a) The Lesson

- Strengths: Integrates all unit learning in creative project
- Effective elements: Collaborative work builds social skills
- Areas for improvement: More time needed for detailed work
- Modifications needed: Provide templates for struggling students

b) The Student

- High achievers: Create detailed, artistic posters with complex vocabulary
- Average students: Produce clear, organized posters with key concepts
- Lower achievers: Participate meaningfully with group support
- Engagement level: Very high during creative and presentation activities

c) The Teacher

- Effective strategies: Good balance of guidance and student autonomy
- Resource management: Effective organization of materials and time
- Areas for development: Need better rubric for fair assessment
- Collaboration support: Strong facilitation of group work

UNIT ASSESSMENT AND REVIEW



Quick Review Lesson



Learning Objectives

- Review key vocabulary and structures from the unit
- Complete comprehensive assessment activities
- Demonstrate mastery of healthy habits topics
- Apply grammar rules in context



Assessment Activities

1. Multiple Choice Questions (5 items)

- Vocabulary definitions
- Grammar structures
- Reading comprehension

2. Determiner Practice

- Complete sentences with a/an/some/any
- Apply rules for countable/uncountable nouns

3. Writing Task

- Write three heart-healthy habits
- Use complete sentences and unit vocabulary



Final Unit Evaluation

Unit Strengths:

- Comprehensive coverage of health-relat

Unit 3: When Nature Changes | Lesson 1: Weather Wonders and Warnings! | Page: 42

Learning Objectives

- Identify and name different types of extreme weather conditions
- Understand the dangers associated with extreme weather
- Answer comprehension questions about extreme weather
- Match weather types with their definitions

New Vocabulary

- thunderstorm - a storm with thunder and lightning
- sandstorm - a severe wind that carries sand and dust through the air
- flood - when there's too much water covering dry land
- drought - when there's no rain for a long time
- wildfire - burns through forests and homes
- heat wave - the temperature is dangerously high for days

New Structures

- Question form: 'Is it safe to go outside in this weather? Why?'
- Descriptive sentences about weather conditions
- Matching sentence structures: 'A wildfire... / In a thunderstorm... / A sandstorm...'

Warm Up and Revision

- Show students pictures of different weather conditions (sunny, rainy, cloudy, windy)
- Ask: 'What's the weather like today?'
- Elicit vocabulary students already know about weather
- Write weather words on the board
- Ask: 'What weather do you like? What weather don't you like?'

Presentation

- Introduce extreme weather vocabulary:
- Display the six pictures from page 42 (thunderstorm, sandstorm, flood, drought, wildfire, heat wave)
- Point to each picture and say the word clearly
- Have students repeat chorally and individually
- Explain each type of extreme weather with simple definitions

Discussion question

- Show the tornado/extreme weather picture
- Ask: 'Is it safe to go outside in this weather? Why?'
- Elicit answers: No, it's dangerous / The wind is too strong / You could get hurt

Listen, look, and repeat (Exercise 2)

- Play the audio or read the weather words
- Students point to the correct picture
- Students repeat after each word

Read, think, and match (Exercise 3)

- Read through sentences 1-6 with students
- Read through definitions a-f
- Model matching the first one together
- Example: 'A wildfire...' matches with 'd. burns through forests and homes'

Practice

Matching exercise

- Students work individually to complete Exercise 3
- Answers:
- 1-d (wildfire burns through forests and homes)
- 2-a (thunderstorm - children are afraid of lightning)
- 3-c (sandstorm - severe wind carries sand and dust)
- 4-b (flood - too much water covering dry land)
- 5-f (heat wave - temperature is dangerously high)
- 6-e (drought - no rain for a long time)

Pair work

- Students work in pairs
- Student A points to a picture and asks: 'What's this?'
- Student B answers: 'It's a thunderstorm/flood/drought...'
- Then describe it: 'It's when there's too much water.'

Safety discussion

- Ask for each weather type: 'Is it safe to go outside in a thunderstorm/flood/heat wave?'
- Students give reasons why or why not

Assessment

- Monitor students during matching exercise for accuracy
- Check pronunciation during repetition activities
- Observe pair work participation
- Ask individual students to name and describe different extreme weather conditions
- Quick oral quiz: Show a picture, students name it and say if it's safe or dangerous

Evaluation

- a) The lesson:
 - Were the objectives achieved?
 - Was the timing appropriate for each activity?
 - Were the materials (pictures, audio) effective?
 - Did students understand the connection between weather and safety?
- b) The student:
 - Could students identify all six types of extreme weather?
 - Were students able to match weather types with definitions correctly?
 - Did students participate actively in discussions?
 - Could students explain why certain weather is dangerous?
- c) The teacher:
 - Did I present vocabulary clearly with sufficient examples?
 - Did I provide enough opportunities for practice?
 - Did I monitor and support students during pair work?
 - Did I check comprehension throughout the lesson?

Unit 3: When Nature Changes | Lesson 2: When Nature Strikes! | Page: 43

Learning Objectives

- Read and understand a dialogue about extreme weather events
- Answer comprehension questions about a text
- Identify key vocabulary related to extreme weather impacts
- Discuss how extreme weather affects people and places

New Vocabulary

- stuck - unable to move
- damaged - harmed or broken
- spreads - moves quickly to cover a larger area
- burned - destroyed by fire

New Structures

- Past tense narratives: 'It was terrible' / 'The water covered the streets'
- Expressing concern: 'That's so sad' / 'Oh no!'
- Reporting news: 'I heard that...' / 'I saw it on the news'

Warm Up and Revision

- Quick review of extreme weather vocabulary from previous lesson
- Show pictures and ask students to name them
- Ask: 'What extreme weather have you seen on TV or heard about?'
- Write student responses on the board
- Introduce the topic: 'Today we'll read about Mazen and Dina talking about extreme weather'

Presentation

Pre-reading

- Show the dialogue title: 'Mazen and Dina are talking about extreme weather'
- Ask prediction questions:
 - - 'What extreme weather do you think they'll talk about?'
 - - 'Where do you think these events happened?'

First reading (Listen and read)

- Play audio or read the dialogue aloud
- Students follow along in their books
- Don't stop for vocabulary yet

? Vocabulary teaching

- Write new words on board: flood, stuck, damaged, drought, spreads, burned
- Explain each word with examples and gestures
- - flood - show the picture, explain 'water everywhere'
- - stuck - demonstrate being unable to move
- - damaged - show broken objects
- - drought - no rain, explain with picture
- - spreads - use hand gestures showing movement outward
- - burned - explain things destroyed by fire

? Second reading

- Students read silently
- Highlight key information as they read

? Practice

? Comprehension questions (Exercise on page 43)

- Question 1: What happened in Mazen and Dina's city last week?
- Answer: There was a flood. The water covered the streets and many cars got stuck.
- Question 2: How did the flood affect Mazen's uncle?
- Answer: The water flooded his living room and he had to stay with Mazen's family for a few days.
- Question 3: Why can't farmers grow food in the US?
- Answer: Because there's a drought - no rain in China for months, so there's no water.
- Question 4: What can Mazen and Dina do to help the planet?
- Answer: They can learn more about how to stay safe and help the planet.

□ Reading aloud

- Divide class into two groups
- Group A reads Mazen's parts
- Group B reads Dina's parts
- Practice with expression and appropriate tone

? Information extraction

- Create a table on the board with three columns:
- Type of Weather | Where | What Happened
- Fill in together:
- - Flood | Their city | Streets covered, cars stuck, uncle's house damaged
- - Drought | China | No rain for months, farmers can't grow crops
- - Wildfire | USA | Spreading in forest, trees burned, animals lost homes

✓ Assessment

- Check written answers to comprehension questions
- Monitor students' ability to locate information in the text
- Assess reading fluency during read-aloud activity
- Observe participation in class discussion
- Ask follow-up questions: 'Why was the flood terrible?' 'What problems does drought cause?'

❓ Evaluation

- a) The lesson:
 - Was the dialogue appropriate for students' reading level?
 - Did pre-reading activities prepare students adequately?
 - Were comprehension questions clear and answerable from the text?
 - Did students understand the real-world impact of extreme weather?
- b) The student:
 - Could students answer all comprehension questions correctly?
 - Did students understand the new vocabulary in context?
 - Were students able to identify different extreme weather events in the text?
 - Could students explain cause and effect relationships (drought → no crops)?
- c) The teacher:
 - Did I pre-teach vocabulary effectively?
 - Did I provide enough scaffolding for comprehension?
 - Did I encourage critical thinking about weather impacts?
 - Did I connect the content to students' real-world experiences?

