

تحضير دروس اللغة الإنجليزية

الصف الرابع الابتدائي - الوحدة الأولى

The Five Senses

Mr Sobhy Borda

Primary 4 English Lesson Plans

Lesson 1: What are the Five Senses?

Learning Objectives

- Identify the five senses and their functions
- Match each sense with the correct body part
- Understand how senses help us learn about the world
- Use vocabulary related to the five senses in sentences

New Vocabulary

- see - hear - smell - taste - touch
- eyes - ears - nose - tongue - hands
- senses - important - understand - world - safe

New Structures

- Pattern: I + verb + with my + body part
- Examples:
- I see with my eyes
- I hear with my ears
- I smell with my nose
- I taste with my tongue
- I touch with my hands

Warm up and Revision (5 minutes)

- Activity: Body Parts Review
- Teacher points to different body parts and students name them
- Quick game: "Simon Says" using body parts
- Review question: "What do we use our eyes for?"

Presentation (15 minutes)

- Step 1: Introduce the five senses using real objects
- Show colorful pictures (sight)
- Play different sounds (hearing)
- Bring flowers or fruits (smell)
- Taste safe items like fruits (taste)
- Touch different textures (touch)

- Step 2: Listen to the dialogue on page 9
- Play audio twice
- Students follow along in their books
- Discuss: "How do senses help us stay safe?"

Practice (15 minutes)

- Activity 1: Complete sentences (Page 8)
- Students fill in: "I ___ with my ___"
- Check answers as a class
- Activity 2: Listen and match (Page 10)
- Match senses with situations
- Practice pronunciation of new vocabulary
- Activity 3: Pair work discussion
- "What can you see/hear/smell/touch in our classroom?"

Assessment (10 minutes)

- Students complete the matching activity on page 10
- Exit ticket: Write one sentence using each sense
- Oral assessment: Ask individual students about the senses

Evaluation

- The lesson: Students showed great interest in hands-on activities. The use of real objects made the lesson engaging and memorable.
- The student: 90% of students successfully identified all five senses. They participated actively in discussions and activities.
- The teacher: Clear presentation with good use of visual aids. Need to provide more time for slower learners to practice.

Lesson 2: Healthy Habits

Learning Objectives

- Identify healthy daily habits
- Read and understand a text about healthy living
- Use present simple tense to describe daily routines
- Discuss the importance of healthy habits

New Vocabulary

- habits - healthy - brushes - exercises - breakfast
- energy - vitamins - sleep - mind - sharp
- wakes up - morning - evening - strong - important

New Structures

- Present Simple Tense:
- I/You/We/They + base verb
- He/She/It + verb + s/es

- Examples:
- Sarah wakes up early
- She brushes her teeth
- They eat healthy food

Warm up and Revision (5 minutes)

- Activity: Daily Routine Mime
- Students mime daily activities (brushing teeth, eating, sleeping)
- Others guess the activity
- Quick review: "What time do you wake up?"

Presentation (15 minutes)

- Step 1: Look at pictures (Page 11)
- Discuss: "Which habit is healthy?"
- Students share their own healthy habits
- Step 2: Read "My Healthy Day" text
- Teacher reads aloud first
- Students follow and highlight new words
- Answer comprehension questions
- Step 3: Focus on Present Simple forms
- Identify verbs in the text
- Notice the 's' ending for third person

Practice (15 minutes)

- Activity 1: True or False (Page 12)
- Students read statements about Sarah
- Mark T or F and correct false statements
- Activity 2: Multiple Choice Questions
- Complete exercise on page 12
- Check answers in pairs
- Activity 3: Grammar Practice (Page 13)
- Fill in correct verb forms
- Write sentences about pictures

Assessment (10 minutes)

- Complete the grammar exercise on page 13
- Role-play: Students discuss their healthy habits
- Writing: "My healthy habit is..."

Evaluation

- The lesson: Good integration of reading, grammar, and speaking. Students connected well with the healthy habits theme.
- The student: Most students grasped present simple patterns. Some need extra practice with third person singular forms.

- The teacher: Effective use of personal examples. Should include more interactive grammar practice activities.

Primary 4 English Lesson Plans

Unit 1: The Five Senses

Created by: Mr Sobhy Borda

Academic Year: 2024-2025

Lesson 3: Story Time - Goha's Great Meal

Learning Objectives

- Read and understand a short story
- Identify story elements (characters, setting, plot)
- Learn vocabulary from context
- Discuss the moral lesson of the story
- Practice pronunciation of short and long vowels

New Vocabulary

- market
- hungry
- restaurant
- owner
- greedy
- coins
- jingling
- share
- clever
- delicious
- wonderful
- smell
- breath
- moment
- sound

New Structures

- "One morning..." (story opening)
- "Suddenly..." (introducing events)
- "The owner was..." (character description)

- Past tense verbs in context

Warm up and Revision

- Pre-reading Discussion:

- - Show picture of Goha character
- - 'What do you know about Goha stories?'
- - 'Have you ever been very hungry?'
- - Predict: 'What might happen in this story?'

Presentation

- Step 1: First Reading (Page 14)

- - Teacher reads the story aloud
- - Students listen and follow along
- - Ask: 'What happened to Goha?'

- Step 2: Vocabulary in Context

- - Students find bold words in the story
- - Match words to meanings (Page 15)
- - Discuss new vocabulary

- Step 3: Story Elements

- - Identify characters: Goha, restaurant owner
- - Setting: market, restaurant
- - Plot sequence: problem, solution, lesson

Practice

- Activity 1: Story Comprehension (Page 16)

- - True or False questions
- - Complete summary with given words
- - Answer comprehension questions

- Activity 2: Character Analysis

- - Complete story elements chart (Page 15)

- - Discuss: 'Was the owner right or wrong?'
- Activity 3: Pronunciation Practice (Page 17)
- - Practice short vs. long vowel sounds
- - Listen and circle correct words
- - Complete sentences with long vowel words

Assessment

- Retell the story in their own words
- Complete the pronunciation exercise
- Group writing: 2-3 sentences about 'Sharing with others'
- Discuss the lesson learned from the story

Evaluation

****The lesson:**** Students enjoyed the story and engaged well with moral discussions. Good balance of reading and pronunciation work.

****The student:**** Strong comprehension skills shown. Students connected story to real-life values. Need more practice with vowel sounds.

****The teacher:**** Good storytelling technique. Should include more dramatic reading and student participation in storytelling.

Lesson 4: Writing - Sequence Words

Learning Objectives

- Understand the purpose of sequence words
- Use sequence words in writing daily routines
- Order events chronologically
- Write a paragraph about their daily routine

New Vocabulary

- sequence
- First
- Next
- Then
- After that
- After school
- Finally
- routine
- order
- events
- important
- beginning
- middle
- end
- daily

New Structures

- First, I wake up early.
- Next, I brush my teeth.
- Then, I have breakfast.
- After that, I go to school.

- Finally, I go to bed.
- Note: Use commas after sequence words at the beginning of sentences.

Warm up and Revision

- Activity: Daily Routine Scramble
- - Give students mixed-up daily activities on cards
- - Students arrange them in logical order
- - Ask: 'What do you do first in the morning?'
- - 'What comes after breakfast?'

Presentation

- Step 1: Read Model Text (Page 18)
- - Read 'My Healthy Life' paragraph
- - Identify sequence words in the text
- - Discuss why order is important
- Step 2: Sequence Words Explanation
- - Explain function of each sequence word
- - Show how they connect ideas
- - Practice pronunciation and spelling
- Step 3: Guided Practice
- - Complete exercise on page 18 together
- - Order events using sequence words

Practice

- Activity 1: Fill in Daily Routine (Page 19)
- - Students complete their own routine using sequence words
- - Share with a partner
- Activity 2: Order Events Exercise
- - Complete page 18 activity
- - Use sequence words correctly

- Activity 3: Writing Practice
- - Write 4-5 sentences about daily routine
- - Use at least 4 sequence words

Assessment

- Complete the sequence words exercise
- Write a short paragraph about daily routine
- Peer check: Students check partner's work
- Present one sentence to the class

Evaluation

****The lesson:**** Students understood the concept well. Writing activities were engaging and practical.

****The student:**** Most students used sequence words correctly. Some confused the order of events.

****The teacher:**** Good scaffolding from guided to independent practice. Need more examples of daily routines.

Lesson 5: Think and Create - A Presentation

Learning Objectives

- Plan and prepare a presentation on healthy eating habits
- Use clear headings and simple text
- Speak clearly and confidently to the class
- Give constructive feedback to peers

New Vocabulary

- presentation
- healthy eating
- habits
- clear
- headings
- pictures
- simple
- feedback
- rate
- comment
- excellent
- good
- fair
- poor
- minutes

New Structures

- "My presentation is about..."
- "First, I want to talk about..."
- "This is important because..."
- "In conclusion..."

- "Thank you for listening"

Warm up and Revision

- Activity: Brainstorming

- - Students brainstorm healthy eating habits

- - Write ideas on the board

- - Discuss which ideas are most important

- - Preview presentation guidelines

Presentation

- Step 1: Presentation Guidelines (Page 20)

- - Review the 'Make sure to...' box

- - Discuss good presentation skills

- - Show example of clear headings and pictures

- Step 2: Planning Time

- - Students work in groups of 3-4

- - Choose 3-4 healthy eating habits to present

- - Plan their presentation structure

- - Assign roles to group members

- Step 3: Preparation

- - Create simple visuals or use pictures

- - Practice speaking clearly and slowly

- - Time their presentations (3-5 minutes)

Practice

- Activity 1: Group Preparation

- - Students prepare their presentations

- - Teacher circulates and provides help

- - Groups practice with each other

- Activity 2: Presentation Practice

- - Each group presents to another group first
- - Get feedback before presenting to class
- - Make final improvements

Assessment

- Groups present to the whole class
- Use the rating system on page 20
- Students give feedback using the comment boxes
- Teacher evaluates presentation skills

Evaluation

****The lesson:**** Students worked well in groups and showed creativity. Presentations were informative and well-structured.

****The student:**** Good collaboration skills demonstrated. Most groups spoke clearly and used appropriate time limits.

****The teacher:**** Effective guidance during preparation. Should provide more specific feedback on presentation techniques.

Mr. Sobhy Borda

Grade 4 English Lesson Plans
Unit: My Community
Prepared by: Mr. Sobhy Borda

Mr. Sobhy Borda

Lesson 1: Helping the Community

Learning Objectives

- Discuss in pairs ways they can help their community
- Share stories about their community's history and traditions
- Identify solutions to community problems
- Discriminate between /f/ and /v/ sounds in words
- Write sentences about how they help their community

New Vocabulary

- collect - to gather things together
- plant - to put seeds or plants in the ground
- clean - to make something free from dirt
- help - to assist someone
- feed - to give food to animals or people
- volunteer - to offer to help without payment

New Structures

- Present simple for daily habits: "We help in the park"
- Question formation: "How can we help others?"
- Action verbs with community activities

Warm Up and Revision

- Review previous vocabulary and activate prior knowledge

Presentation

- Introduce topic and vocabulary using visual aids
- Model pronunciation and sentence structures

Mr. Sobhy Borda

[Insert illustrative image: Community helpers]

Practice

- Vocabulary and grammar exercises
- Speaking and listening activities
- Reading and writing tasks

Assessment

- Formative and summative assessments
- Speaking and writing evaluations

Evaluation

a. The Lesson

- Objectives were clearly met through varied activities
- Good balance of skills (listening, speaking, reading, writing)
- Visual aids enhanced understanding of vocabulary
- Could benefit from more interactive community problem-solving activities

b. The Student

- Students actively participated in pair discussions
- Showed good understanding of helping vocabulary
- Some difficulty with /f/ and /v/ sound discrimination
- Need more practice with question formation

c. The Teacher

- Effective use of visual aids and real-life examples
- Good classroom management during pair work
- Should provide more scaffolding for pronunciation activities
- Could incorporate more movement-based activities for vocabulary retention

Mr. Sobhy Borda

Lesson 2: Community Problems and Solutions

Learning Objectives

- Identify common community problems (traffic, trash)
- Suggest practical solutions to community issues
- Use present simple in negative and question forms
- Match problems with appropriate solutions
- Discuss ways to improve their local community

New Vocabulary

- traffic - cars and vehicles moving on roads
- problem - something that needs to be solved
- solution - an answer to a problem
- ground - the surface of the earth
- bins - containers for trash
- schools - places where children learn

New Structures

- Present simple negative: "Cars don't move quickly"
- Present simple questions: "Do you know how to solve this?"
- Problem-solution language: "The problem is... The solution is..."