Unit 3: When Nature Changes | Lesson 3: Extreme Weather Vocabulary Practice | Page: 44

Learning Objectives

- Complete words describing extreme weather correctly
- Circle the correct vocabulary in context
- Use extreme weather vocabulary in complete sentences
- Describe pictures using learned vocabulary
- Discuss weather safety with a partner

New Vocabulary (Review and reinforce)

- sandstorm (s_)
- flood (f_)
- drought (d_)
- damaged
- spread
- stuck
- news
- planet

New Structures

- Sentence completion using context clues
- Comparative structures: 'wildfire/drought'
- Cause and effect: 'During a flood, I couldn't move'

Warm Up and Revision

- Quick vocabulary game: 'Guess the weather'
- Teacher describes extreme weather without naming it
- Students guess which type it is
- Example: 'There's no water, plants can't grow' (drought)
- Review previous lesson's dialogue
- Ask: 'What happened in Mazen's city?'
- 'What happened in China?'
- 'What about the USA?'

Presentation

Exercise 1: Complete the word that describes the picture

- Show the three pictures on page 44
- Explain: 'Look at each picture and complete the missing letters'
- Model the first one if needed

○ Exercise 2: Read and circle the correct word

- Read each sentence aloud
- Explain: 'Choose the word that makes sense in the sentence'
- Discuss why one option is correct and the other is wrong

❓ Exercise 3: Complete sentences using words in the box

- Review all words in the box: damaged, spread, planet, news, stuck
- Read each incomplete sentence
- Discuss what makes sense in context

❓ Practice

✔ Exercise 1 answers

- s (sandstorm)
- f (flood)
- d (drought)

✔ Exercise 2 answers

- A lot of trees burned down in a wildfire/drought.
- During a heat wave/flood, the weather is very hot.
- A thunderstorm/drought can prevent farmers from growing food.

✔ Exercise 3 answers

- I was stuck in my car during the flood. I couldn't move.
- The wildfire spread quickly in the forest.
- I heard on the news that there was a bad storm in the village.
- Medhat's house was damaged after the storm hit it.
- To save our planet, we must keep it clean.

❓ Exercise 4: Work with your partner

- Students work in pairs
- Look at the three pictures (heat wave, wildfire, drought)
- Practice the example dialogue
- Student A: 'In Picture (1), there is a heat wave. The man is feeling very hot.'
- Student B describes pictures 2 and 3

□ Sample descriptions

- Picture 1 (Heat wave): A man is outside in very hot weather. He's wiping his forehead because he's feeling very hot. The sun is very bright.
- Picture 2 (Wildfire): There's a wildfire in the forest. The trees are burning and there's a lot of smoke. It's very dangerous.

- Picture 3 (Drought): A boy is in a dry field. There's no water and the ground is very dry. Plants cannot grow.

✓ Assessment

- Check written answers for Exercises 1-3 for accuracy
- Monitor pair work in Exercise 4 for:
 - - Correct use of vocabulary
 - - Appropriate sentence structure
 - - Ability to describe pictures in detail
- Listen to student descriptions and provide immediate feedback
- Note which students need additional support with specific vocabulary

📋 Evaluation

- a) The lesson:
 - Were the exercises appropriately sequenced from easier to more challenging?
 - Did the variety of exercise types maintain student engagement?
 - Was there sufficient practice of target vocabulary?
 - Did the pair work activity provide meaningful speaking practice?
- b) The student:
 - Could students complete vocabulary exercises independently?
 - Did students choose the correct words based on context?
 - Were students able to describe pictures using complete sentences?
 - Could students work cooperatively with partners?
- c) The teacher:
 - Did I provide clear instructions for each exercise?
 - Did I monitor individual work effectively?
 - Did I facilitate pair work appropriately?
 - Did I provide helpful feedback during practice activities?

Unit 3: When Nature Changes | Lesson 4: Extreme Weather in Ancient Egypt | Page: 45

Learning Objectives

- Read and understand an informational text about weather in Ancient Egypt
- Identify how Ancient Egyptians dealt with extreme weather
- Compare past and present weather challenges
- Use past tense to describe historical events

New Vocabulary

- Ancient Egypt - Egypt long ago (thousands of years ago)
- flooded - covered with water
- rich soil - good earth for growing plants
- canals - man-made waterways
- basins - areas for collecting water
- irrigation systems - ways to bring water to fields
- khamsin - sandstorms in Egypt (Arabic word)
- thick mud bricks - heavy blocks made from mud

New Structures

- Past tense descriptions: 'had weather', 'flooded every year', 'built canals'
- Cause and effect: 'To stop this...' / 'To solve this...'
- Historical narrative language

Warm Up and Revision

- Ask: 'Do you think the weather was different in Ancient Egypt?'
- Show pictures of Ancient Egypt (pyramids, Nile River, farmers)
- Brainstorm: 'What do you know about Ancient Egypt?'
- Write student responses on the board
- Ask: 'What weather problems do you think they had?'

Presentation

Pre-reading discussion

- Point to the picture of pyramids on page 45
- Ask the opening question: 'Do you think the weather was different in Ancient Egypt?'
- Accept all answers and encourage discussion
- Introduce the text structure:
 - - 'This text tells us about three weather problems in Ancient Egypt'
 - - 'It also tells us how they solved each problem'
- Write on board: Problem → Solution

? First reading

- Read the title: 'The Weather in Ancient Egypt'
- Read the introduction paragraph aloud
- Students follow along

? Vocabulary pre-teaching

- flooded - show picture, explain water covering land
- rich soil - good earth for plants (show plant growing)
- canals and basins - draw simple diagrams
- irrigation systems - explain bringing water to crops
- khamsin - teach this Arabic word for sandstorms
- thick mud bricks - show pictures of ancient Egyptian houses

? Second reading - section by section

? Floods section

- Read about how the Nile flooded every year
- Explain: Sometimes good (rich soil) but sometimes bad (damaged farms)
- Solution: canals and basins to control water

? Droughts section

- Read about when there wasn't enough rain
- Problem: crops couldn't grow
- Solution: irrigation systems

□ Sandstorms section

- Read about khamsin sandstorms
- Problem: strong hot winds with sand, hard to breathe
- Solution: thick mud brick houses for protection

? Practice

? Problem-Solution chart

- Weather Problem | What Happened | Ancient Egyptian Solution
- Floods | Nile River flooded, water brought rich soil but sometimes damaged farms | Built canals and basins to control water
- Droughts | Not enough rain, land became dry, crops couldn't grow | Made irrigation systems to bring water to fields
- Sandstorms (khamsin) | Strong hot winds with sand, hard to breathe | Built homes with thick mud bricks

? Comprehension work (page 46, Exercise 1)

- Question 1: The floods brought water and _____ to the land.
- Answer: b. rich soil
- Question 2: Droughts made the Nile's water _____.
- Answer: d. low
- Question 3: The _____ protected the Ancient Egyptians from sandstorms.
- Answer: a. mud bricks
- Question 4: The Ancient Egyptians found smart ways to _____.
- Answer: d. survive

? Read, think, and answer (page 46)

- Question 1: What did the Ancient Egyptians use to bring water to their crops during droughts?
- Answer: They used irrigation systems to bring water to their fields.
- Question 2: What did the Ancient Egyptians do to stop the flood damage?
- Answer: They built canals and basins to control the water and spread it over their fields.
- Question 3: Describe the weather in Ancient Egypt.
- Answer: Ancient Egypt had weather that made farming possible, but also had problems. The Nile River flooded every year bringing rich soil. But sometimes there were droughts with not enough rain, and sandstorms called khamsin that brought strong hot winds with sand.

✓ Assessment

- Check completion and accuracy of problem-solution chart
- Review answers to multiple-choice questions
- Assess written responses for comprehension
- Ask students to explain in their own words how Ancient Egyptians solved one weather problem
- Monitor ability to use past tense when discussing Ancient Egypt

? Evaluation

- a) The lesson:
 - Was the historical content accessible to students?
 - Did the problem-solution structure help comprehension?
 - Were visual aids (diagrams, pictures) helpful?
 - Did students make connections between past and present?
- b) The student:
 - Could students identify the three main weather problems?
 - Did students understand the solutions Ancient Egyptians used?
 - Were students able to answer comprehension questions in complete sentences?
 - Could students describe weather in Ancient Egypt accurately?
- c) The teacher:
 - Did I explain historical concepts clearly?
 - Did I help students see the connection between weather and daily life?
 - Did I scaffold the reading appropriately?
 - Did I encourage critical thinking about problem-solving?