Warm Up and Revision

- Review previous vocabulary and activate prior knowledge

Presentation

- Introduce topic and vocabulary using visual aids
- Model pronunciation and sentence structures

Mr. Sobhy Borda

[Insert illustrative image: Traffic and trash problems]

Practice

- Vocabulary and grammar exercises
- Speaking and listening activities
- Reading and writing tasks

Assessment

- Formative and summative assessments
- Speaking and writing evaluations

Evaluation

a. The Lesson

- Successfully integrated grammar with meaningful content
- Problem-solution framework provided clear structure
- Real-life examples made learning relevant
- Could include more visual aids for better comprehension

b. The Student

- Engaged well with problem-solving activities
- Showed improvement in present simple usage
- Some students struggled with don't/doesn't distinction
- Good participation in group discussions about solutions

c. The Teacher

- Effective connection between grammar and vocabulary
- Good use of authentic community examples
- Should provide more individual feedback on grammar usage
- Could incorporate more kinesthetic activities for grammar practice

Mr. Sobhy Borda

Lesson 3: Egypt - My Culture

Learning Objectives

- Describe the two main regions of Egypt (Delta and Upper Egypt)
- Compare traditions and culture between different regions
- Identify cultural practices, festivals, and clothing
- Use vocabulary related to Egyptian culture and traditions
- Express pride in their cultural heritage

New Vocabulary

- regions - different areas or parts of a country
- traditions - customs passed down through generations
- culture - the way of life of a group of people
- celebrate - to mark a special occasion with joy
- harvest - the gathering of crops
- festivals - special celebrations or events
- galabeyas - traditional Egyptian clothing
- turbans - traditional head coverings

New Structures

- Comparative language: "In the Delta... In Upper Egypt..."
- Cultural descriptions: "People celebrate..." "They make..."
- Regional differences: "Life is different in..."

Warm Up and Revision

- Review previous vocabulary and activate prior knowledge

Presentation

Mr. Sobhy Borda

- Introduce topic and vocabulary using visual aids
- Model pronunciation and sentence structures

[Insert illustrative image: Map of Egypt and cultural scenes]

Practice

- Vocabulary and grammar exercises
- Speaking and listening activities
- Reading and writing tasks

Assessment

- Formative and summative assessments
- Speaking and writing evaluations

Evaluation

a. The Lesson

- Successfully introduced Egyptian cultural concepts
- Good integration of geography with cultural learning
- Reading text provided rich cultural information
- Could include more interactive cultural activities

b. The Student

- Showed genuine interest in learning about Egyptian culture
- Made good connections between text and personal experiences
- Some difficulty with new cultural vocabulary
- Actively participated in discussions about traditions

c. The Teacher

- Effective use of visual aids (map and pictures)
- Good balance between information and student interaction

Mr. Sobhy Borda

- Should incorporate more hands-on cultural activities
- Could invite community members to share cultural experiences

Lesson 4: Writing - A Diary Entry

Learning Objectives

- Write a well-structured diary entry about community history
- Use appropriate diary entry format (date, greeting, closing)
- Include details about past and present community changes
- Express personal feelings about community development
- Use time expressions to describe historical changes

New Vocabulary

- diary - a personal record of daily events
- history - events from the past
- neighborhood - the area where you live
- supermarket - a large store selling food and household items
- market - a place where people buy and sell goods
- stalls - small shops or stands in a market

New Structures

- Past tense for historical descriptions: "There was/were..."
- Time expressions: "Fifty years ago..." "Now..."
- Personal reflection language: "It makes me proud..."
- Diary entry format and expressions

Warm Up and Revision

- Review previous vocabulary and activate prior knowledge

Presentation

- Introduce topic and vocabulary using visual aids

Mr. Sobhy Borda

- Model pronunciation and sentence structures

[Insert illustrative image: Old and new neighborhood scenes]

Practice

- Vocabulary and grammar exercises

- Speaking and listening activities

- Reading and writing tasks

Assessment

- Formative and summative assessments

- Speaking and writing evaluations

Evaluation

a. The Lesson

- Provided clear structure for diary writing

- Good model text for students to follow

- Effective combination of history and personal writing

- Could include more pre-writing activities for idea generation

b. The Student

- Engaged well with personal writing format

- Showed creativity in describing community changes

- Some difficulty with past tense formation

- Good effort in including personal reflections

c. The Teacher

- Clear explanation of diary writing format

- Good use of model text and guided practice

- Should provide more individual writing support

Mr. Sobhy Borda

- Could incorporate more historical resources about local community

Lesson 5: Think and Create - A Poster

Learning Objectives

- Create an informative poster about community problems and solutions
- Work collaboratively in groups to research and design
- Present their poster to the class effectively
- Use visual elements to communicate ideas clearly
- Apply knowledge of community issues to creative problem-solving

New Vocabulary

- poster - a large printed picture or notice for display
- air pollution - harmful substances in the air
- plastic - a synthetic material that harms the environment
- design - to plan and create something
- title - the name of a work or project
- drawing - pictures made with pencils, pens, or other tools

New Structures

- Imperative sentences for solutions: "Walk or cycle..." "Use less plastic..."
- Problem identification language: "The problem is..."
- Presentation language: "Our poster shows..." "We suggest..."

Warm Up and Revision

- Review previous vocabulary and activate prior knowledge

Presentation

- Introduce topic and vocabulary using visual aids
- Model pronunciation and sentence structures

Mr. Sobhy Borda

[Insert illustrative image: Poster examples and students presenting]

Practice

- Vocabulary and grammar exercises
- Speaking and listening activities
- Reading and writing tasks

Assessment

- Formative and summative assessments
- Speaking and writing evaluations

Evaluation

a. The Lesson

- Successfully combined research, creativity, and presentation skills
- Good integration of previous lesson content with creative application
- Collaborative approach encouraged peer learning
- Could provide more structured research resources and templates

b. The Student

- Demonstrated strong collaboration and creativity skills
- Applied previous knowledge effectively to new community problems
- Some groups needed more guidance on research techniques
- Showed enthusiasm for presenting solutions to real community issues

c. The Teacher

- Effective facilitation of group work and creative process
- Good balance between guidance and student independence
- Should provide more specific rubrics for poster assessment
- Could invite community members to view student presentations

Grade 4 English Lesson Plans

Unit 3: Animals in Our World

Prepared by: Mr Sobhy Borda

Includes Lessons 1-4

LESSON 1: Let's Meet the Animals!

Learning Objectives

- Students will be able to identify and name six animals: lion, monkey, elephant, zebra, bear, giraffe
- Students will be able to describe animals using physical characteristics
- Students will be able to match animals to their written descriptions
- Students will understand and use descriptive adjectives related to animals

New Vocabulary

Animals:

- lion
- monkey
- elephant
- zebra
- bear
- giraffe

Descriptive Words:

- big, small, long neck, long tail, striped coat, spotted coat, yellow fur, thick fur, sharp claws, trunk, spray water, climb trees, run in groups, eat leaves, hunt animals, catch fish

New Structures

- It is + adjective + and + adjective: "It is big and gray"
- It has + noun phrase: "It has a striped coat"
- It uses + noun + to + verb: "It uses its trunk to spray water"
- It + verb + noun: "It hunts animals at night"
- It + verb + from + noun: "It eats leaves from tall trees"

Warm Up and Revision (10 minutes)

Activity 1: Animal Sounds Game

- Teacher makes animal sounds and students guess the animal
- Review previously learned animals from earlier units
- Ask students: 'What animals do you know?' 'What is your favorite animal?'

Activity 2: Picture Brainstorm

- Show pictures of different animals
- Students describe what they see using simple adjectives
- Build excitement about learning new animal names

Presentation (20 minutes)

Step 1: Look, Point, and Circle (Page 40)

- Display enlarged pictures of the six animals
- Introduce each animal name clearly with pronunciation
- Students repeat each animal name chorally and individually
- Point to the animal with the long neck (giraffe)
- Circle the one with big ears (elephant)

Step 2: Listen, Look, and Repeat

- Play the audio recording or read the animal names
- Students listen and point to each animal
- Practice pronunciation focusing on correct stress
- Students repeat: lion, monkey, elephant, zebra, bear, giraffe

Step 3: Reading Descriptions (Page 40, Question 3)

- Read each description aloud while students follow
- Match animals to descriptions together

Correct Matching:

- Giraffe → d (spotted coat, eats leaves from tall trees)
- Bear → 3 and f (thick fur, sharp claws, catches fish)
- Monkey → b (small, long tail, climbs trees)
- Zebra → c (striped coat, runs in groups)
- Lion → e (yellow fur, hunts animals at night)
- Elephant → a (big and gray, uses trunk to spray water)

Practice (25 minutes)

Activity 1: Matching Exercise (Page 40, Question 3)

- Students work individually to match animals with descriptions
- Teacher monitors and provides support
- Check answers as a class
- Discuss why each description matches the animal

Activity 2: Pair Work - Describe and Guess

- Student A describes an animal without saying its name
- Student B guesses which animal it is
- Switch roles and repeat
- Encourage use of new vocabulary and structures

Activity 3: Reading Aloud

- Students take turns reading descriptions aloud

- Focus on pronunciation and fluency
- Correct errors gently and provide positive feedback

📝 Assessment (10 minutes)

- (Oral) Name all six animals we learned today → lion, monkey, elephant, zebra, bear, giraffe
- (Written) Match the animal to its description (completed in class)
- (Oral) Which animal has a long neck? → The giraffe
- (Oral) Which animal hunts at night? → The lion
- (Written) Draw your favorite animal and write one sentence about it

📝 Evaluation

a) The Lesson

- Were the learning objectives achieved?
- Was the lesson engaging and appropriate for the students' level?
- Did the activities promote active participation?
- Was enough time allocated for each section?
- Were the materials and resources effective?

b) The Student

- Could students identify all six animals by name?
- Were students able to match descriptions to animals correctly?
- Did students participate actively in speaking activities?
- Could students use new vocabulary in sentences?
- Did students show understanding of animal characteristics?

c) The Teacher

- Did I explain concepts clearly?
- Did I provide enough examples and practice opportunities?
- Was I able to manage the class effectively?
- Did I give appropriate feedback?
- What improvements can I make for the next lesson?

LESSON 2: A Day at the Forest Park

Learning Objectives

- Understand a conversation about animals at a forest park
- Identify specific information from the dialogue
- Answer comprehension questions about the text
- Learn about forest guides and their work with animals

New Vocabulary

Places and People:

- forest park
- forest guide
- visitors

Animal Actions:

- drinking water
- climbing trees
- hunt
- sleep
- eat leaves

Other Vocabulary:

- usually
- sometimes
- interesting
- amazing
- up close
- during the day

New Structures

- What does + subject + do?: "What does your dad do at the forest park?"
- He/She + works as + job: "He works as a forest guide"
- He/She + shows + object: "He shows visitors the animals"
- Do you usually + verb?: "Do you usually go with him?"
- What animals do + subject + verb?: "What animals do visitors see?"
- Present Simple for habits and facts
- Adverbs of frequency: usually, sometimes, often

Warm Up and Revision (10 minutes)

Activity 1: Quick Review

- Review the six animals from Lesson 1
- Ask: 'What animal has a long neck?' 'What animal climbs trees?'
- Show pictures and students name them quickly

Activity 2: Discussion Starter

- Have you ever visited a zoo or forest park?
- What animals did you see?
- What do you know about forest parks?

📺 Presentation (25 minutes)

Step 1: Pre-Reading Discussion

- Introduce the concept of a forest park vs. a zoo
- Discuss the role of a forest guide
- Set the context: Omar and Nadia are talking about Nadia's father's job

Step 2: First Reading - Listen and Read (Page 41)

- Play audio or read the dialogue expressively
- Students follow along in their books
- Focus on general understanding

Dialogue:

- Omar: Hi, Nadia! What does your dad do at the forest park?
- Nadia: He works as a forest guide. He shows visitors the animals.
- Omar: Do you usually go with him?
- Nadia: Sometimes.
- Omar: What animals do visitors see?
- Nadia: Lots of them! They see elephants drinking water and monkeys climbing trees.
- Omar: That's interesting! Do they see lions, too?
- Nadia: Yes, and giraffes as well.
- Omar: Lions often hunt at night and sleep during the day. Giraffes eat leaves from tall trees.
- Nadia: That's right! How do you know all of this?
- Omar: I watch a TV program about animals.
- Nadia: Would you like to visit the forest park?
- Omar: Sure! It must be amazing to see all those animals up close.

Step 3: Second Reading - Detailed Analysis

- Read the dialogue again, stopping to explain new vocabulary
- Highlight key phrases: forest park, forest guide, up close
- Discuss the information about animal behaviors

Step 4: Comprehension Check (Page 41, Questions 1-4)

- Read questions aloud

- Model how to find answers in the text
- Practice locating specific information

□ Practice (25 minutes)

Activity 1: Answer Comprehension Questions (Page 41)

- Q1: What does Nadia's dad do at the forest park? → He works as a forest guide
- Q2: Does Nadia always go with her dad? → No, she goes sometimes
- Q3: When do lions often hunt? → At night
- Q4: What do giraffes eat? → Leaves from tall trees

Activity 2: Role Play

- Pairs practice reading the dialogue with expression
- Switch roles and repeat
- Encourage natural intonation and gestures

Activity 3: Information Gap

- Create questions based on the dialogue
- Student A asks; Student B answers using text information
- Examples: "Where does Nadia's father work?" "What animals drink water?"

Activity 4: Vocabulary in Context

- Find and underline key vocabulary in the dialogue
- Discuss meanings: forest guide, visitors, usually, sometimes, up close
- Create new sentences using these words

📝 Assessment (10 minutes)

- Task 1 (Oral): What is a forest guide? Name three animals visitors see. When do lions hunt?
- Task 2 (Written): Complete the four comprehension questions independently
- Task 3 (True/False): 'Nadia's father shows visitors the animals' (True); 'Omar has never heard about animals before' (False)
- Task 4 (Speaking): Retell the main points of the conversation

📝 Evaluation

a) The Lesson

- Was the dialogue at an appropriate level for students?
- Did students understand the main ideas?
- Were the comprehension questions effective?
- Did the role-play activity engage students?
- Was sufficient time given for practice?

b) The Student

- Could students answer the comprehension questions correctly?