Unit 3: When Nature Changes | Lesson 5: Safety in Extreme Weather - Role Play | Page: 46

Learning Objectives

- Discuss safety measures during extreme weather
- Role-play conversations about weather safety
- Give advice using appropriate language
- Express what they do during different weather conditions

New Vocabulary

- cool drinks - cold beverages
- shade - area protected from sun
- splash water - put water on face/body
- stay safe - keep yourself from danger

New Structures

- Giving advice: 'What do you do...?'
- Present tense for habits: 'I have cool drinks' / 'I stay in the shade'
- Conditional structures: 'When there is a heat wave, I...'

Warm Up and Revision

- Quick review of extreme weather vocabulary
- Ask: 'What's the weather like today?'
- 'What do you do when it's very hot?'
- 'What do you do when it rains?'
- Write student suggestions on the board

Presentation

Introduce the role-play scenario

- Explain: 'We're going to practice talking about what to do in extreme weather'
- Show the dialogue on page 46
- Model the first exchange:
 - - Boy: 'When there is a heat wave, I have cool drinks. What do you do?'
 - - Girl: 'I stay in the shade and wear a hat! I, also, splash water on my face to cool down. What do you do during a thunderstorm?'
- Analyze the dialogue:
 - - Point out the structure: State what you do → Ask: 'What do you do?'
 - - Highlight safety vocabulary: cool drinks, shade, wear a hat, splash water

Brainstorm more safety measures

- Heat wave: drink water, stay inside, wear light clothes, use a fan
- Thunderstorm: stay inside, close windows, don't use electronics, stay away from trees
- Flood: go to high ground, don't walk in water, listen to news
- Sandstorm: cover face, stay indoors, close windows

Practice

Pair work preparation

- Students work with partners
- Each pair gets a weather scenario card
- They prepare what they would say

Role-play practice

- Pairs practice their dialogues
- Teacher circulates, listens, and provides support
- Encourage students to: Speak clearly, Make eye contact, Use appropriate gestures

Sample dialogues

- Dialogue 1: Heat Wave
 - Student A: 'When there is a heat wave, I drink lots of water and stay in the shade. What do you do?'
 - Student B: 'I stay inside with the fan on and wear light clothes. I also take cool showers.'
- Dialogue 2: Thunderstorm
 - Student A: 'During a thunderstorm, I stay inside and close all the windows. What do you do?'
 - Student B: 'I stay away from trees and I don't use my phone. I wait until it's safe.'
- Dialogue 3: Flood
 - Student A: 'When there's a flood, I go to a high place and listen to the news. What do you do?'
 - Student B: 'I stay inside and don't walk in the water. I wait for help if I need it.'

Performance

- Volunteer pairs perform for the class
- Class listens and can ask questions
- Discuss: 'Is this good advice?' 'What else could you do?'

Assessment

- Observe pair work for: Appropriate use of target language, Clear communication, Relevant safety advice, Cooperation between partners
- Note pronunciation and fluency
- Check if students can both ask and answer questions
- Assess if students provide logical safety measures

Evaluation

- a) The lesson
 - Were objectives met through role-play?
 - Did students apply safety language appropriately?
 - Was timing adequate for preparation and performance?
- b) The student
 - Did learners give clear and relevant advice?
 - Could they sustain a short conversation (ask&answer)?
 - Did they use present tense and conditionals correctly?
- c) The teacher
 - Did I provide effective scaffolding and feedback?
 - Did I manage class time and participation well?
 - Did I model clear examples and set expectations?

English Language Lesson Plans

Grade 5 – Primary

Unit 4: My Community

Prepared by: Mr Sobhy Borda



This document includes all lesson plans for Unit 4 in English only.

Unit 4 – My Community | Lesson: Places in Our Community / Let's Go Out! | Pages: 62–64

Learning Objectives

- Identify different places in the community (restaurant, coffee shop, bakery, supermarket, club, theme park).
- Use vocabulary related to community places correctly in sentences.
- Ask and answer questions about favorite places using complete sentences.
- Sort places into categories (Places for Food and Drink / Places for Play).
- Demonstrate listening comprehension skills through following audio instructions.
- Complete sentences using appropriate community place vocabulary.
- Discuss their favorite places in their neighborhood with reasons.

New Vocabulary

- **restaurant:** A place where people go to eat meals prepared by chefs
- **coffee shop:** A place where people drink coffee, tea, and eat light snacks
- **bakery:** A place where bread, cakes, and pastries are made and sold
- **supermarket:** A large store where people buy groceries and household items
- **club:** A place where people play sports, exercise, and meet friends
- **theme park:** An amusement park with rides, games, and entertainment
- **neighborhood:** The area where you live with houses and local places
- **community:** A group of people living in the same area

New Structures

Question patterns:

- Where do we play sports? → At the theme park/club
- Where do you like to go in your neighborhood?
- What is your favorite place to visit in your community, and why?

Statement patterns:

- I go to the _____ to _____. (e.g., I go to the bakery to buy bread.)
- I like going to the _____ because _____. (e.g., I like going to the club because I can play sports there.)
- At the _____, you can _____. (e.g., At the theme park, you can go on rides.)

Warm-Up and Revision (10 minutes)

Activity 1: Picture Discussion

- Display pictures of various community places.
- Ask: What places do you see in your neighborhood?
- Elicit responses and write vocabulary on the board.
- Ask: Where do you go with your family on weekends? (3-4 students share)

Activity 2: Quick Brainstorm

- Divide the board into two columns: Food Places / Fun Places.
- Students name places; teacher lists in appropriate columns.

Presentation (15 minutes)

Step 1: Introduce New Vocabulary (Page 62)

- Exercise 1: Look, read, and check the correct picture (Where do we play sports? → theme park).
- Exercise 2: Listen, look, and repeat – present vocabulary with pictures; model and practice pronunciation.

Step 2: Reading and Listening Comprehension (Page 63)

- Dialogue: 'Let's Go Out!' – Tamer and Adel (pre-teach: neighborhood).
- Ask CCQs: Where does Adel like to go? (club); Where does Tamer's family go for dinner? (restaurants); What does Adel like at the coffee shop? (coffee and cake).

Full Dialogue:

Tamer: Where do you like to go in your neighborhood?

Adel: I like going to the club to play sports, video games, and hang out with my friends. What about you?

Tamer: I usually go to the supermarket with my family. We have fun picking out groceries together.

Adel: That sounds nice! Where do you go when you're hungry?

Tamer: We often go to restaurants for dinner. My family likes to try different places every weekend.

Adel: That's cool! Personally, I like going to the coffee shop for coffee and cake. It's so relaxing.

Tamer: Listen, I want to get some fresh bread from the bakery near the park. Do you want to come with me?

Adel: Oh yes! I always buy a few loaves when I'm near there. Their bread is the best.

Tamer: Let's go this afternoon.

Adel: Great idea!

Practice (20 minutes)

Activity 1: Listening Comprehension Questions (Page 63)

- What does Adel do at the club with his friends? → plays sports, video games, hangs out.
- Where does Tamer usually go for dinner? → restaurants.
- What does Adel like at the coffee shop? → coffee and cake.
- When do they plan to visit the bakery together? → this afternoon.

Activity 2: Read and Complete Sentences (Page 62)

- Word box: bakery – restaurant – club – coffee shop – theme park – supermarket.
- At the theme park, you can go on rides.
- If you want to buy groceries, go to the supermarket.
- The club is a fun place to play sports.
- I go to the restaurant to eat dinner.
- You can buy bread and cakes at the bakery.
- People relax and drink coffee at the coffee shop.

Activity 3: Sorting Activity (Page 64)

- Places for Food and Drink: restaurant, coffee shop, bakery, supermarket.
- Places for Play: theme park, club.

Activity 4: Circle the Correct Choice (Page 64)

- I go to the coffee shop/theme park for coffee and cake. → coffee shop
- The waiter brought us a healthy meal at the supermarket/restaurant. → restaurant
- I love the smell of fresh bread when I pass by the bakery/club. → bakery

Activity 5: Complete the Sentences (Page 64)

- I train at the c_____ every weekend. → club
- The t_____ p_____ has many rides. → theme park
- My mom shops at the s_____. → supermarket

✓ Assessment (10 minutes)

- Speaking (pairs): 'What is your favorite place to visit in your community, and why?'
- Think Question: 'How do the places we visit help us connect with others?' (friends at clubs, meals at restaurants, neighbors at supermarkets, etc.)

Evaluation

a. The Lesson:

- Introduced six community place words; activities progressed from controlled to freer production.
- Visuals/audio enhanced understanding; sorting/categorizing reinforced meanings; objectives met; timing appropriate.

b. The Student:

- Identified and pronounced vocabulary; completed matching and gap-fill; enthusiastic pair work; listening skills strong.
- Needed support with spelling longer words (supermarket, restaurant).

c. The Teacher:

- Clear instructions; strong visual and pronunciation modeling; effective monitoring and balanced correction.
- For next time: add more written examples and a quick game for retention.

Unit 4 – My Community | Lesson: Egyptian Villages / Language in Use (Prepositions of Time) | Pages: 65–67

Learning Objectives

- Identify vocabulary related to village life (field, cottage, barn, community center, main square).
- Understand texts about village life and new city developments; compare village and city life.
- Use prepositions of time correctly (at, in, on) with times, days, months, seasons, and years.
- Read and comprehend a descriptive text about life in an Egyptian village; answer questions.

New Vocabulary

- **village:** A small community in the countryside with few buildings
- **field:** An area of open land used for growing crops
- **cottage:** A small, cozy house typically found in villages or rural areas
- **community center:** A building where people meet for activities and events
- **barn:** A farm building where animals like cows, sheep, and chickens are kept
- **main square:** The central open area in a village or town where people gather
- **tall trees:** Very high trees
- **quiet hills:** Peaceful elevated land
- **friendly:** Kind and welcoming
- **fresh air:** Clean, unpolluted air
- **calm:** Peaceful and quiet
- **busiest:** Most active or crowded

New Structures

Prepositions of Time:

- Use 'at' with clock times and mealtimes (at 6 a.m., at lunchtime, at night).
- Use 'in' with parts of the day, months, seasons, and years (in the morning; in December; in summer; in 2020).
- Use 'on' with days and dates (on Fridays; on June 8th).

Text structures:

- I live in a small village with...

- The village is full of...
- Every morning, I hear...
- At night, the village is...
- I love my village. It is a happy place to live.

Warm-Up and Revision (8 minutes)

Activity 1: Picture Description

- Show pictures of village scenes; ask differences between cities and villages.
- Elicit vocabulary: trees, animals, farms, quiet, peaceful.

Activity 2: Quick Review – Community Places

- Flashcard review of Lesson 1 vocabulary; ask: Where can you find these places – in a city or a village?

Presentation (20 minutes)

Step 1: Vocabulary Introduction (Page 65)

- Exercise: Listen and write the word under its picture (field, cottage, community center, barn, main square).

Step 2: Reading Text – 'Life in My Village' (Page 65)

Pre-reading: Predict what village life is like; introduce key words.

Reading:

I live in a small village with green fields, tall trees, and quiet hills. The people are friendly, and the village is full of life.

My family and I live in a cozy cottage near the community center. Every morning, I hear birds singing and see farmers working in the fields. The air is fresh, and everything feels calm.

The main square is the busiest place. On Saturdays, people meet there to shop at the market.

Farmers keep animals like cows, sheep, and chickens in the barns. I visit my uncle's barn to help feed the animals. The community center is a fun place. I meet my friends and play games there every Thursday.

At night, the village is quiet. I walk near the fields and look at the stars.

I love my village. It is a happy place to live.

Post-reading CCQs: Where does the writer live? (in a cottage near the community center). What animals are in the barns? (cows, sheep, chickens). When do people meet at the main square? (on Saturdays).

Practice (25 minutes)

Activity 1: Comprehension Questions (Page 66)

- Busiest part of the village? → main square.
- Village at night? → quiet; writer walks and looks at stars.
- Name two animals in barns → cows, sheep, chickens (any two).
- Opinion: Is village life better than city life? Why/why not? (accept reasonable answers).
- What activities would you enjoy? (feeding animals; meeting friends; shopping at the market).

Activity 2: Vocabulary in Context (Page 66)

Complete using the words: square – meeting – animals – cottages

Life in a village is peaceful and simple. People live in cozy (1) cottages surrounded by green fields and fresh air. There is a market in the main (2) square where people buy and sell fresh fruit and vegetables. Farmers keep their (3) animals in barns. Children have fun at the community center, (4) meeting every Thursday.

Step 3: Language in Use – Prepositions of Time (Page 67)

- at → clock times, mealtimes, time phrases (at 6 a.m.; at lunchtime; at night).
- in → parts of day, months, seasons, years (in the evening; in December; in summer; in 2020).
- on → days, dates (on Saturdays; on June 8th).

Controlled Practice:

- I was born _____ March. → in
- Let's meet _____ 3 p.m. → at
- The party is _____ Friday. → on
- I like to relax _____ the evening. → in

Circle the correct prepositions:

- On Fridays; in the morning; at lunchtime; at 5 p.m.; in summer; in July; on August 14th.

Activity 4: Role-Play Discussion (Page 66)

- Which place do you like most in the village? Why? (Model: I like the barn because I enjoy spending time with the animals.)

✓ Assessment (7 minutes)

- Written: Fill with prepositions – in February; at night; on Fridays; in 2012; on May 17th; at 10 p.m.
- Oral: Where do farmers grow food? (in fields) / What is village life like? (peaceful, quiet, friendly).

Evaluation

a. The Lesson:

- Integrated reading with grammar; vocabulary contextualized; logical progression; visuals enhanced understanding.
- Grammar rules clear with multiple examples; practice adequate; four skills addressed.

b. The Student:

- Good comprehension; vocabulary meaning identified; understood prepositions of time.
- Some confusion between 'in' vs 'on' for dates/months; strong participation; 75–80% mastery in writing tasks.

c. The Teacher:

- Clear presentation pace and checks; structured grammar; effective monitoring and constructive correction.
- For next time: add kinesthetic activities and a village vs city comparison chart; include preposition sorting.

Unit 4 – My Community | Lesson: Multiply It with Words! (Math Integration) | Page: 68

Learning Objectives

- Solve multiplication word problems in English using a clear problem-solving process (understand, plan, solve).
- Use mathematical vocabulary (boxes, baskets, total, multiply, ones, tens) accurately.
- Read and interpret word problems; explain steps in English.

New Vocabulary

- **boxes:** Containers that hold items
- **baskets:** Woven containers for carrying items
- **apples:** A type of fruit
- **oranges:** A citrus fruit
- **total:** The final amount after adding or multiplying
- **multiply:** To add a number to itself a certain number of times (×)
- **ones:** Single-digit numbers (0–9)
- **tens:** Numbers in the tens place (10, 20, 30, etc.)
- **double-digit:** A number with two digits (10–99)
- **single-digit:** A number with one digit (1–9)
- **farmer:** A person who grows crops and raises animals
- **in total:** Altogether; the complete amount

New Structures

- First, we need to understand the question. Then, we set the double-digit on top and the single-digit below. Finally, we multiply!
- Step 1: Multiply the ones... Step 2: Multiply the tens...
- So, $_ \times _ = _$. The answer is $_$ (items).
- Word problem frame: A farmer has $_$ boxes/baskets. Each has $_$ (items). How many (items) in total?

Warm-Up and Revision (10 minutes)

- Quick multiplication facts drill (choral responses).
- Introduce visuals: boxes of apples, baskets of oranges; predict totals.

Presentation (15 minutes)

Model Problem (Page 68)

Problem: A farmer has 4 boxes of apples. Each box has 32 apples. How many apples in total?

- Set up: 32×4
- Ones: $2 \times 4 = 8$
- Tens: $3 \text{ tens} \times 4 = 12 \text{ tens} \rightarrow 120$
- Total: $120 + 8 = 128 \rightarrow 32 \times 4 = 128$ apples.

Visual model (place value): multiply ones then tens; add partial products.

Practice (25 minutes)

Activity 1: Guided Practice (Page 68)

Problem: 3 baskets; 22 oranges each. Find total.

- Set up: 22×3
- Ones: $2 \times 3 = 6$
- Tens: $2 \text{ tens} \times 3 = 6 \text{ tens} \rightarrow 60$
- Answer: 66 oranges.

Activity 2: Independent Practice

- $21 \times 5 = 105$ tomatoes
- $23 \times 4 = 92$ carrots
- $15 \times 6 = 90$ bananas

Activity 3: Create Your Own Word Problem

- Template: A ____ has ____ boxes/baskets. Each has ____ _____. How many ____ in total?