- Did students participate in the role-play activity?
- Were students able to identify specific information from the text?
- Did students use new vocabulary appropriately?
- Could students discuss the text in their own words?

c) The Teacher

- Did I pre-teach vocabulary effectively?
- Was my reading clear and expressive?
- Did I provide enough scaffolding for comprehension?
- Did I check understanding throughout the lesson?
- How can I improve reading comprehension instruction?

LESSON 3: Animal Actions and Riddles

Learning Objectives

- Match verbs with their correct usage in context
- Identify animals based on descriptive riddles
- Complete sentences using appropriate adjectives
- Write a short story about animals using given verbs and adjectives

New Vocabulary

Verbs:

- drinks/runs (describing elephant)
- drinks/climbs (describing monkey)
- catches/runs (describing zebra)
- catches/climbs (describing bear)

Adjectives:

- striped
- heavy
- thick
- long

Riddle Vocabulary:

- tall
- long neck
- king of the jungle
- hunt at night

New Structures

- The + animal + verb + noun: "The elephant drinks lots of water"
- The + animal + verb + noun: "The monkey drinks/climbs trees"
- Subject + has + adjective + noun: "The elephant has a heavy trunk"
- "I'm tall and have a long neck"
- "I often hunt at night"
- Question form: "What am I?"

Warm Up and Revision (10 minutes)

Activity 1: Action Mime Game

- Teacher mimes animal actions (drinking, climbing, running, catching)
- Students guess the action and the animal
- Review verbs from previous lessons

Activity 2: Quick Quiz

- Teacher says an animal name; students say one action that animal does
- Example: "elephant" – "drinks water" or "sprays water"

📖 Presentation (20 minutes)

Step 1: Listen and Circle (Page 42, Question 1)

- 1) The elephant drinks/runs lots of water → drinks
- 2) The monkey drinks/climbs trees → climbs
- 3) The zebra catches/runs in groups → runs
- 4) The bear catches/climbs fish → catches

Step 2: Read, Guess, and Write (Page 42, Question 2)

- Riddle 1: "I'm tall and have a long neck; I eat leaves from trees up high. What am I?" → giraffe
- Riddle 2: "I'm the king of the jungle land; I often hunt at night. What am I?" → lion

Step 3: Complete Using Adjectives (Page 42, Question 3)

- 1) The elephant has a heavy trunk
- 2) The monkey has a long tail
- 3) The bear has thick fur
- 4) The zebra has a striped coat

□ Practice (25 minutes)

Activity 1: Listening Practice

- Students complete Question 1 independently after listening
- Check answers as a class and discuss why each verb is correct

Activity 2: Riddle Solving

- Students read riddles and write answers
- Explain which clues helped identify the animal

Activity 3: Sentence Completion

- Complete sentences with appropriate adjectives
- Discuss why each adjective fits: heavy trunk, long tail, thick fur, striped coat

Activity 4: Partner Work – Story Writing (Page 42, Question 4)

- Write a short story using verbs from Q1 and adjectives from Q3
- Example starter: "One day, at the forest park, I saw a zebra with a striped coat. It was running with other zebras..."

📖 Assessment (10 minutes)

- Task 1: Verb Selection → Explain choices for Q1

- Task 2: Riddle Comprehension → Identify clues and create one new riddle as a class
- Task 3: Adjective Usage → Use each adjective in a new sentence
- Task 4: Story Assessment → Share stories; check verbs/adjectives, structure, creativity, grammar

Evaluation

a) The Lesson

- Were the activities appropriate for practicing target structures?
- Did the riddles engage students effectively?
- Was there enough variety in practice activities?
- Did the story writing activity allow for creativity?
- Were instructions clear for all tasks?

b) The Student

- Could students identify correct verbs for each animal?
- Were students able to solve the riddles?
- Did students use adjectives correctly?
- Could students write a coherent short story?
- Did students demonstrate understanding of animal characteristics?

c) The Teacher

- Did I model each activity clearly?
- Was I able to support students who struggled?
- Did I provide enough examples?
- Was feedback constructive and encouraging?
- How can I make riddle activities more engaging?

LESSON 4: Taking Care of Animals

Learning Objectives

- Understand how vets and forest officers help animals
- Identify different types of care animals need
- Match people to their roles in animal care
- Answer comprehension questions about animal care
- Understand why being kind to animals is important

New Vocabulary

People Who Help:

- vets
- forest officers
- owners

Animal Needs:

- needs (verb and noun)
- special care
- attention
- exercise
- clean cages
- healthier
- challenges
- protect
- daily care

Places:

- wild
- zoos
- homes

Actions:

- stay healthy
- stay safe
- move around
- check their health
- eat fresh vegetables
- need cleaner cages

📌 New Structures

- Animals need + noun: "Animals need our help"
- Subject + need + noun + to + verb: "Each animal needs special care to live well"
- Subject + need + comparative adjective: "Zoo animals need special attention"
- "Elephants need bigger spaces than monkeys to move around"
- "Lions eat a lot of food to stay stronger than other animals"
- "Giraffes need taller trees to reach their food"
- Present Simple for facts and general truths

📌 Warm Up and Revision (10 minutes)

Activity 1: Discussion Questions (Page 43)

- Look at the pictures showing pet care
- Discuss:
 - 1) How should we exercise our pets?
 - 2) What should we do to keep our pets healthy?
- Brainstorm ideas and list ways to care for animals

Activity 2: Vocabulary Prediction

- Show pictures related to animal care
- Students predict vocabulary they might learn
- Activate prior knowledge about helping animals

📌 Presentation (25 minutes)

Step 1: Pre-Reading Discussion

- Who helps animals? How can we help animals?
- Introduce vocabulary: vets, forest officers, owners
- Discuss places animals live: wild, zoos, homes

Step 2: Read the Text – Helping Animals (Page 43)

"Animals need our help to stay healthy and safe. Some animals live in the wild, while others live in zoos or homes. Each animal needs special care to live well.

Zoo animals need special attention. Elephants need bigger spaces than monkeys to move around. Lions eat a lot of food to stay stronger than other animals. Giraffes need taller trees to reach their food. Vets often check their health.

Wild animals face different challenges. Their homes are getting smaller because of new cities. They need clean water and safe places to live. Forest officers now work harder than before to protect these animals and their homes.

Pets need daily care from their owners. Dogs need exercise. Rabbits eat fresh vegetables, and they eat healthier than other animals. Birds need cleaner cages than other animals.

Everyone can help protect animals in simple ways. Small acts of kindness make our world better. When we care for animals, we create a safer place for them. Being kind to animals teaches us to be better people. Together, we can make their lives happier and healthier."

Step 3: Guided Reading

- Read the text aloud with students following
- Stop after each paragraph to check understanding
- Sample questions: What do animals need from us? Where do animals live? What do zoo animals need? What challenges do wild animals face?

□ Practice (25 minutes)

Activity 1: Identify and Match

- Match people to roles: vets, forest officers, owners
- Match animals to needs: bigger spaces, taller trees, clean water, exercise, cleaner cages

Activity 2: True/False and Why

- Examples: "Elephants need smaller spaces than monkeys" (False). "Forest officers protect wild animals" (True).

Activity 3: Sentence Building

- Use frames: "Animals need ___ to ___." / "___ need ___ than ___ to ___."

Activity 4: Kindness Poster

- Create a mini-poster: One kind thing we can do for animals

📝 Assessment (10 minutes)

- Oral: Name two ways vets help animals; one way forest officers help wild animals
- Written: Complete sentences using 'need/needs' and comparatives
- Exit Ticket: Write one action you will do to help animals this week

📝 Evaluation

a) The Lesson

- Were objectives achieved?
- Was the text level appropriate?
- Did activities support comprehension and values?

b) The Student

- Could students identify supports animals need?
- Could they use target structures in sentences?
- Did they show empathy toward animals?

c) The Teacher

- Did I scaffold reading effectively?
- Did I monitor and give timely feedback?
- What will I adjust next time?

Unit 4: Egypt - My Homeland


Primary 4

Prepared by: Mr Sobhy Borda

Unit 4: Egypt - My Homeland

Lesson Plan for Primary 4

Teacher: Mr Sobhy Borda

 **Unit 4: Egypt - My Homeland — Lesson 1: Places in Egypt — Pages: 62-64**

 **Learning Objectives**

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

Identify and name famous places in Egypt

Use vocabulary related to Egyptian tourist attractions

Understand and respond to questions about locations in Egypt

Complete sentences using appropriate place names

 **New Vocabulary**

Pyramids - Ancient stone structures built by ancient Egyptians

Nile River - The longest river in Egypt and Africa

Cairo Tower - A tall building in Cairo

Siwa Oasis - A desert area with water and trees

Egyptian Museum - A building with ancient Egyptian treasures

Khan Al-Khalili Bazaar - A traditional market for buying gifts

Tourist - A person who visits places for fun

Oasis - A place in the desert with water and trees

 **New Structures**

"In which country can you find...?"

"The [place] has..."

"We went to the [place] to..."

Prepositions of place: at, in, on

 **Warm Up and Revision (5 minutes)**

Greet students and ask: "What do you know about Egypt?"

Show pictures of famous Egyptian landmarks

Ask: "Have you visited any famous places in Egypt?"

Brief discussion about students' experiences or knowledge

Presentation (15 minutes)

➔ **Activity 1 - Look at the picture (Page 62)**

Display the question: "In which country can you find the Pyramids of Giza?"

Expected answer: Egypt

Explain that Egypt has many famous and beautiful places

➔ **Activity 2 - Listen, look, and repeat (Page 62)**

Play the audio or read aloud the names of six famous places

Students listen and repeat each name

Show corresponding images for each location:

Pyramids

Nile River

Cairo Tower

Siwa Oasis

Egyptian Museum

Khan Al-Khalili Bazaar

➔ **Activity 3 - Read and complete with words in the box (Page 62) Words provided: Oasis, Bazaar, Nile, Pyramids, Tower**

Expected answers:

The Siwa Oasis has lots of trees and water

The Nile River is a very long river in Egypt

The Cairo Tower is very tall. We can see Cairo from the top

We went to the Khan Al-Khalili Bazaar to buy gifts

People used giant stones to build the Pyramids

Practice (15 minutes)

➔ **Reading Text - "Exploring Egypt with Ali!" (Page 63)**

Guide students through the dialogue between Ali (tour guide) and John (tourist):

Read the text aloud with expression

Assign roles for students to read

Highlight key information:

Ali works as a tour guide

The Pyramids are very nice

Tourists take many pictures

People can ride camels near the Pyramids

They will visit the Egyptian Museum (has treasures and history)

Khan Al-Khalili is for buying gifts

Comprehension Questions (Page 63)

Who is Ali? Answer: Ali is a tour guide in Egypt

What do tourists do at the Pyramids? Answer: Tourists take many pictures at the Pyramids

What will Ali and John visit after the Pyramids? Answer: They will visit the Egyptian Museum

Where will they go to buy gifts? Why? Answer: They will go to Khan Al-Khalili Bazaar to buy gifts because it has many stores

→ **Activity - Look, choose, and write (Page 64)**

Students choose one place and complete: "I want to visit....." Options: Pyramids, Nile River, Egyptian Museum

Circle the correct answer:

The Pyramids/Khan Al-Khalili Bazaar is a busy market

We get water from the Nile River/the Egyptian Museum

Look at the tall Siwa Oasis/Cairo Tower

Read and complete:

At the Pyramids, tourists can ride camels

The Egyptian Museum is full of history

Boats sail on the Nile River

Group Work - Role-play (Page 64)

Practice the dialogue:

Student A: "I like to visit the Pyramids."

Student B: "Which places do you like to visit?"

Students work in pairs to create their own conversations about favorite places

Assessment

● Formative Assessment

Monitor pronunciation during listening activities

Check completion of fill-in-the-blank exercises

Observe participation in dialogue reading

Listen to pair work conversations

Questions to check understanding:

"What can you see at the Egyptian Museum?"

"Where is the Nile River?"

"What can tourists do near the Pyramids?"

● Written Assessment

Completion of page 62 exercises (correct answers)

Completion of page 64 activities (accuracy)

Evaluation

a. The Lesson:

Were the learning objectives achieved?

Was the lesson engaging and interactive?

Did the activities suit different learning styles?

Was time management effective?

Were materials and resources appropriate?

b. The Student:

Can students identify famous Egyptian places?

Can they use new vocabulary correctly?

Are they able to answer comprehension questions?

Do they participate actively in speaking activities?

Can they complete written exercises independently?

c. The Teacher:

Did I explain concepts clearly?

Did I provide enough practice opportunities?

Did I give adequate support to struggling students?

Was my classroom management effective?

Did I maintain student engagement throughout?

Unit 4: Egypt - My Homeland — Lesson 2: My City — Pages: 65-66

Learning Objectives

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

- Identify and name important places in their city
- Understand the functions of different community places
- Read and comprehend a text about city places
- Use vocabulary related to city facilities
- Discuss favorite places and give reasons

New Vocabulary

- Hospital - A place where doctors and nurses help sick people
- School - A place where students learn
- Library - A place with many books to read or borrow
- Shopping mall - A large building with many stores
- Museum - A place with treasures that teach us about history
- Post office - A place where people send letters and packages
- Borrow - To take something temporarily and return it later
- Connected - Linked together, in contact
- Treasures - Valuable historical objects
- Packages - Boxes sent through the mail

New Structures

- "Students go there to..."
- "Teachers help them, and the library has..."
- "People buy things and eat there"
- "What would happen if a city didn't have...?"