Assessment (10 minutes)

Written: 4 trays; 31 cookies each $\rightarrow 31 \times 4 = 124 \rightarrow$ The bakery makes 124 cookies in total.

Oral: Explain steps – multiply ones first, then tens.

Evaluation

- Strong math–English integration; clear modeling; effective guided-to-independent progression; high engagement.

- Most students followed steps; some needed support with place value and vocabulary.
- Next time: include manipulatives and vocabulary reference sheet; differentiate with leveled problems.

Unit 4 – My Community | Lesson: Pronunciation – Trigraphs (dge, tch, igh) | Page: 69

Learning Objectives

- Identify and pronounce trigraph sounds (dge, tch, igh).
- Recognize that a trigraph is three letters making one sound; distinguish 'dge'=/j/, 'tch'=/ch/, 'igh'=/ī/.
- Read words containing trigraphs; listen and identify trigraphs; apply to decode new words.

New Vocabulary

- **bridge:** A structure built over a river or road
- **fridge:** Short for refrigerator; keeps food cold
- **match:** A sports game or a stick that lights fire
- **watch:** A device worn on the wrist to tell time
- **witch:** A character in stories with magical powers
- **right:** Correct; opposite of left; opposite of wrong
- **flight:** A journey by airplane
- **bright:** Having lots of light; intelligent
- **chair:** A seat with a back
- **fair:** Just and equal; an outdoor event with rides

New Structures

- A trigraph is a group of three letters that represents a single sound.
- 'dge' → /j/ (bridge → brij)
- 'tch' → /ch/ (match → mach)
- 'igh' → /ī/ (right → rite)

Warm-Up and Revision (8 minutes)

- Review digraphs (ch, sh, th, wh) with examples (chair, fish, this, where).
- Sound discrimination: say bridge, match, flight; students clap when they hear each.

Presentation (20 minutes)

Concept: TRIGRAPH = 3 LETTERS = 1 SOUND

Trigraph 1: dge = /j/ → bridge (b-r-i-dge). Students repeat; write bri___ (bridge).

Trigraph 2: tch = /ch/ → match (m-a-tch). Students repeat; write ma___ (match); fri___ (fridge); wa___ (watch).

Trigraph 3: igh = /i/ → right (r-igh-t). Students repeat; write r___t (right); fl___t (flight).

Practice (25 minutes)

Activity 1: Listen and Circle (Page 69)

- flight - near - witch → target: 'igh' → flight
- bright - pure - fridge → target: 'igh' → bright
- chair - fair - watch → target: 'tch' → watch

Activity 2: Trigraph Sorting

- dge (/j/): bridge, fridge, badge, edge
- tch (/ch/): match, watch, catch, pitch
- igh (/i/): right, flight, bright, night, light

Activity 3: Reading Practice

- I saw a bright light in the sky at night.
- Put the milk in the fridge after lunch.
- We watched the football match on TV.
- The bridge over the river is very old.
- Turn right at the corner.
- My flight to Cairo is at 8 p.m.

Activity 4: Minimal Pairs

- bridge vs. brick (dge vs. ck)
- match vs. mat (tch vs. no trigraph)
- right vs. rid (igh vs. short i)

Activity 5: Trigraph Hunt

Paragraph: Last night, I watched a movie about a witch who lived near a bridge. The bright moon made everything look magical. I put my popcorn in the fridge during the scary parts. It was the right movie to watch before bed!

Target words: night, watched, witch, bridge, bright, fridge, right

✓ Assessment (7 minutes)

- Circle the trigraph: bridge (dge), watch (tch), flight (igh), match (tch), bright (igh).
- Write a word for each trigraph: dge (bridge/fridge/badge/edge); tch (match/watch/catch/witch); igh (right/flight/bright/night/light).
- Fill: I sleep at n___t (night); The food is in the fr___e (fridge); Turn r___t (right).

📊 Evaluation

- Clear introduction of three trigraphs; multi-angle practice; effective sorting and contextual reading.
- Most students accurate with dge/tch; igh requires more practice; expand minimal pairs; create trigraph wall chart.

Unit 4 – My Community | Lesson: Writing – The New Administrative Capital / Think and Create (Research) | Pages: 70–73

Learning Objectives

- Read and comprehend informational text about Egypt's New Administrative Capital; answer questions.
- Understand and apply first-person narrative structure with descriptive language.
- Write a narrative about a favorite city or village in Egypt using unit vocabulary.
- Conduct simple research (The Platypus) and organize findings into sentences.

New Vocabulary (Text-Specific)

- **New Administrative Capital:** Egypt's new planned capital city
- **reduce crowding:** To decrease congestion
- **smart (city):** Using modern technology to manage services
- **modern technology:** Advanced devices and systems
- **manage:** To control and organize
- **roads, water, energy:** Infrastructure elements
- **government offices:** Buildings where government work is done
- **important buildings:** Significant structures
- **Iconic Tower:** The tallest building in Africa (385 m, 80 floors)
- **strong glass and steel:** Building materials
- **from the top:** From the highest point
- **whole city:** The entire city
- **great jobs:** Good employment opportunities
- **peaceful life:** Calm, quiet living

New Structures (Narrative Writing)

- Introduction: Egypt builds new cities almost everywhere. / I live in...
- Location & purpose: The city is located ___ km ___ of ___. It helps reduce crowding; designed to be smart.
- Features: Green areas; government offices; important buildings; tallest tower; airport.
- Specific buildings: The ___ is ___ meters high with ___ floors; made of glass and steel; from the top I can see...

- Conclusion/opinion: People find great jobs; peaceful life; it is my favorite city in Egypt.

Warm-Up and Revision (10 minutes)

- Discuss new cities in Egypt; why build new cities; what makes a city smart.
- Vocabulary prediction from pictures: modern, tall, smart, green, beautiful, new.

Presentation (20 minutes)

Pre-Reading: Why is Egypt building new cities? (reduce crowding, create jobs, use modern technology, more space).

Reading Text – 'Egypt's New City' (Page 70)

Egypt builds new cities almost everywhere.

My family and I live in the New Administrative Capital, 45 km east of Cairo. It's a new city that helps reduce crowding in Cairo. The city is designed to be very smart. Modern technology is used to manage roads, water, energy, and almost everything.

The city has green areas everywhere. It has also government offices and important buildings. The city where I live has the tallest building in Africa, the Iconic Tower, and a new airport!

The Iconic Tower is 385 meters high and has 80 floors. It is made of strong glass and steel. From the top, I can see the whole city!

People here can find great jobs and have a peaceful life. It is my favorite city in Egypt.

Post-Reading CCQs: location; how it helps Egypt; uses of modern technology; height of Iconic Tower.

Think Question: What makes a place feel like home? (family, friends, familiar places, safety, memories, community)

Practice (30 minutes)

Activity 1: Vocabulary in Context (Page 71)

- The city is very _____. (smart)
- Builders often use strong _____. (glass/steel)
- We try to _____ crowding. (reduce)

Activity 2: Writing Instruction – Tip! Writing a Narrative Text in the First Person

- First Person: Use 'I', 'me', 'my' (I live in Alexandria).
- Setting: Where is your story happening?
- Goal: What do you want to do? (describe/explain)
- Description: Use 5 senses and adjectives (see, hear, smell, taste, touch; modern, ancient, peaceful, busy, friendly).
- Ending: Why you love the place; what makes it feel like home.

Activity 3: Guided Writing Planning (Pages 71–72)

- Choose topic (city or village).
- Complete planning template (Title; Introduction; Paragraph 1 – why it's great; Paragraph 2 – details; Conclusion).

Model Writing – My Beautiful City: Alexandria

I live in Alexandria, a beautiful city on the Mediterranean Sea. My family and I have lived here for many years. Alexandria is located in the north of Egypt, on the coast.

I love Alexandria because it has beautiful beaches and fresh sea air. People can swim in the sea, eat delicious seafood, and visit ancient landmarks. The city has a mix of old and new buildings. In summer, many tourists come to enjoy the beaches and the cool weather.

When I walk along the Corniche, I can see the blue Mediterranean Sea stretching far away. I hear the sound of waves and seagulls. The smell of fresh fish from the market fills the air. Alexandria has the famous Bibliotheca Alexandrina, a modern library shaped like a giant disk. It also has the ancient Citadel of Qaitbay, a fort built hundreds of years ago.

I love Alexandria because it is my favorite city in Egypt. The sea makes me feel peaceful and happy. The history makes me proud to be Egyptian. Alexandria will always feel like home to me.

Independent Writing (Pages 72–73): Students write narratives using template; teacher supports with first person, description, and spelling.

Let's Draw! (Page 73): Students draw their chosen city/village, including landmarks, natural features, activities, and details.

✓ Assessment (10 minutes)

- Peer review: partners read, draw one thing they learned, and give positive feedback.
- Teacher checklist: first person; clear introduction with location; reasons; descriptive language; conclusion; paragraphs; accurate spelling/grammar; drawing matches description.
- Optional sharing: volunteers read; class asks a question.

Evaluation

- Reading-to-writing integration successful; framework supported structure; visuals aided idea generation; cross-curricular links meaningful.
- 70–75% used first person consistently; some needed help with sensory details and paragraphing; varied topics (Alexandria, Luxor, Aswan, home villages).
- Next time: add sentence starters, adjective word bank, revision stage, and a 'My Egypt' display.



Unit 5: Our World, Our Resources

Grade 5 English Language

Prepared by: Mr Sobhy Borda

◆ Unit 5: Our World, Our Resources | Lesson 1: The Gifts of Nature | Pages: 78–80

🎯 Learning Objectives

- Students will be able to identify and name natural resources in Egypt
- Students will understand the importance of natural resources in daily life
- Students will discuss different types of natural resources (water, minerals, fossil fuels, etc.)
- Students will answer comprehension questions about natural resources

📖 New Vocabulary

- natural resources
- fertile
- minerals
- electricity
- cotton
- sunlight
- fossil fuel
- soil
- water
- wind

🧩 New Structures

- “Natural resources are things we find in nature”
- “What natural resource can you see?”
- “Why is it important?”
- Vocabulary definitions and matching exercises

🔄 Warm Up and Revision

- Show pictures of the Nile River and ask students what they see
- Ask: “What things from nature do we use every day?”
- Brief discussion about water, sun, and plants in students’ lives
- Review previous vocabulary about Egypt and daily life

🖥️ Presentation (Page 78–79)

🧠 Vocabulary Introduction (Page 78)

1. Display visual materials showing different natural resources
2. Introduce the central concept: “NATURAL RESOURCES”
3. Present each resource with images:
 - Sunlight (sun image)

- Water (water image)
 - Soil (soil image)
 - Minerals (crystals/rocks image)
 - Fossil fuel (oil/gas image)
 - Wind (wind turbine image)
4. Use the matching activity to connect words with definitions:
- natural resources → things from nature that help us live
 - fertile → a land with rich soil to grow food
 - minerals → crystals and metals, like gold and copper
 - electricity → the energy used to power homes and machines
 - cotton → a soft, white plant that is used to make fabric

 **Reading Text: “Treasures of Egypt” (Page 79)**

5. Introduce the dialogue format with Mr. Hani, Ali, and Mona
6. Read the conversation aloud, modeling pronunciation
7. Explain key concepts:
 - The Nile River provides water for drinking and farming
 - Egypt has oil and natural gas for fuel and electricity
 - Fertile land helps grow cotton, wheat, and fruit
 - Egypt's deserts contain minerals like gold and iron

 **Practice (Page 80)**

▪ **Exercise 1 - Look and Write**

8. _____ (soil)
9. _____ (sunlight)
10. _____ (minerals)
11. _____ (fossil fuel)

▪ **Exercise 2 - Multiple Choice**

12. The Nile River is the most important _____ resource in Egypt.
 - a. wind b. water c. sand d. oil
13. Egypt's land along the Nile is _____, so we can grow food.
 - a. fertile b. poor c. dry d. wise
14. Natural resources like minerals help our country _____.
 - a. sleep b. play c. write d. grow
15. Egypt's deserts contain many _____, such as gold and iron.
 - a. companies b. crops c. minerals d. secrets

▪ **Exercise 3 - Reading Comprehension**

“Read the text again. Who said these sentences?”

- Students identify whether Mr. Hani, Ali, or Mona said specific statements
- Check understanding of the dialogue

▪ Exercise 4 – Draw and Discuss

Students draw one natural resource in Egypt and explain:

- a. How is it used?
- b. Why is it important?

Assessment – Formative

- Monitor student participation during vocabulary introduction
- Check matching exercise completion
- Listen to reading fluency during dialogue practice
- Review multiple choice answers
- Evaluate comprehension through question responses

Questions to Ask

16. What are natural resources?
17. Where can we find gold in Egypt?
18. What do we grow in Egypt?
19. Why must we use natural resources wisely?

Evaluation

▪ a. The Lesson

- Were the learning objectives achieved?
- Was the pacing appropriate for student level?
- Were the visual aids effective?
- Did students engage with the material?
- Were there any challenging concepts that need re-teaching?

▪ b. The Student

- Could students identify natural resources?
- Did students understand vocabulary meanings?
- Were students able to answer comprehension questions?
- Did students participate in discussions?
- Can students explain why natural resources are important?

▪ c. The Teacher

- Did I provide clear explanations?

- Did I give sufficient examples?
- Was I able to address student questions effectively?
- Did I maintain student engagement throughout?
- What strategies worked well?
- What would I improve for next time?

◆ Unit 5: Our World, Our Resources | Lesson 2: Metals and Minerals in Our World | Pages: 81–82

🎯 Learning Objectives

- Students will identify different metals and minerals
- Students will understand the uses of gold, diamond, copper, and iron
- Students will recognize that minerals are non-renewable resources
- Students will explain why we must use minerals wisely

📖 New Vocabulary

- mineral resources
- gold
- diamond
- copper
- iron
- coins
- jewelry
- rare mineral
- valuable
- strong metal
- electrical wires
- pipes
- tools
- miners
- non-renewable
- millions of years

🧩 New Structures

- “Gold is soft, shiny, and easy to shape”
- “Diamond is a rare mineral—even more valuable than gold”
- “Copper is a strong metal which we use for...”
- “Iron is super strong. It helps make cars, ships, airplanes, and bridges”
- “Minerals are non-renewable—they take millions of years to form”

🔄 Warm Up and Revision

- Review previous lesson on natural resources
- Ask students: “Have you ever seen a real crystal or mineral?”
- Show real or picture examples of jewelry, coins, or tools
- Quick vocabulary review: natural resources, minerals

Presentation (Page 81)

Reading Text: “Hidden Treasures”

Gold:

- Properties: soft, shiny, easy to shape
- Uses: coins and jewelry
- Personal connection: “I love gold rings!”

Diamond:

- Properties: rare mineral, more valuable than gold
- Significance: most precious gem

Copper:

- Properties: strong metal
- Uses: electrical wires, pipes, and tools
- Fact: Egypt gets most copper and gold from the Eastern Desert

Iron:

- Properties: super strong
- Uses: makes cars, ships, airplanes, and bridges
- Location: found in many places in Egypt

Mining Process

20. Explain how miners dig deep into the ground to get minerals
21. Emphasize conservation: minerals are non-renewable—they take millions of years to form
22. Message: “We must use them wisely and never waste them”

Practice (Page 82)

■ Exercise 1 – True or False

23. We find metals and minerals underground. (T)
24. Iron is weak and breaks easily. (F)
25. Jewelry is made of gold. (T)
26. Minerals take a few months to develop. (F)

■ Exercise 2 – Fill in the Blanks

Complete the text using: Copper – mineral resources – non-renewable

“Minerals are precious materials that we find underground. Gold, diamond, copper, and iron are all (1)____. Each one is special. Gold is soft and shiny, perfect for jewelry. (2)_____ is great for

wires. Iron is strong and used to make cars and ships. Metals and minerals are (3)_____, so we must use them wisely.”

▪ Exercise 3 – Comprehension Questions

27. Why does real jewelry cost so much money?
28. What do we use to make electrical wires?
29. How do we get mineral resources?

▪ Exercise 4 – Role-Play Discussion

Work in pairs to discuss:

“How can we save non-renewable resources?”

Example dialogue:

Student A: “How can we save non-renewable resources?”

Student B: “We can switch off unused lights, fans, and chargers to save energy.”

Assessment – Formative

- Check True/False answers for understanding
- Review fill-in-the-blank completion
- Listen to student responses to comprehension questions
- Observe pair work and role-play discussions
- Assess student ability to explain conservation concepts

Key Questions

30. What minerals or metals would you like to work with?
31. Why are minerals non-renewable?
32. How can we conserve these resources?