Warm Up and Revision (5 minutes)

Ask: "What places do you visit in your city?"

List students' answers on the board

Show flashcards of city places from previous lesson

Quick review: "Where can you borrow books?" (Library)

Presentation (15 minutes)

→ Activity 1 - Listen and write (Page 65)

Words provided: hospital, school, library, shopping mall, museum, post office

Play audio or read aloud descriptions of six places

Students listen and write the correct place name

Review the audio script together

Expected answers:

Library

(Place 2 from audio)

(Place 3 from audio)

(Place 4 from audio)

(Place 5 from audio)

(Place 6 from audio)

→ Activity 2 - Reading Text: "The Places We Go in Our City" (Page 65)

Read the text aloud with students following along:

Key points to highlight:

Cities have many important places that help people every day

School: Students go there to learn and meet friends; Teachers help them; The library has many books to read or borrow

Hospital: Doctors and nurses help sick people feel better

Post office: Next to the hospital; People send letters and packages to stay connected

Shopping mall: Has many stores and restaurants; People buy things and eat there

Behind it is a museum with treasures that teach us about our history

Think Question (Page 65) "What would happen if a city didn't have one of these places?"

Discuss as a class:

Without schools: children couldn't learn

Without hospitals: sick people couldn't get help

Without libraries: harder to access books and information

Without post offices: difficult to send mail

Without shopping malls: fewer places to buy necessities

Without museums: we'd lose connection to our history

Practice (15 minutes)

→ **Activity 1 - Listen and circle the correct place (Page 66)**

Play three conversations and students identify the location:

In Conversation (1), Adam is talking about the post office / hospital

In Conversation (2), Dina and Walaa are in the shopping mall / museum

In Conversation (3), Ola and Farah are going to the restaurant / library

→ **Activity 2 - Read and complete the text with words in the box (Page 66)**

Words: shopping mall, borrow, sick, school

"There are different places in my town. Young children go to (1) school every morning to learn. They can (2) borrow books from the library. When people feel (3) sick, they go to the hospital. People enjoy going to the (4) shopping mall where many shops sell different things."

→ **Activity 3 - Read and answer (Page 66)**

Questions based on the text:

Why is the school important? Answer: Because students go there to learn and teachers help them. The library has books to read or borrow.

How do hospitals make people feel better? Answer: Doctors and nurses help sick people feel better.

Where can we go to borrow a book? Answer: We can go to the library to borrow a book.

Group Work - Role-play (Page 66)

Practice dialogue:

Student A: "My favorite place is the mall because I buy fun things there."

Student B: "What's your favorite place and why?"

Students create conversations about their favorite city places

Assessment

● Formative Assessment

Monitor listening comprehension during audio activities

Check accuracy of text completion exercise

Observe reading fluency and comprehension

Listen to pair conversations for appropriate vocabulary use

Oral Questions:

"What do people do at the post office?"

"Why do we need museums in our city?"

"What's your favorite place in your city? Why?"

● Written Assessment

Completion of listening exercise (correct identification)

Fill-in-the-blank activity (page 66)

Comprehension questions (complete sentences)

Evaluation

a. The Lesson:

Were learning objectives met?

Did the lesson connect to students' real-life experiences?

Was the reading text appropriate for the level?

Did activities promote critical thinking?

Was there enough variety in activities?

b. The Student:

Can students identify and describe city places?

Do they understand the function of each location?

Can they read and comprehend the text independently?

Are they able to express opinions about favorite places?

Do they use new vocabulary accurately in context?

c. The Teacher:

Did I check for understanding throughout?

Did I encourage student participation and discussion?

Was I responsive to students' questions?

Did I provide clear instructions for activities?

Did I create a supportive learning environment?

Lesson 2 (Language in Use): Prepositions of Place

Page: 67

Learning Objectives

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

Understand and use prepositions of place (in, on, in front of, behind, next to, between)

Write correct prepositions to describe locations

Complete sentences using appropriate prepositions

Describe the location of objects in a room

New Vocabulary

Prepositions of place:

in - inside something

on - on the surface of something

in front of - before something

behind - at the back of something

next to - beside something

between - in the middle of two things

New Structures

"The cat is in the box"

"The cat is on the box"

"The cat is in front of the box"

"The cat is behind the box"

"The cat is next to the box"

"The cat is between the boxes"

Warm Up and Revision (5 minutes)

Review places vocabulary from previous lesson

Play "Where is it?" game: Hide an object and ask students to guess using prepositions

Example: "Is it in the desk?" "Is it on the table?"

Presentation (15 minutes)

Language in Use - Prepositions of Place (Page 67)

Explanation box: "Prepositions of place show where things are"

Present each preposition with visual examples using cat and box:

The cat is in the box (cat inside the box)

The cat is on the box (cat on top of the box)

The cat is in front of the box (cat before the box)

The cat is behind the box (cat at the back of the box)

The cat is next to the box (cat beside the box)

The cat is between the boxes (cat in the middle of two boxes)

Use real objects or pictures to demonstrate each preposition Have students repeat the sentences while pointing to the correct position

Practice (15 minutes)

→ **Activity 1 - Read and write the correct preposition (Page 67)**

Show images of cat in different positions and students write the preposition:

The cat is _____ the box (image shows cat on top) Answer: on

The cat is _____ the box (image shows cat inside) Answer: in

The cat is _____ the box (image shows cat in front) Answer: in front of

I couldn't see the cat because it was _____ the boxes (image shows cat between two boxes) Answer: between

→ **Activity 2 - Look and complete the text with the correct preposition (Page 67)**

Image description: A living room scene with:

Family picture on the wall

TV on a table

Two blue chairs

Lamp next to TV

Table in front of TV

Plant between book and notebook

Text to complete: "This is my living room! My family picture is _____ the wall. My cat is _____ the blue chair. My toy car is _____ the table. The lamp is _____ the TV. The table is _____ the TV. The plant is _____ a book and a notebook."

Expected answers:

on the wall

on/under the blue chair (depending on image)

under/on the table

next to/behind the TV

in front of the TV

between a book and a notebook

✓ **Assessment**

● **Formative Assessment**

Check written prepositions for accuracy

Observe students' understanding during presentation

Monitor completion of room description exercise

Ask individual students to use prepositions orally

● **Oral Assessment Questions**

Point to objects: "Where is the book?" (Student answers with preposition)

"Can you tell me where your bag is?"

"Where is [student's name] sitting?" (next to, behind, in front of)

● **Written Assessment**

Completion of Activity 1 (correct prepositions)

Completion of Activity 2 (accurate room description)

 **Evaluation**

a. The Lesson:

Were the prepositions explained clearly with sufficient examples?

Did visual aids help students understand?

Was there enough practice time?

Were activities appropriately challenging?

Did the lesson progress logically?

b. The Student:

Can students identify different prepositions?

Do they use prepositions correctly in sentences?

Can they describe locations accurately?

Are they able to complete exercises independently?

Do they understand the difference between similar prepositions?

c. The Teacher:

Did I use effective visual demonstrations?

Did I provide clear examples for each preposition?

Did I check for understanding before moving to practice?

Did I offer individual support where needed?

Were my instructions clear and easy to follow?

Unit 4: Egypt - My Homeland — Lesson 3: The World of Big Numbers — Pages: 68

Learning Objectives

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

Understand the concept of large numbers up to one billion

Read and write numbers up to 1,000,000,000

Understand place value in large numbers

Say large numbers correctly in English

Determine if number statements are true or false

New Vocabulary

Billion - 1,000,000,000 (one thousand million)

Million - 1,000,000 (one thousand thousand)

Thousand - 1,000

Hundred - 100

Population - The number of people living in a place

Reached - Arrived at or achieved

Place value - The value of a digit based on its position

Number vocabulary:

Tens, hundreds, thousands, ten thousands, hundred thousands, millions, ten millions, hundred millions, billions

New Structures

"A billion is a thousand million"

"If we need to say the number [number], we say..."

"[Number] is [number word]"

True or False statements

Warm Up and Revision (5 minutes)

Review counting by hundreds: 100, 200, 300...1000

Review counting by thousands: 1,000, 2,000, 3,000...10,000

Ask: "Can anyone count to one million?" Discuss how long it would take

Introduce the concept that we'll learn about very big numbers today

📄 Presentation (15 minutes)

➔ Introduction - Look and read (Page 68)

Key concept: "A billion is a thousand million"

Present the example: "China has one of the world's largest populations. In 1980, the population of China reached about 1,000,000,000, which means 1 billion people."

➔ Activity 1 - Read and complete using words in the box (Page 68)

Words: thousand, hundred million, one, hundred, million

Place Value Chart:

1,000,000,000

Breaking down the number:

billions - 1

ten millions - (blank)

hundred thousands - (blank)

hundred - (blank)

ten thousands - (blank)

tens - (blank)

Labels to fill in:

billions

hundred thousands

ten millions

thousands

ten thousands

tens

How to read large numbers:

Present the example: 8,199,590,341

"If we need to say the number 8,199,590,341, we say: 'Eight billion, one hundred ninety-nine million, five hundred ninety thousand, three hundred and forty-one.'"

Break it down:

8 billion (8,000,000,000)

199 million (199,000,000)

590 thousand (590,000)

341 (three hundred forty-one)

Practice (15 minutes)

→ Activity 2 - Read and write T (True) or F (False) (Page 68)

Students evaluate whether number statements are correct:

- 4,000 is four thousand Answer: T (True)
- 73,000,000 is seventy-three hundred thousand Answer: F (False) - Correct: seventy-three million
- 7,000,000,000 is seven hundred billion Answer: F (False) - Correct: seven billion

Practice reading numbers:

Additional practice examples to write on board:

5,234 = Five thousand, two hundred thirty-four

45,678 = Forty-five thousand, six hundred seventy-eight

123,456 = One hundred twenty-three thousand, four hundred fifty-six

1,500,000 = One million, five hundred thousand

25,000,000 = Twenty-five million

● Group Activity

Divide students into groups. Give each group large numbers to read aloud:

Group 1: 3,456,789

Group 2: 12,500,000

Group 3: 500,000,000

Group 4: 2,750,000,000

✓ Assessment

● Formative Assessment

Check understanding of place value chart

Listen to students reading large numbers

Monitor completion of True/False activity

Observe group work participation

● Oral Assessment

Show number cards and ask students to read them

"What number comes after 999,999?"

"How many zeros are in one million? One billion?"

● Written Assessment

Accuracy in completing place value chart

Correct identification of True/False statements

Ability to write numbers in words

🔍 Evaluation

a. The Lesson:

Was the concept of large numbers presented clearly?

Did the place value chart help understanding?

Were examples appropriate and sufficient?

Did activities build progressively in difficulty?

Was the pace appropriate for student comprehension?

b. The Student:

Can students identify place values in large numbers?

Do they read large numbers correctly?

Can they write numbers in word form?

Do they understand the concept of billion?

Are they able to spot errors in number statements?

c. The Teacher:

Did I break down complex concepts effectively?

Did I use visual aids to support learning?

Did I provide enough practice opportunities?

Did I check for understanding frequently?

Was I patient with students struggling with the concept?

Lesson 3 (Pronunciation): /p/ and /b/ sounds

Page: 69

Learning Objectives

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

Distinguish between /p/ and /b/ sounds

Pronounce words with /p/ and /b/ correctly

Identify whether words contain /p/ or /b/ sounds

Sort words according to their sounds

New Vocabulary

Words with /p/ sound:

pear, pin, pond, peak, pan, pat

Words with /b/ sound:

bear, bin, bond, beak, ban, bat

Other vocabulary:

Voiceless - sound made without using voice (p)

Voiced - sound made using voice (b)

New Structures

"The letter 'p' is voiceless. To say it, press your lips together and blow out air."

"The letter 'b' is voiced. To say it, press your lips together and use your voice."

Warm Up and Revision (5 minutes)

Review alphabet sounds

Practice saying "p" and "b" sounds

Ask students to put their hands on their throats:

Say /p/ - no vibration

Say /b/ - vibration felt

This shows the difference between voiced and voiceless sounds

Presentation (15 minutes)

→ Pronunciation - Read and learn (Page 69)

Explanation:

The letter "p" is voiceless:

To say it, press your lips together and blow out air

Demonstration: Say "p, p, p" - no voice, just air

The letter "b" is voiced:

To say it, press your lips together and use your voice

Demonstration: Say "b, b, b" - use voice, feel vibration

→ Activity 1 - Listen, look, and circle the correct word (Page 69)

Six pairs of words - students listen and circle what they hear:

bear - pear

pin - bin

pond - bond

beak - peak

ban - pan

bat - pat

Teacher reads one word from each pair (mix up the order) Students circle the word they hear

→ **Activity 2 - Listen and complete with /p/ or /b/ under each word (Page 69)**

Words to identify the sound:

-an → Answer: /b/ or /p/ (depending on word: ban/pan)


-in → Answer: /b/ or /p/ (depending on word: bin/pin)

-eak → Answer: /b/ or /p/ (depending on word: beak/peak)

-at → Answer: /b/ or /p/ (depending on word: bat/pat)

-ear → Answer: /b/ or /p/ (depending on word: bear/pear)

-ond → Answer: /b/ or /p/ (depending on word: bond/pond)

 **Practice (15 minutes)**

→ **Activity 3 - Read, sort, and write the words in bold (Page 69)**

Read the sentences and identify /p/ and /b/ words:

The ducks swim in the pond. Word with /p/: pond

Mom cooks eggs in the pan. Word with /b/: _____ (should be identified) Word with /p/: pan

The bat flies at night. Word with /b/: bat

We throw our trash in the bin. Word with /b/: bin

Sorting table:

/b/

/p/

(bin, bat, etc.)

(pond, pan, etc.)

● **Additional Practice Activities**

● **Minimal Pairs Practice**

Teacher says a word

Students point to /p/ side or /b/ side of the classroom

Repeat with different words

Tongue Twister:

"Peter's big purple bag has beautiful pins and pens"

Students practice slowly, then faster

Sound Hunt:

Students find objects in the classroom that start with /p/ or /b/

pencil, pen, paper, book, bag, board

✓ **Assessment**

● **Formative Assessment**

Listen to individual students pronounce /p/ and /b/

Check accuracy in listening discrimination activity

Monitor sorting activity completion

Observe participation in pronunciation practice

● **Oral Assessment**

Individual pronunciation check: each student says 3 words with /p/ and 3 with /b/

Can they hear the difference when teacher says minimal pairs?

Can they produce both sounds clearly?

● **Written Assessment**

Accuracy in completing sound identification exercises

Correct sorting of words by sound

🔍 **Evaluation**

a. The Lesson:

Was the difference between sounds explained clearly?

Were there enough listening examples?

Did activities provide adequate practice?

Was the lesson engaging and interactive?

Were visual and tactile elements (hand on throat) effective?

b. The Student:

Can students distinguish between /p/ and /b/ sounds?

Do they pronounce both sounds correctly?

Can they identify the sounds in words?

Are they able to sort words by sound accurately?

Do they understand the voiced/voiceless concept?

c. The Teacher:

Did I model pronunciation clearly?

Did I provide individual feedback on pronunciation?

Did I use varied activities for different learning styles?

Was I patient with students struggling with sounds?

Did I make pronunciation practice fun and engaging?

Learning Objectives

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

Understand the features of a blog post

Read and comprehend a blog post about St. Catherine Mountain

Identify key information in a blog

Write their own blog post about a famous place in Egypt

Use descriptive words in writing

New Vocabulary

Blog - An online post where someone writes about their experiences

Blog post - A single entry on a blog

St. Catherine Mountain - A famous mountain in South Sinai, Egypt

South Sinai - A region in Egypt

Tourists - People who visit places for fun

Climb - To go up a mountain or hill

Colorful rocks - Rocks with many colors

Plants - Living things that grow in nature

Take pictures - To photograph something

Old monastery - An ancient religious building

History - Stories and information about the past

Nature - The natural world (trees, mountains, animals)

Adventure - An exciting experience

Popular - Liked by many people

New Structures

"Many tourists visit..."

"They wake up early to..."

"Along the way, they see..."

"At the top, they visit..."

"People can learn about..."

Warm Up and Revision (5 minutes)

Review places in Egypt from Lesson 1

Ask: "Have you ever been to a mountain?"

Show pictures of mountains in Egypt

Discuss: "What do people do when they visit mountains?"

Presentation (20 minutes)

→ Activity 1 - Read Tarek's blog post about St. Catherine Mountain (Page 70)

Blog Post: "A Visit to St. Catherine Mountain"

By Tarek March 15, 2024

Read the blog post aloud:

"Many tourists visit St. Catherine Mountain in South Sinai, Egypt. They wake up early to climb, and wear warm clothes because it's cold.

Along the way, they see colorful rocks and small plants, and some take pictures.

At the top, they visit the old monastery and learn about its history.

St. Catherine is a popular place for nature, adventure, and fun with friends and family. People can learn about history and enjoy the natural world."

Discuss the blog post:

Where is St. Catherine Mountain? (South Sinai, Egypt)

Why do tourists wear warm clothes? (Because it's cold)

What do they see along the way? (Colorful rocks and small plants)

What do they do at the top? (Visit the old monastery and learn about history)

Why is St. Catherine popular? (For nature, adventure, and fun; to learn history)

→ **Activity 2 - Read and circle the correct answer (Page 70)**

Comprehension Questions:

Where is St. Catherine Mountain? a. North Egypt b. South Sinai, Egypt ✓ c. Cairo, Egypt

What do tourists do at the old monastery? a. sleep b. learn ✓ c. play

How is the weather in the morning? a. Hot b. Cold ✓ c. Rainy

Think Question: "Why do people visit natural and historical places like St. Catherine Mountain?"

Discussion points:

To learn about history and culture

To enjoy nature and beautiful views

For adventure and excitement

To take photos and make memories

To exercise and challenge themselves

To spend time with family and friends

 **Practice (25 minutes)**

→ **Tip! A Good Blog Has: (Page 71)**

Present the essential elements:

A Clear title - Tells what the blog is about

A Writer's name - Shows who wrote it

A Date - Shows when it was written

Pictures/Drawing - Help readers visualize

Interesting details - Make the blog engaging

Descriptive words - Help readers imagine (like "interesting" and "popular")

→ **Activity 1 - Fill in the lines using words in the box (Page 71)**

Words: Descriptive words, title, date, writer's name

The title tells readers what the blog post is about

The writer's name shows who wrote the blog post

The date shows when the blog post was written

Descriptive words help readers imagine and picture what you're writing about, like "interesting" and "popular"

→ **Activity 2 - Write your own blog post about a place in Egypt (Page 71)**

Answer these questions to prepare your writing:

Questions to guide writing:

Where is the place? (Location in Egypt)

Why is it popular? (What makes it special)

What can people see there? (Attractions, sights)

What do visitors wear? (Appropriate clothing)

What do visitors like about it? (Appealing features)

What do visitors do there? (Activities)

Blog Template (Page 72)

Title: _____

Name: _____

Date: _____

Write and describe the place you chose:

[Space for picture/drawing]

What else?

Why should people visit this place?

→ **Tip! Remember... (Page 73)**

Good descriptive writing uses sense words.

If you write about how the place looks, sounds, smells, and feels like, the reader will be able to imagine it.

Example for the beach:

"The air tastes salty."

Encourage students to use sensory details:

Sight: colorful, bright, tall, ancient, beautiful

Sound: quiet, noisy, peaceful, bustling

Touch: warm, cold, soft, rough, smooth

Smell: fresh, fragrant, salty

Taste: (when appropriate)

Self-Assessment Checklist (Page 73)

Check (✓) the following points:

Students evaluate their own blog posts:

- has a clear title
- includes the writer's name
- shows the date
- has pictures/drawings
- gives interesting details
- has descriptive words

Sample Blog Post Examples:

Example 1: The Great Pyramids

Title: "An Amazing Day at the Pyramids of Giza"

By: [Student name]

Date: [Current date]

"The Pyramids of Giza are in Cairo, Egypt. They are very old and very tall. Many tourists visit the pyramids every day.

When you look at the pyramids, they look golden in the bright sun. The sand around them is warm and soft.

Tourists can ride camels near the pyramids. It is fun and exciting! Inside the pyramids, you can see ancient rooms and learn about Egyptian history.

People should visit the pyramids because they are one of the Seven Wonders of the World. You can learn about ancient Egypt and take beautiful pictures!"

Example 2: Alexandria

Title: "A Trip to Beautiful Alexandria"

By: [Student name]

Date: [Current date]

"Alexandria is a city on the Mediterranean Sea in Egypt. It has beautiful beaches and interesting history.

The sea is blue and calm. You can hear the waves and smell the fresh, salty air. The weather is nice and cool near the water.

Tourists can visit the Bibliotheca Alexandrina, a huge modern library. You can also see the Citadel of Qaitbay, an old castle by the sea. Many people eat fresh fish at restaurants near the beach.

Alexandria is popular because it has both history and beautiful nature. It is a perfect place for families!"

✓ **Assessment**

● **Formative Assessment**

Monitor reading comprehension of Tarek's blog

Check understanding of blog components

Review planning questions completion

Observe writing process and provide guidance

● **Blog Post Assessment Rubric**

Content (5 points):

Includes all required information

Details are accurate and relevant

Answers planning questions thoroughly

Organization (5 points):

Has clear title, name, and date

Information is logically organized

Has introduction, body, and conclusion

Language (5 points):

Uses descriptive words effectively

Sentences are complete and clear

Vocabulary is appropriate

Mechanics (5 points):

Correct spelling

Proper punctuation

Appropriate capitalization

Creativity (5 points):

Includes pictures/drawings

Shows personal engagement

Makes the place sound interesting

Evaluation

a. The Lesson:

Was the model blog post helpful and clear?

Did students understand the components of a blog?

Was adequate time provided for writing?

Were planning questions effective?

Did the lesson scaffold writing appropriately?

b. The Student:

Can students identify blog post features?

Do they understand the purpose of a blog?

Can they organize information logically?

Do they use descriptive language effectively?

Are they able to write independently?

Do they complete the self-assessment honestly?

c. The Teacher:


Did I provide clear models and examples?

Did I give adequate support during writing?

Did I offer individual feedback and guidance?

Was I encouraging and constructive?

Did I help students develop their ideas effectively?

 **Unit 4: Egypt - My Homeland — Lesson 5: Think and Create - A Leaflet**
— Pages: 74-75

 **Learning Objectives**

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

Understand the purpose and features of a leaflet

Identify components of a travel leaflet

Analyze information in a leaflet

Design their own travel leaflet about a place in Egypt

Use persuasive language to attract visitors

 **New Vocabulary**

Leaflet - A small printed document with information

Main heading - The big title at the top

Sub-heading - Smaller titles for different sections

Image - A photo or drawing

Detailed description - Information that gives reasons to visit and advice

Call to action - An invitation to do something (like "Book now!")

Salt Lake - A lake with salty water

Desert - A dry, sandy area with little water

Sunset - When the sun goes down in the evening

Sweet dates - A sweet fruit from palm trees

Palm trees - Tall trees that grow in hot places

Olive oil - Oil made from olives

Daytime - During the day when the sun is up

Night time - At night when it's dark

New Structures

"Welcome to..."

"Book now: [contact information]"

"What to wear: ..."

"Places to see: ..."

Warm Up and Revision (5 minutes)

Show real leaflets (restaurant menus, tourist brochures, etc.)

Ask: "Have you seen these before? Where?"

Discuss: "What information do leaflets have?"

"Why do people make leaflets?"

Presentation (20 minutes)

→ **Activity 1 - Look and read the leaflet about the Siwa Oasis (Page 74)**

Leaflet Analysis:

Main Heading: "Welcome to the Siwa Oasis!"

Sub-headings with content:

PLACES TO SEE:

Salt Lake (swim and take photos)

Desert (see sunset)

LOCAL FOOD:

Sweet dates (fresh from palm trees)

Good olive oil (excellent price)

WHAT TO WEAR:

Daytime (summer clothes)

Night time (bring a jacket)

Images: Three placeholder images for visual appeal

Detailed descriptions: Information about what to do and what to expect

Call to action: "Book now: ☎ +2010XXXXXX ✉ siwa@trip.com"

Discuss the leaflet structure:

Purpose: To attract tourists to Siwa Oasis

Target audience: People planning trips to Egypt

Key features:

Eye-catching title

Organized information (sub-headings)

Practical advice (what to wear)

Local attractions and food

Contact information

→ **Tip! Remember... (Page 75)**

Present the components of a good leaflet:

A main heading - The big title at the top

A sub-heading - The smaller title

An image - A photo or drawing

A detailed description - Gives reasons to visit and advice on what to expect

A call to action - An invitation (like "Book now!")

 **Practice (25 minutes)**

→ **Activity 1 - Read the leaflet again and number (Page 75)**

Students identify each component in the Siwa Oasis leaflet:

sub-heading

detailed description

image

call to action

main heading

→ **Activity 2 - Make a leaflet about another place in Egypt (Page 75)**

Planning Questions to guide students:

Answer these questions to help you:

What is this place?

Students choose: Pyramids, Red Sea, Luxor, Aswan, Alexandria, etc.

What can you see in this place?

Historical sites, natural beauty, beaches, temples, etc.

What should you wear in this place?

Appropriate clothing for location and weather

How can people go to this place?

By car, train, plane, bus, boat

Leaflet Design Template:

Students create their leaflets including:

Main Heading:

"Visit [Place Name]!" or "Welcome to [Place Name]!"

Sub-headings:

PLACES TO SEE

LOCAL FOOD

WHAT TO WEAR

HOW TO GET THERE

Images:

Draw or paste pictures of the location

Detailed Descriptions:

Write interesting facts

Include activities visitors can do

Mention what makes the place special

Call to Action:

Contact information

"Book now!"

"Visit us today!"

"Plan your trip!"

Sample Leaflet Examples:

Example 1: The Red Sea

Main Heading: "Discover the Beautiful Red Sea!"

PLACES TO SEE:

Coral reefs (colorful fish and sea life)

Sandy beaches (swim and relax)

Diving centers (explore underwater)

LOCAL FOOD:

Fresh seafood

Grilled fish

Egyptian rice

WHAT TO WEAR:

Light summer clothes

Swimsuit

Sunglasses and hat

HOW TO GET THERE:

Fly to Hurghada or Sharm El Sheikh

Drive from Cairo (about 6 hours)

Call to Action:

"Book now! ☎ +2010XXXXXXX ✉ redsea@travel.com"

Example 2: Luxor

Main Heading: "Step Back in Time in Luxor!"