Evaluation

▪ a. The Lesson

- Did students grasp the concept of non-renewable resources?
- Were the mineral examples clear and relevant?
- Was the reading text at appropriate difficulty level?
- Did the role-play activity encourage meaningful discussion?

▪ b. The Student

- Can students name different metals and minerals?
- Do students understand the properties of each mineral?

- Can students explain why conservation is important?
- Are students able to discuss ways to save resources?

▪ **c. The Teacher**

- Did I effectively explain the non-renewable concept?
- Did I connect the lesson to students' real lives?
- Was I able to facilitate the role-play discussion?
- Did I encourage critical thinking about conservation?
- What additional examples could strengthen understanding?

◆ Unit 5: Our World, Our Resources | Lesson 3: Comparative Adjectives (Language in Use) | Pages: 83

🎯 Learning Objectives

- Students will understand how to form comparative adjectives
- Students will use comparative adjectives correctly in sentences
- Students will compare two people, things, or animals using “than”
- Students will recognize irregular comparative forms

📖 New Vocabulary

- comparative adjectives
- short adjectives (1 syllable)
- long adjectives (2+ syllables)
- irregular forms
- cheaper
- happier
- valuable
- better than
- worse than
- less than
- more than

🧩 New Structures

1 Rule 1: Short adjectives (1 syllable)

Pattern: add -er + “than”

Example: “Gold is cheaper than diamond”

2 Rule 2: Adjectives ending in -y

Pattern: change -y to -i and add -er + “than”

Example: “Amira is happier than Mohamed”

3 Rule 3: Long adjectives (2+ syllables)

Pattern: use “more” or “less” before the adjective and “than” after

Example: “Diamond is more valuable than gold”

4 Rule 4: Irregular comparatives

- good → better than

- bad → worse than
- little → less than
- many/much → more than
- Example: “This test is better than the last one”

Warm Up and Revision

- Review adjectives from previous lessons (big, small, strong, valuable)
- Show two objects and ask: “Which is bigger?”
- Introduce the concept of comparing things

Presentation (Page 83)

Grammar Explanation

33. Write the rules on the board with clear examples
34. Use visual aids to show comparisons (two objects of different sizes, values)
35. Provide multiple examples for each rule:

Short adjectives:

- tall → taller
- fast → faster
- cheap → cheaper
- old → older

Adjectives ending in -y:

- happy → happier
- easy → easier
- heavy → heavier
- busy → busier

Long adjectives:

- expensive → more expensive
- beautiful → more beautiful
- interesting → more interesting
- difficult → more difficult

Irregular forms:

Show the irregular adjective chart

Practice pronunciation

Create example sentences for each

Practice (Page 83)

▪ Exercise 1 - Fill in the Correct Form

36. The orange tree is _____ (tall) than the apple tree.
37. Copper is _____ (valuable) than diamond.
38. Books are _____ (good) than movies.

▪ Exercise 2 - Make Sentences

Students create full sentences using comparative adjectives:

Example: Ali - Omar (tall)

Answer: Ali is taller than Omar.

1. winter - summer (cold)
2. your new tablet - your old tablet (good)
3. copper - gold (useful)

▪ Additional Practice Activities

- Compare classroom objects
- Compare students (in friendly, respectful ways)
- Compare animals, foods, or activities
- Error correction exercises

Assessment - Formative

- Monitor correct use of comparative forms
- Check written exercises for accuracy
- Listen to oral sentence production
- Assess understanding of irregular forms
- Verify students can identify which rule to apply

Quick Check Questions

39. How do we make comparatives with short adjectives?
40. What do we do with adjectives ending in -y?
41. When do we use "more" or "less"?
42. What is the comparative form of "good"?

Evaluation

▪ a. The Lesson

- Were the grammar rules presented clearly?

- Did students understand the different patterns?
 - Were there enough practice opportunities?
 - Did the examples connect to lesson content?
- **b. The Student**
- Can students form comparative adjectives correctly?
 - Do students know which rule applies to different adjectives?
 - Are students able to create their own comparative sentences?
 - Do students recognize irregular forms?
- **c. The Teacher**
- Did I provide clear, memorable explanations?
 - Did I give adequate practice with each rule type?
 - Did I correct errors constructively?
 - Should I provide more drilling exercises?
 - Were my examples relevant and engaging?

◆ Unit 5: Our World, Our Resources | Lesson 4: Story Time – “Just Watch!” by the Little Digger | Pages: 84–85

🎯 Learning Objectives

- Students will read and understand a narrative story with a moral lesson
- Students will identify story elements (characters, setting, problem, solution)
- Students will understand vocabulary in context
- Students will discuss the theme: using your strengths to help others
- Students will recognize that “size doesn’t matter” when helping

📖 New Vocabulary

- digger
- shore
- load
- cargo
- thick (mud)
- give up
- path
- admired
- proud
- stuck
- rushed
- float
- strength

🧩 New Structures

- “Everyone admired the big ship”
- “It was huge and proud as it sailed across the ocean”
- “I was just a little digger on the shore—not big, not popular—but always ready to help”
- “Something went wrong”
- “It got too close and got stuck in the thick, heavy mud”
- “I can help!”
- “Just watch!”
- “Size doesn’t matter. What matters is using your strength to help others”

🔄 Warm Up and Revision

- Ask students: “Have you ever helped someone bigger than you?”
- Discuss: “Can small things be powerful?”
- Show a picture of a big ship and a small digger
- Predict: “What might happen in this story?”

Presentation (Pages 84-85)

 Story Reading: “Just Watch!”—a Story by the Little Digger (Page 84)

1 Part 1: Introduction

43. Read opening paragraph with expression
44. Establish narrator: the little digger
45. Set the scene: shore, big ship, ocean
46. Character traits: little digger = not big, not popular, but ready to help

2 Part 2: The Problem

47. The big ship comes close to shore to load cargo
48. Crisis: ship gets stuck in thick, heavy mud
49. Ship tries to move but can't
50. Other big machines rush to help but fail
51. Everyone starts to give up

3 Part 3: The Little Digger's Offer

52. Little digger says: “I can help!”
53. Big machines laugh: “You? You're so small!”
54. Little digger doesn't let it bother him
55. Little digger smiles and says: “Just watch!”

4 Part 4: The Solution

56. Little digger works carefully around the ship
57. Clears the mud
58. Takes a long time, but doesn't stop
59. Finally, the path is clear
60. The big ship floats free!

5 Part 5: The Moral

61. Ship looks at little digger, amazed
62. Ship thanks the little digger
63. Ship didn't think someone so small could help
64. Little digger's message: “Size doesn't matter. What matters is using your strength to help others”

Practice (Page 85)

▪ Exercise 1 - Vocabulary Matching

65. cargo → d. goods which are carried by a large ship
66. digger → f. a machine or tool used for digging

67. give up → a. to stop trying
68. path → c. a route or way for traveling
69. thick → b. something that is not thin
70. load → e. to put things onto ships

▪ Exercise 2 - True or False

71. The digger was bigger than the ship. (F)
72. The big ship did not get stuck in the mud. (F)
73. Other big machines pulled the ship out of the mud. (F)
74. The little digger helped the big ship. (T)
75. The big ship was grateful and thanked the little digger. (T)
76. The little digger said that size matters. (F)

▪ Exercise 3 - Comprehension Questions

77. Why did the big ship get stuck?
78. Who tried to help the big ship but failed?
79. Why did the big machines laugh when the little digger offered to help?
80. Why did the big ship and the little digger become best friends?
81. What do we learn from the story?

✓ Assessment - Formative

- Check reading comprehension through questions
- Assess vocabulary understanding through matching
- Evaluate story element identification
- Listen to student discussions about the moral
- Observe student ability to retell the story

🔍 Discussion Questions

82. What makes someone really strong?
83. Have you ever been underestimated because of your size or age?
84. How can you help others with your unique strengths?
85. What is the main message of this story?

🧭 Evaluation

▪ a. The Lesson

- Did the story engage students emotionally?
- Was the moral lesson clear and meaningful?
- Did students connect the story to their own lives?
- Were vocabulary words understood in context?

▪ b. The Student

- Can students retell the story in sequence?
- Do students understand the story's message?
- Are students able to identify with the little digger?
- Can students explain what makes someone truly strong?

▪ c. The Teacher

- Did I read with appropriate expression and pacing?
- Did I facilitate meaningful discussion about the moral?
- Did I help students make personal connections?
- Could I use this story to teach broader life lessons?
- What extension activities would deepen understanding?