PLACES TO SEE:

Valley of the Kings (ancient tombs)

Karnak Temple (huge columns and statues)

Luxor Temple (beautiful at night)

Hot air balloon rides (see everything from above)

LOCAL FOOD:

Traditional Egyptian breakfast

Koshari

Fresh fruit juice

WHAT TO WEAR:

Comfortable walking shoes

Hat and sunscreen (very hot and sunny)

Light, covering clothes (for temple visits)

HOW TO GET THERE:

Fly from Cairo (1 hour)

Train from Cairo (10 hours)

Nile cruise boat

Call to Action:

"Visit the ancient wonders! ✉ luxor@egypt.com"

● **Group Activity**

Divide students into groups of 3-4

Each group creates a leaflet for a different Egyptian location:

Group 1: Alexandria

Group 2: Aswan

Group 3: Dahab

Group 4: Fayoum

Groups present their leaflets to the class

✓ **Assessment**

● **Formative Assessment**

Monitor understanding of leaflet components

Check planning question completion

Observe design process and creativity

Review use of persuasive language

● **Leaflet Assessment Rubric**

Content (5 points):

All required sections included

Information is accurate and relevant

Includes local attractions and practical advice

Organization (5 points):

Clear main heading

Logical sub-headings

Information is well-organized

Easy to read and follow

Visual Appeal (5 points):

Includes images or drawings

Attractive layout

Good use of colors

Professional appearance

Language (5 points):

Uses persuasive language

Descriptive words included

Grammar and spelling correct

Call to action is clear

Creativity (5 points):

Original ideas

Engaging presentation

Shows effort and care

Evaluation

a. The Lesson:

Was the model leaflet effective?

Did students understand leaflet purpose?

Was adequate time provided for creation?

Were materials appropriate?

Did the lesson encourage creativity?

b. The Student:

Can students identify leaflet components?

Do they understand persuasive writing?

Can they organize information effectively?

Are they able to design visually appealing materials?

Do they include all necessary information?

Can they present their work to others?

c. The Teacher:

Did I provide clear guidelines and examples?

Did I support students during design process?

Was I encouraging of creativity?

Did I provide constructive feedback?

Did I facilitate effective group work?

Unit 4: Egypt - My Homeland — Quick Review — Pages: 77

Learning Objectives

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

Review and consolidate vocabulary from the unit

Practice prepositions of place

Read and comprehend a text about St. Catherine Mountain

Answer comprehension questions accurately

Demonstrate mastery of unit content

Warm Up (5 minutes)

Quick vocabulary game: Teacher says a place, students describe it

Review prepositions with classroom objects

Ask: "What was your favorite lesson in this unit?"

Review Activities (35 minutes)

→ Activity 1 - Read and match (Page 77)

Match places with their descriptions:

Left column:

Nile → River

Egyptian → Museum

Khan Al-Khalili → Bazaar

Cairo → Tower

Siwa → Oasis

→ Activity 2 - Look at the pictures and correct the wrong prepositions of place (Page 77)

1. The house is behind the tree and the school.

Image shows house is between the tree and school

Correction: "The house is between the tree and the school."

2. The dog is standing under the door.

Image shows dog standing in front of/by the door

Correction: "The dog is standing in front of/by the door."

→ Activity 3 - Read and answer (Page 77)

Text: (Same as page 70 blog post)

"Many tourists visit St. Catherine Mountain in South Sinai, Egypt. They wake up early to climb, and wear warm clothes because it's cold.

Along the way, they see colorful rocks and small plants, and some take pictures. At the top, they visit the old monastery and learn about its history.

St. Catherine is a popular place for nature, adventure, and fun with friends and family. People visit it to learn about history and enjoy the natural world."

Questions:

Where is St. Catherine Mountain located?

Answer: St. Catherine Mountain is located in South Sinai, Egypt.

What do tourists wear when they climb the mountain?

Answer: Tourists wear warm clothes when they climb the mountain.

Why do people visit St. Catherine Mountain?

Answer: People visit St. Catherine Mountain for nature, adventure, fun with friends and family, to learn about history, and to enjoy the natural world.

✓ Assessment

● Summative Assessment

Completion of all review activities

Accuracy of answers

Understanding demonstrated across all skills

● Oral Assessment

Quick individual checks on key vocabulary

→ Pronunciation of place names

Use of prepositions in sentences

- **Written Assessment**

Matching exercise accuracy

Grammar correction ability

Reading comprehension responses

Evaluation

a. The Lesson:

Did the review cover all key concepts?

Were activities appropriate for assessment?

Was there enough variety in question types?

b. The Student:

Have students mastered unit vocabulary?

Can they use prepositions correctly?

Do they comprehend reading passages?

Are there areas needing additional practice?

c. The Teacher:

Did I identify students needing extra support?

Was I thorough in reviewing all content?

Did I prepare students well for assessment?

Unit 4: Egypt - My Homeland — Unit 4 Summary — Pages: —

Key Learning Outcomes Achieved:

Students can identify and describe famous places in Egypt

Students understand and use prepositions of place

Students can read and comprehend texts about locations

Students know how to write blog posts and create leaflets

Students can use large numbers up to one billion

Students distinguish between /p/ and /b/ sounds

Assessment Tools Used:

Listening activities

Reading comprehension

Writing tasks (blog and leaflet)

Speaking practice (role-plays and discussions)

Grammar exercises

Pronunciation practice

Differentiation Strategies:

Visual aids for all learners

Pair and group work for collaboration

Multiple assessment methods

Scaffolded writing tasks

Real-life connections to Egypt

Prepared by: Mr Sobhy Borda

UNIT 5: A DAY AT WORK

Lesson Plans

Primary 4

Prepared by: Mr Sobhy Borda



Lesson Title: Different Jobs

Learning Objectives

- Students will be able to discuss the significance of different jobs and uniforms
- Students will be able to identify different jobs (doctor, nurse, teacher, engineer, firefighter, police officer)
- Students will be able to match jobs with their appropriate uniforms and equipment
- Students will be able to use superlative adjectives in sentences

New Vocabulary

- doctor
- nurse
- teacher
- engineer
- firefighter
- police officer
- uniform
- white coat
- helmet
- vest
- cap

New Structures

- A/An + job + wears + clothing item
- "What does your father do? What does he wear?"
- Job descriptions and clothing associations

Warm Up and Revision

- Ask students: "What does your father do? What does your mother do?"
- Show pictures of different professionals and ask students to identify them
- Discuss what students want to be when they grow up
- Review clothing vocabulary from previous units

Presentation

- Introduce the six main jobs: doctor, nurse, teacher, engineer, firefighter, police officer
- Show images of each profession with their typical uniforms
- Present the sentence pattern: "A doctor wears a white coat"
- Explain the connection between jobs and their specific uniforms
- Use the listening activity with QR code to reinforce pronunciation

Practice

Activity 1 (Page 80): Think, answer, and role-play with a partner

- Students work in pairs to ask and answer: "What does your father do? What does he wear?"
- Circulate and monitor pair work

Activity 2 (Page 80): Listen, look, and repeat

- Play audio for students to hear correct pronunciation
- Students repeat job names and uniform descriptions
- Visual support with pictures of each profession

Activity 3 (Page 80): Read and complete with words in the box

Students complete sentences:

A/An ____ wears a white coat. (doctor)

A/An ____ wears a white uniform and a cap. (nurse)

A/An ____ wears a yellow helmet and a vest. (engineer)

A/An ____ wears a blue uniform and a red helmet. (firefighter)

A/An ____ wears a blue uniform and a cap. (police officer)

Assessment

- Monitor students during pair work activities
- Check completion of sentence matching exercise
- Listen to pronunciation during repetition activities
- Observe students' ability to identify jobs from visual cues

Evaluation

a- The lesson:

- Were the learning objectives achieved?
- Was the lesson engaging and appropriate for the students' level?
- Did the activities provide sufficient practice opportunities?
- Were the materials and resources effective?

b- The student:

- Can students identify and name different jobs?
- Can students describe what each professional wears?
- Can students use the sentence pattern correctly?
- Are students able to participate in pair work effectively?

c- The teacher:

- Did I provide clear explanations?
- Did I give sufficient examples?
- Did I monitor all students during activities?
- Did I provide appropriate feedback?
- Should I adjust the pacing for future lessons?

Lesson Title: When I Grow Up...

Learning Objectives

- Students will be able to understand a dialogue about future career aspirations
- Students will be able to answer comprehension questions about different jobs
- Students will be able to describe what people do in different professions
- Students will be able to identify the importance of various jobs

New Vocabulary

- costume
- help sick people
- check health
- design new buildings
- care for patients
- stop fires
- save people

New Structures

- "I'm a + job"
- "I wear a + uniform/clothing"
- "What do you do at your job?"
- "I help/design/stop/save..."
- "What do you do as a...?"

Warm Up and Revision

- Review jobs and uniforms from previous activity
- Ask students: "What do you want to be when you grow up?"
- Quick recall: Match jobs with their uniforms

Presentation

- Introduce Ms. Hala and her students: Sara, Ali, Talia, and Omar
- Explain that students are discussing their future career goals
- Present the dialogue structure
- Use QR code audio to model correct pronunciation and intonation

Practice

Activity 1 (Page 81): Listen and read

- Students follow the dialogue:
 - Sara wants to be a doctor, wears a white coat, helps sick people

- • Ali wants to be an engineer, wears a yellow helmet, designs new buildings
- • Talia wants to be a nurse, wears a blue uniform, helps doctors and cares for patients
- • Omar wants to be a firefighter, wears a blue uniform, stops fires and saves people

Activity 2 (Page 81): Listen again and answer the questions

- What are Ms. Hala and the students talking about? — They are talking about what they want to be when they grow up and their costumes
- What does a nurse do? — A nurse helps the doctors and cares for the patients
- What does an engineer wear? — An engineer wears a yellow helmet
- Why is the job of a firefighter important? — Because firefighters stop fires and save people

Assessment

- Check comprehension question answers
- Monitor listening activity participation
- Assess students' ability to extract information from the dialogue
- Evaluate pronunciation during reading activity

Evaluation

a- The lesson:

- Did students understand the dialogue content?
- Were comprehension questions appropriate?
- Was the audio resource effective?
- Did the lesson connect jobs to their functions?

b- The student:

- Can students answer questions about job responsibilities?
- Can students explain why different jobs are important?
- Can students identify what different professionals wear?
- Are students engaged with the career topic?

c- The teacher:

- Did I check understanding throughout the lesson?
- Did I provide support for struggling students?
- Did I encourage all students to participate?
- Did I make the connection between jobs and community service clear?

Lesson Title: Jobs Practice Activities

Learning Objectives

- Students will be able to distinguish between different uniform items for each job
- Students will be able to match jobs with their responsibilities
- Students will be able to identify correct job descriptions
- Students will be able to discuss and describe their favorite jobs

New Vocabulary

- protects people
- helps sick people
- designs new buildings
- helps doctors and patients

New Structures

- "A + job + verb + object"
- Choice sentences with "or"
- Question patterns: "What is the job? What do you wear? What do you do?"

Warm Up and Revision

- Quick quiz: Name the job from the uniform description
- Review what each professional does
- Discuss why all jobs are important

Practice

Activity 1 (Page 82): Read and check (✓)

- Students identify what each professional wears:
 - doctor: white coat ✓ or red uniform
 - engineer: blue cap or yellow helmet ✓
 - firefighter: blue uniform ✓ or white coat
 - nurse: red helmet or cap ✓

Activity 2 (Page 82): Read and match

- A nurse... → b. helps the doctors and patients
- An engineer... → c. designs new buildings
- A doctor... → d. helps sick people
- A police officer... → a. protects the people

Activity 3 (Page 82): Read and circle the correct answer

- A doctor designs/checks the health of sick people. (checks)
- A firefighter/doctor saves people from fires. (firefighter)
- An engineer designs birds/buildings. (buildings)

Activity 4 (Page 82): Ask and answer

- Students work with partners using these questions:
 - What is the job?
 - What do you wear?
 - What do you do?

Assessment

- Check accuracy of matching and circling exercises
- Monitor pair work conversations
- Assess understanding of job responsibilities
- Evaluate students' ability to explain their favorite job

Evaluation

a- The lesson:

- Did activities reinforce job vocabulary effectively?
- Were practice exercises appropriately challenging?
- Did students have enough time for pair work?
- Were instructions clear for all activities?

b- The student:

- Can students differentiate between uniform items?
- Can students match jobs with correct responsibilities?
- Can students explain what different professionals do?
- Are students comfortable discussing their career interests?

c- The teacher:

- Did I provide adequate examples before exercises?
- Did I circulate effectively during pair work?
- Did I correct errors constructively?
- Did I praise student efforts appropriately?

Lesson Title: Jobs I Love!

Learning Objectives

- Students will be able to identify less common professions
- Students will be able to understand descriptions of interesting jobs
- Students will be able to recognize the importance of job satisfaction
- Students will be able to read and comprehend a non-fiction text about four different professions

New Vocabulary

- mentor
- wildlife photographer
- puppets
- voice-over actor
- kind and helpful
- brave
- faraway places
- cartoons
- characters
- loud laughs
- big smiles
- exciting job

New Structures

- "She does very kind and helpful work"
- "He has an interesting/exciting/great job"
- "I help/take/do/make..."
- Descriptive phrases about job activities

Warm Up and Revision

- Ask: "Do you know what their jobs are? Can you guess what they do?"
- Discuss unusual or interesting jobs students might know
- Review the importance of enjoying your work

Presentation

- Introduce the title "Four Amazing Jobs"
- Explain that not all jobs require uniforms
- Present the four professionals: Noha (mentor), Amr (wildlife photographer), Salma (puppeteer), Adel (voice-over actor)
- Emphasize that people should enjoy their jobs

Practice

Activity 1 (Page 83): Look at the pictures, then answer the questions

Students predict and discuss the jobs before reading

Activity 2 (Page 83): Read the text 'Four Amazing Jobs'

- Text Summary:
- Noha - Mentor: Does kind and helpful work; Helps young students learn and grow; Says: 'I help shy students become brave'; Feels happy when students do well
- Amr - Wildlife Photographer: Has an interesting job; Takes pictures of wild animals; Finds biggest lions and smallest birds; Takes photos in faraway places; Sometimes waits a long time for the best picture
- Salma - Puppeteer: Works with puppets; Has a great job; Uses puppets to tell stories; Does many shows for children; Loves seeing big smiles and hearing loud laughs; Enjoys when children enjoy the show
- Adel - Voice-Over Actor: Has an exciting job; Makes voices for cartoons; Can make high and low voices; Talks very fast or very slow; Makes little voices for small characters; Makes loud voices for large ones

Activity 3 (Page 83): Think

Discuss: "Is it important for people to enjoy their jobs?"

Assessment

- Monitor reading comprehension
- Check understanding of job descriptions
- Assess students' ability to discuss job satisfaction
- Evaluate critical thinking about career happiness

Evaluation

a- The lesson:

- Did the text engage students' interest?
- Was the vocabulary level appropriate?
- Did students understand the importance of job satisfaction?
- Were the job descriptions clear and interesting?

b- The student:

- Can students describe what each person does?
- Can students explain why each job is special?
- Can students discuss the importance of enjoying work?
- Are students inspired by these career examples?

c- The teacher:

- Did I make the text accessible to all students?
- Did I facilitate good discussion about the topic?
- Did I connect the content to students' lives?
- Did I encourage diverse opinions about careers?

Lesson Title: Jobs I Love - Practice Activities

Learning Objectives

- Students will be able to determine true/false statements about the text
- Students will be able to complete text with appropriate vocabulary
- Students will be able to answer comprehension questions
- Students will be able to discuss and role-play career preferences

New Vocabulary

- shy students
- safe job
- camera
- dangerous
- animals
- photo/photographer
- quite interesting

New Structures

- True/False statements
- Text completion with word banks
- Open-ended discussion questions
- Role-play dialogues about career choices

Warm Up and Revision

- Review the four jobs from the reading
- Ask students to recall what each person does
- Quick quiz: Match the person to their job

Practice

Activity 1 (Page 84): Read and write T (True) or F (False)

- Noha helps shy students. (T)
- Amr has a safe job. (F)
- Amr needs a camera to do his job. (T)
- Salma makes puppets tell stories. (T)
- Adel is a voice-over actor. (T)

Activity 2 (Page 84): Read and complete the text with words in the box

- Word bank: photo – photographer – dangerous – animals

- This is my uncle, Amr. He takes pictures of wild (1) animals in nature. He is a very smart wildlife (2) photographer. Everyone says that Amr's job is really (3) dangerous, but he finds it quite interesting. Sometimes, he waits for a very long time to get the best (4) photo. He likes wild animals and being in nature.

Activity 3 (Page 84): Read, think, and answer

- How does Noha help shy students? — She helps them become brave and grow
- What is Salma's job? — She is a puppeteer who works with puppets
- Which job do you like the most, and why? — (Open-ended student responses)

Activity 4 (Page 84): Work in groups. Discuss and role-play

Students create dialogues: Example: "I want to work with puppets. What do you want to be?" Students take turns sharing their career interests

Assessment

- Check true/false answers for accuracy
- Evaluate text completion exercise
- Assess comprehension question responses
- Monitor role-play participation and creativity

Evaluation

a- The lesson:

- Did activities reinforce text comprehension?
- Were questions appropriately challenging?
- Did role-play activity engage students?
- Was there sufficient practice time?

b- The student:

- Can students identify true/false statements accurately?
- Can students complete text with context clues?
- Can students explain job preferences?
- Are students comfortable expressing career interests?

c- The teacher:

- Did I provide clear instructions for each activity?
- Did I support struggling students?
- Did I encourage creative thinking in role-play?
- Did I create a supportive environment for sharing?

Lesson Title: Superlative Adjectives

Learning Objectives

- Students will be able to form superlative adjectives correctly
- Students will be able to use superlatives to show the greatest degree of something
- Students will be able to apply spelling rules for different adjective endings
- Students will be able to use superlatives in sentences accurately

New Vocabulary

- superlative adjectives
- tallest
- biggest
- nicest
- happiest
- greatest degree

New Structures

- Base adjective + -est
- Double consonant + -est
- Adjective ending in -e + -st
- Adjective ending in consonant + y → -iest
- Example: "This tree is the tallest tree in the park"

Warm Up and Revision

- Review comparative adjectives if previously taught
- Ask students to describe things using "very + adjective"
- Introduce the concept of "the most" or "the greatest"

Presentation

- Grammar Rule Explanation:
- Use superlative adjectives to show the greatest degree of something.
- Rule 1: For most adjectives, add -est to the end → tall → the tallest (Example: 'This tree is the tallest tree in the park')
- Rule 2: If an adjective ends in a vowel and a consonant, double the consonant before adding -est → big → the biggest (Example: 'I find the biggest lions')
- Rule 3: When an adjective ends in -e, add -st → nice → the nicest (Example: 'Mona is the nicest friend I have')
- Rule 4: If an adjective ends in a consonant and -y, change -y to -i and add -est → happy → the happiest (Example: 'Nora is the happiest girl in the class')

Practice

Activity 1 (Page 85): Choose the correct answer from a, b, c or d

- My grandpa is the ____ person I know. a. wiser b. wiser than c. wisest d. wise
- Ahmed told us the ____ story at the party. a. funniest b. funny c. funnier d. fun
- August is the ____ month of the year. a. hot b. hotter than c. hottest d. hotter

Activity 2 (Page 85): Read and write the correct form of the word(s) between brackets

- She is the ____ (kind) mentor. — kindest
- Omar takes the ____ (great) photos. — greatest
- My bag is the ____ (heavy) bag. — heaviest

Assessment

- Check multiple choice answers for understanding
- Evaluate ability to form superlatives independently
- Assess application of different spelling rules
- Monitor error patterns for future review

Evaluation

a- The lesson:

- Were grammar rules presented clearly?
- Did students understand the different spelling patterns?
- Were practice exercises sufficient?
- Did examples illustrate rules effectively?

b- The student:

- Can students form superlatives with -est?
- Can students double consonants when needed?
- Can students handle -e and -y endings correctly?
- Can students use superlatives in sentences?

c- The teacher:

- Did I explain each rule with adequate examples?
- Did I check understanding before practice?
- Did I address individual spelling errors?
- Should I provide additional practice exercises?

Lesson Title: The Last House

Learning Objectives

- Students will be able to understand a moral story about quality of work
- Students will be able to identify the main character and problem
- Students will be able to recognize story setting and plot
- Students will be able to understand the lesson about doing your best work
- Students will be able to answer the question: "What did the village king ask Sami to do?"

New Vocabulary

- skilled carpenter
- quiet village
- strong houses
- beautiful furniture
- wooden chairs
- tables
- admired
- traveled from far away
- lifetime
- retire
- request
- gift to the village
- weak wood
- windows
- doors
- crooked
- careful work
- keys
- poor work
- regret
- carelessly
- repaired
- board by board
- nail
- hammered

New Structures

- Past tense narrative
- "For many years, he built..."
- "After a lifetime of hard work..."

- "But before he could retire..."
- Story sequence words

Warm Up and Revision

- Ask: "Have you ever done something quickly without trying your best?"
- Discuss what a carpenter does
- Talk about the importance of doing good work

Practice

Activity 1 (Page 86): Listen and read. What did the village king ask Sami to do?

- Story Text:
- Sami was a skilled carpenter who lived in a quiet village. For many years, he built strong houses and beautiful furniture. People admired his work, and some traveled from far away just to see his wooden chairs and tables.
- After a lifetime of hard work, Sami grew tired. He decided it was time to rest and stop building. But before he could retire, the village king came to him with a request.
- "Please build one last house," the king said. "It will be your final gift to the village."
- Sami agreed, but his heart was not in it. He used weak wood. He didn't check the windows or the doors. The windows didn't fit. The doors were crooked. The house looked nothing like his usual careful work.
- When the house was finished, Sami gave the keys to the king. The king smiled kindly and said, "This house is for you, Sami. It's a gift for all your wonderful work over the years."
- Sami stood in shock. His own poor work was now his home. His face turned red with regret. He had built this house carelessly —and now he had to live in it.
- From that day on, Sami promised to always give his best, no matter how tired or busy he felt. He slowly repaired the house, board by board, and made it strong and beautiful again.
- And with each nail he hammered, Sami remembered who he truly was.
- Think: Why is it important to always do your best, even when no one is watching?

Assessment

- Check listening comprehension
- Ask: "What did the king ask Sami to do?"
- Discuss: "Why was Sami shocked?"
- Evaluate understanding of the moral lesson

Evaluation

a- The lesson:

- Did the story engage students?

- Was the moral clear?
- Did students understand the plot?
- Was vocabulary support adequate?

b- The student:

- Can students retell the story?
- Can students identify the problem?
- Can students explain the moral?
- Can students connect the story to their lives?

c- The teacher:

- Did I use expression when reading?
- Did I check comprehension throughout?
- Did I facilitate meaningful discussion?
- Did I help students see the broader lesson?

Lesson Title: The Last House - Comprehension Activities

Learning Objectives

- Students will be able to match vocabulary from the story
- Students will be able to complete a story summary
- Students will be able to answer comprehension questions about the story
- Students will be able to discuss what makes someone good at their job

New Vocabulary

- carpenter
- gift
- furniture
- fit
- skilled
- promise
- wooden

New Structures

- Story comprehension questions
- Vocabulary matching
- Summary completion
- Discussion about work quality

Warm Up and Revision

- Retell the story of Sami
- Ask: "What did Sami do wrong?"
- Discuss: "What did he learn?"

Practice

Activity 1 (Page 87): Think and answer

Question: "What do you think makes someone good at their job?"

Students discuss qualities like: careful work, practice, attention to detail, caring about quality

Activity 2 (Page 87): Match the words to their pictures

- Students match:
 - carpenter (image a)
 - gift (image b - number 3)
 - furniture (image c - \$ symbol)

Activity 3 (Page 87): Read and complete with the words in the box

- Word bank: Wooden – promise – Skilled – Fit
- ____ means to be the right size. (Fit)
- ____ means made of wood. (Wooden)
- ____ means very good at doing something. (Skilled)
- If you ____ to do something, it means that you will definitely do it. (promise)

Activity 4 (Page 87): Work in Pairs. Ask and answer

- Discussion questions:
 - Have you ever fixed something you didn't do well?
 - If yes, what was it?
- Students share personal experiences about redoing work or fixing mistakes

Assessment

- Check vocabulary matching accuracy
- Evaluate summary completion
- Assess depth of discussion responses
- Monitor pair work participation

Evaluation

a- The lesson:

- Did activities reinforce story understanding?
- Were vocabulary exercises effective?
- Did discussion promote critical thinking?
- Was there good peer interaction?

b- The student:

- Can students match words to meanings?
- Can students complete summary accurately?
- Can students relate story to personal experience?
- Can students explain the importance of quality work?

c- The teacher:

- Did I guide discussion effectively?
- Did I connect story to students' lives?
- Did I encourage all students to share?
- Did I reinforce the moral lesson?

Lesson Title: The Last House - Analysis and Creative Writing

Learning Objectives

- Students will be able to analyze story details
- Students will be able to complete a story summary with key vocabulary
- Students will be able to answer analytical questions about character motivation
- Students will be able to create an alternative story ending

New Vocabulary

- skilled/poor (opposites)
- his own house/a gift for the village
- strong/weak (opposites)
- happy/shocked (contrasting emotions)
- do our best/stop when tired

New Structures

- Story analysis questions
- Summary with blanks
- Creative writing: alternative endings
- "Why did...?" questions

Warm Up and Revision

- Quick story recap
- Ask: "What was Sami's mistake?"
- Discuss: "What was the king's surprise?"

Practice

Activity 1 (Page 88): Read and circle the correct answer

- Sami was a skilled/poor carpenter. — skilled
- The king asked Sami to build his own house/a gift for the village. — a gift for the village
- Sami used strong/weak wood to build the house. — weak
- Sami was happy/shocked when he knew the house was for him. — shocked
- The story teaches us to do our best/stop when tired. — do our best

Activity 2 (Page 88): Read and complete the summary with words in the box

- Word bank: gift – wood – carpenter – poorly – work
- Sami was a skilled (1) carpenter who lived in a quiet village. After many years of hard (2) work, he felt tired and wanted to stop. But the king asked him to build one last house

as a (3) gift to the village. Sami used weak (4) wood and didn't check the windows or the doors. When the house was finished, the king said it was for him. Sami was shocked. He knew he had worked (5) poorly. He felt regret and promised to always do his best.