◆ Unit 5: Our World, Our Resources | Lesson 5: Pronunciation – Stressed Syllables in Words with Prefixes | Pages: 86

🎯 Learning Objectives

- Students will understand what a prefix is
- Students will identify common prefixes: dis-, bi-, mis-
- Students will recognize stressed syllables in words
- Students will pronounce words with prefixes correctly

📖 New Vocabulary

- prefix
- syllable
- stressed syllable
- base word
- dis- (prefix meaning “not”)
- bi- (prefix meaning “two”)
- mis- (prefix meaning “wrongly”)
- necessary
- misspell
- misplace
- bicycle
- dislikes

🧩 New Structures

- “A prefix is a group of letters that is added before a word to change its meaning”
- “The prefix ‘dis-’ means ‘not’”
- “The prefix ‘bi-’ means ‘two’”
- “The prefix ‘mis-’ means ‘wrongly’”
- “If the base word has one syllable, the stress is on the base word”
- “If the base word has two syllables, the stress is often on the prefix”

🔄 Warm Up and Revision

- Write familiar words on board: like, spell, place, cycle
- Ask: “How can we change the meaning of these words?”
- Introduce concept of prefixes as word “additions”

🖥️ Presentation (Page 86)

📖 Prefix Meanings

- dis- = not (disagree, dislike, disappear)

- bi- = two (bicycle, bilingual, biweekly)
- mis- = wrongly (mistake, misunderstand, misplace)

Stress Rules

- One-syllable base word → stress on BASE (e.g., dis-LIKE)
- Two-syllable base word → stress often on PREFIX (e.g., MIS-spell)

Example Words with Practice (Page 86)

- necessary (base word: necessary) – Stress: NEC-es-sar-y – Sentence: “I always misspell the word ‘necessary’”
- misplace – Stress: mis-PLACE – Sentence: “I often misplace my glasses”
- bicycle – Stress: BI-cy-cle – Sentence: “I rode my bicycle to the park yesterday”
- dislikes – Stress: dis-LIKES – Sentence: “He dislikes playing football”

Practice (Page 86)

▪ Exercise 1 – Listen, Repeat, and Underline

86. necessary → NEC-es-sar-y
 87. misplace → mis-PLACE
 88. bicycle → BI-cy-cle
 89. dislikes → dis-LIKES

▪ Exercise 2 – Complete Sentences

90. My old _____ was red.
 91. I _____ my book. Now, I can't find it.
 92. She _____ traveling by plane, she is scared of heights.
 93. Check your homework so you don't _____ any words.

▪ Additional Practice

- Clapping syllables to identify stress
- Creating new sentences with prefix words
- Word building: add prefixes to base words

Mr Sobhy Borda's Lesson Plans

English Language Story Lesson Preparation

Lesson 1: Introduction, Context, and Pre-Viewing

Unit Name: Unit 6 | Lesson Name: The Talking Earth | Page No.: 93-94 (Intro) |
Lesson Title: Introduction, Context, and Pre-Viewing

Learning Outcomes (L1 Focus)

- * Students will be able to predict the story's theme and setting.
- * Students will identify the main characters and the author's background.
- * Students will understand the definition of 5 key vocabulary words.

#Pre-viewing

Activity: Activating Prior Knowledge and Setting the Context. (10 minutes)

- * Q1. Look at the title, 'The Talking Earth.' What kind of world or setting do you predict the story will take place in?
- * Q2. What comes to mind when you think of a 'National Park' or 'The Everglades'? Name one animal you expect to see there.
- * Q3. How do indigenous people like the characters (Billie Wind and her family) connect with nature?

*** Presentation **

Activity: Introducing the Story and Key Elements. (15 minutes)

- * Author Introduction: Briefly introduce Jean Craighead George, known for her books on nature and survival.
- * Genre: Discuss that this is contemporary realistic fiction with themes of nature and tradition.
- * Characters (P94): Introduce the main characters: Billie Wind, Billie's family, and The elders. Discuss their anticipated roles.
- * Key Setting: Point out the Florida Everglades as the critical setting.

*Vocabulary (Set 1)

Activity: Introducing Foundational Words. (10 minutes)

- * Q4. Define and Discuss: Read and write simple definitions for the following words in your notebook:
 - * native: The first person who lived in a place.
 - * tribe: A group of people who live together and share the same culture.

- * elders: Older people who are wise and respected.
- * shelter: A safe place that protects someone from bad weather or danger.
- * survive: To stay alive, especially in dangerous situations.

Lesson 2: Vocabulary Mastery and First Reading

Unit Name: Unit 6 | Lesson Name: The Talking Earth | Page No.: 93-94
(Vocab/Reading) | Lesson Title: Vocabulary Mastery and First Reading

Learning Outcomes (L2 Focus)

- * Students will be able to match all story vocabulary to their definitions.
- * Students will read the first section of the story fluently.
- * Students will recall details about the main setting and its challenges.

*Vocabulary (Set 2)

Activity: Mastering Remaining Key Vocabulary. (15 minutes)

* Q5. Word Association: Discuss the meaning and context of the remaining words before attempting the matching activity:

- * wisdom
- * disappointed
- * hoot
- * the wild
- * pack
- * swamp
- * canoe / alligator (Story Vocabulary P93)

* Q6. Vocabulary Matching (P94): Match the words with their corresponding definitions:

| Words (A) | Definitions (B) |

|---|---|

- | 1. wisdom | a. feeling sad because something didn't happen as expected |
- | 2. struggle | b. using what you know to make good choices |
- | 3. disappointed | c. to have a hard time doing something |

#Viewing (Section 1)

Activity: Silent Reading and Simple Recall. (20 minutes)

- * Q7. Reading Task: Read the first section of the story (pages 95-97, estimated), focusing on how Billie Wind leaves her family.
- * Q8. Recall: What specific item did Billie Wind pack before she left, and why?

* Q9. Setting Description: Find one sentence from the text that describes the swamp or the danger of the alligator.

Lesson 3: Comprehension and Analysis

Unit Name: Unit 6 | Lesson Name: The Talking Earth | Page No.: 97-99
(Comprehension) | Lesson Title: Comprehension and Analysis

Learning Outcomes (L3 Focus)

- * Students will be able to answer comprehension questions based on the text.
- * Students will analyze character motivation and internal conflict.
- * Students will discuss the role of tradition and authority (elders) in the story.

#Viewing (Deep Dive)

Activity: Text Analysis and Discussion. (35 minutes)

- * Q10. Character Motivation: Why does Billie Wind feel 'disappointed' at the beginning of the story, and what actions does this feeling lead her to take?
- * Q11. Theme/Culture: Based on the text, what is the role of the 'elders' in the tribe, and how does Billie Wind's behavior challenge their wisdom?
- * Q12. Conflict Identification: Describe the main conflict (problem) that Billie Wind faces when she first enters 'the wild'. Is it a Man vs. Nature or a Man vs. Self conflict?
- * Q13. Vocabulary in Context: Find an example of a character who is having a struggle in this section and describe their situation.

Short Writing Task

Activity: Summarizing the Action. (10 minutes)

- * Q14. Summarize the events of the last section you read in no more than three sentences.

Lesson 4: Critical Review and Creative Writing

Unit Name: Unit 6 | Lesson Name: The Talking Earth | Page No.: 100+
(Review/Wrap-up) | Lesson Title: Critical Review and Creative Writing

Learning Outcomes (L4 Focus)

- * Students will engage in critical thinking about the story's overall themes.
- * Students will make a personal connection to the story's message.
- * Students will demonstrate narrative skills by rewriting a scene.

#Reviewing

Activity: Class Discussion and Synthesis. (25 minutes)

- * Q15. Critical Thinking: Given the challenges she faces, do you think Billie Wind will succeed in her journey and return with new wisdom? Explain your answer.
- * Q16. Personal Connection: Why is it important to protect the 'National Park' and 'The Earth'? How can we, like Billie Wind, learn from the environment around us?
- * Q17. Prediction: What do you think the phrase 'The Talking Earth' truly means in the context of this story?

Creative Writing

Activity: Perspective and Narrative. (20 minutes)

- * Q18. Creative Writing Prompt: Rewrite the scene where Billie Wind finds shelter from the perspective of the owl that makes a hoot sound nearby. Use one piece of vocabulary from Lesson 2 in your writing. (Minimum 5 sentences)

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



تطبيق الموبايل لتحميل الملفات