Activity 3 (Page 88): Read, think, and answer

- Why did Sami stop working? — Because he felt tired and wanted to rest after many years of hard work
- What did the king want from Sami? — The king wanted Sami to build one last house
- How did Sami feel when he knew the house was his? — Sami felt shocked and full of regret

Activity 4 (Page 88): Think and change the ending of the story

Creative writing prompt: "Sami agreed, but this time he wanted to try something new."
Students write their own alternative ending where Sami makes different choices

Assessment

- Check accuracy of multiple choice answers
- Evaluate summary completion
- Assess depth of comprehension answers
- Review creativity and writing quality in alternative endings

Evaluation

a- The lesson:

- Did analysis activities deepen understanding?
- Was creative writing exercise engaging?
- Were comprehension questions appropriate?
- Did students grasp the story's moral?

b- The student:

- Can students identify key story details?
- Can students complete summary accurately?
- Can students explain character feelings?
- Can students create logical alternative endings?

c- The teacher:

- Did I support creative thinking?
- Did I provide writing assistance as needed?
- Did I encourage diverse interpretations?
- Did I celebrate student creativity?

Lesson Title: Pronunciation - Silent 'e'

Learning Objectives

- Students will be able to recognize the silent 'e' pattern
- Students will be able to produce long vowel sounds correctly
- Students will be able to identify words with the silent 'e' pattern
- Students will be able to use long vowel words in sentences

New Vocabulary

- cube
- slide
- stone
- gate
- face
- rope
- flute
- nine
- silent 'e'
- long vowel sound

New Structures

- CVCe pattern (consonant-vowel-consonant-e)
- "I play on the ____ in the park"
- "My house has a very big ____"
- "My sister can play the ____"

Warm Up and Revision

- Review short vowel sounds
- Compare: hat/hate, cap/cape, sit/site
- Explain what "silent" means

Presentation

- Grammar/Pronunciation Rule: When a silent "-e" comes at the end of a word after one consonant, it makes the vowel before it a long vowel. This is like "rope" and "slide".
- Examples: rope: o says "oh"; slide: i says "eye"

Practice

Activity 1 (Page 89): Read and learn

Students read the explanation about silent 'e'

Activity 2 (Page 89): Listen, look, and number. Then, repeat the words

- Words provided: cube, slide, stone, gate, face, rope, flute, nine
- Students listen to QR code audio, number the words as they hear them, repeat each word with correct pronunciation, and identify the long vowel sound

Activity 3 (Page 89): Write another word with the same long vowel sound

- face – (examples: place, race, space, case)
- cube – (examples: tube, huge, mute)
- rope – (examples: hope, note, home, bone)

Activity 4 (Page 89): Listen and complete with long vowel words. Then repeat the sentences

- I play on the ____ in the park. (slide)
- My house has a very big _____. (gate/face - depending on context)
- My sister can play the _____. (flute)

Assessment

- Monitor pronunciation during repetition
- Check ability to identify long vowel sounds
- Evaluate word generation exercise
- Assess sentence completion accuracy

Evaluation

a- The lesson:

- Was the silent 'e' rule explained clearly?
- Did audio support enhance learning?
- Were practice activities sufficient?
- Did students understand the vowel sound change?

b- The student:

- Can students hear the difference between short and long vowels?
- Can students pronounce long vowel words correctly?
- Can students generate new words with the pattern?
- Can students use these words in sentences?

c- The teacher:

- Did I model pronunciation clearly?
- Did I provide individual pronunciation feedback?
- Did I check understanding of the rule?
- Should I provide more minimal pair practice?

Lesson Title: Writing Non-Fiction

Learning Objectives

- Students will be able to identify features of non-fiction texts
- Students will be able to read and understand a non-fiction text about firefighters
- Students will be able to extract specific information from a text
- Students will be able to answer the question: "What makes someone a hero?"
- Students will be able to identify examples of protective uniforms, tools, and job responsibilities

New Vocabulary

- firefighter
- fire station
- protective uniform
- bright yellow stripes
- heavy helmet
- equipment
- big red fire truck
- clean
- right place
- alarm
- danger
- tools (water hoses, ladders, oxygen tanks)
- saving lives
- protecting community
- dangerous
- real-life hero

New Structures

- "My neighbor, Omar, is a..."
- "He wears a..."
- "Every day at the station, he..."
- "When the alarm rings, he..."
- "He uses special tools like..."
- "The work is..., but he's proud to be..."
- Non-fiction text structure

Warm Up and Revision

- Ask: "What makes someone a hero?"

- Discuss firefighters and what they do
- Review vocabulary related to helping professions

Practice

Activity 1 (Page 90): Read this non-fiction (real-life) story

- Text: "Heroes Who Fight Fires"
- My neighbor, Omar, is a firefighter at our local fire station. He wears a thick protective uniform with bright yellow stripes and a heavy helmet to keep him safe.
- Every day at the station, he checks his equipment and keeps the big red fire truck ready. He also makes sure everything is clean and in the right place. When the alarm rings, he quickly puts on his equipment and rides the truck with his team to help people in danger. He uses special tools like water hoses, ladders, and oxygen tanks to fight fires and save people.
- Omar says the part he likes most about his job is saving lives and protecting our community. The work is dangerous, but he's proud to be a firefighter because he likes helping others and making a difference.

Activity 2 (Page 90): Find and write examples from this non-fiction text

- Protective uniforms: Thick protective uniform with bright yellow stripes; Heavy helmet
- Tools: Water hoses; Ladders; Oxygen tanks; Big red fire truck
- Things he likes about his job: Saving lives; Protecting the community; Helping others; Making a difference

Think: What makes someone a real-life hero?

Students discuss qualities like: bravery, helping others, risking safety for others, making a difference, protecting the community

Assessment

- Check text comprehension
- Evaluate ability to extract specific information
- Assess understanding of non-fiction features
- Monitor discussion about heroism

Evaluation

a- The lesson:

- Did students understand what non-fiction means?
- Was the text engaging and appropriate?
- Did activities help identify key information?
- Was the discussion about heroism meaningful?

b- The student:

- Can students identify non-fiction text features?
- Can students find specific information in text?
- Can students categorize information correctly?
- Can students discuss what makes someone a hero?

c- The teacher:

- Did I explain non-fiction clearly?
- Did I help students extract information effectively?
- Did I facilitate thoughtful discussion?
- Did I connect text to students' experiences?

Lesson Title: Writing Non-Fiction - Tips and Application

Learning Objectives

- Students will be able to identify components of good non-fiction writing
- Students will be able to answer questions to plan non-fiction writing
- Students will be able to write their own non-fiction text about a real person
- Students will be able to give and receive feedback on writing

New Vocabulary

- non-fiction text
- introductory sentence
- details that are all true
- adjectives
- closing sentence
- make anything up

New Structures

- Question planning: "What things does she use at work? Where does she work? What does she do every day? How does she help people? Why is her job helpful?"
- Writing frame for non-fiction
- Peer feedback language: "What do you think about my non-fiction text? I think it's good, but you can use stronger adjectives."

Warm Up and Revision

- Review the firefighter text
- Ask: "What made it a non-fiction text?"
- Discuss: "What information did we learn?"

Presentation

- Tip Box - Non-Fiction Writing Guidelines:
- When you write a non-fiction text, ask yourself: Is the information true? Did I make anything up?
- Non-Fiction writing should include: An introductory sentence; True details; Adjectives; A closing sentence
- Example: "My neighbor, Omar, is a firefighter at our local fire station."
- True detail example: "He wears a thick protective uniform with bright yellow stripes..."
- A closing sentence — e.g., 'The work is dangerous, but he's proud to be a firefighter.'

Practice

Activity 1 (Page 91): Look at the picture. Then, answer the following questions

- Planning questions for writing:
- • What things does she use at work?
- • Where does she work?
- • What does she do every day?
- • How does she help people?
- • Why is her job helpful?
- (Students answer based on picture observation)

Activity 2 (Page 91): Work with a partner. Write a non-fiction text about anything real. Share it with the class.

- Example dialogue: Student 1: "What do you think about my non-fiction text?" Student 2: "I think it's good, but you can use stronger adjectives."
- Students: Choose a real person or job; Plan using the questions from Activity 1; Write a non-fiction paragraph; Include: introductory sentence, true details, adjectives, closing sentence; Share with partner; Give and receive feedback; Present to class

Assessment

- Check planning question responses
- Evaluate non-fiction writing for required components
- Assess use of descriptive adjectives
- Monitor peer feedback quality
- Evaluate presentation skills

Evaluation

a- The lesson:

- Did the tip box provide clear guidance?
- Were planning questions helpful?
- Did students have enough time for writing?
- Was peer feedback constructive?

b- The student:

- Can students identify components of non-fiction?
- Can students plan writing using questions?
- Can students write factual, descriptive text?
- Can students give and receive feedback appropriately?

c- The teacher:

- Did I model non-fiction writing effectively?
- Did I circulate during writing time?
- Did I provide individual support as needed?
- Did I create a supportive environment for sharing?
- Did I celebrate student efforts?

Unit 5 Summary and Final Notes

Unit Overview

Unit 5: "A Day at Work" successfully covered four comprehensive lessons focusing on different jobs, career aspirations, the importance of quality work, and non-fiction writing skills.

Key Learning Outcomes Achieved

Speaking

- Discussed significance of different jobs and uniforms
- Used superlative adjectives in sentences correctly
- Engaged in role-play about career preferences

Listening

- Identified roles of different jobs in conversations
- Produced long vowel sounds with silent 'e'
- Followed audio instructions and dialogues

Reading

- Answered comprehension questions about different jobs
- Identified main ideas in story settings
- Understood non-fiction text structure

Writing

- Wrote non-fiction texts reflecting paragraph components
- Provided different endings to stories
- Used descriptive adjectives effectively

Vocabulary Mastery

- Students learned approximately 80+ new words related to:
 - Professions (doctor, nurse, teacher, engineer, firefighter, police officer, mentor, photographer, puppeteer, voice-over actor, carpenter)
 - Work-related terms (uniform, equipment, tools, protective gear)
 - Descriptive adjectives (skilled, brave, dangerous, exciting)
 - Story vocabulary (regret, carelessly, repaired)

Grammar Points Covered

- Superlative adjectives formation (tallest, biggest, nicest, happiest)
- Silent 'e' pronunciation rules
- Past tense narrative structures
- Non-fiction text features

Cross-Curricular Connections

- Social Studies: Community helpers, different careers
- Character Education: Work ethic, doing your best, helping others
- Critical Thinking: What makes someone good at their job? What makes someone a hero?

Assessment Overview

- Throughout the unit, students were assessed on:
 - Vocabulary recognition and use
 - Grammar application
 - Reading comprehension
 - Writing skills
 - Speaking and listening abilities
 - Critical thinking and discussion participation

Differentiation Strategies Used

- Visual support with images and QR codes
- Audio support for listening activities
- Pair work and group activities
- Multiple activity types (matching, circling, writing, discussing)
- Creative options (story endings, role-play)

Recommendations for Review

- Superlative adjectives may need additional practice
- Silent 'e' pronunciation should be reinforced regularly
- Non-fiction writing skills should be applied across subjects
- Career vocabulary should be reviewed periodically

The Hundred Dresses - Detailed Lesson Plan

Prepared by: Mr Sobhy Borda

Lesson 1: Introduction and Vocabulary

Reviewing

Students are asked to answer these questions:

1. What do you know about treating others with kindness? Discuss examples.
2. Have you ever seen someone being teased at school? How did it make you feel?
3. Why is it important to be honest and truthful with others?

Presentation

Vocabulary

Words: dress, closet, playground, competition, drawings, medal, sign, letter, announce, winner

Definitions and Examples:

- dress: A piece of clothing worn by girls and women. Example: Wanda wore a faded blue dress every day.
- closet: A small space for keeping clothes. Example: She said she had dresses in her closet.
- playground: An outdoor area where children play. Example: The girls talked to Wanda in the playground.

Viewing

Students look at the vocabulary list and identify words they know.

Pre-viewing

Teacher introduces new words and asks students which words they know or can guess.

Comprehension Questions

1. Where did Wanda sit in the classroom?
2. What did Wanda wear every day?
3. What did Wanda tell everyone about her dresses?

Summary

Wanda was a quiet girl who wore the same faded blue dress every day but claimed to have a hundred dresses at home.

Lesson 2: Story Development

Reviewing

Students are asked to answer these questions:

1. What happened in the first part of the story?
2. How do you think Wanda felt when she told everyone about her dresses?
3. What do you predict will happen next in the story?

Presentation

Vocabulary

Words: faded, popular, annoying, absent, notice

Definitions and Examples:

- faded: Light in color because it is old or used. Example: Wanda's dress was faded blue.
- popular: Known and liked by many people. Example: Peggy and Maddie were popular girls.
- annoying: Making someone feel unhappy or angry. Example: The girls were annoying Wanda every morning.

Viewing

Students look at the story text and images to predict what will happen.

Pre-viewing

Teacher asks questions about the title and pictures to connect to the story.

Comprehension Questions

1. Who were the popular girls at school?
2. What did Peggy ask Wanda in the playground?
3. How did Maddie feel about the situation?

Summary

Peggy and Maddie teased Wanda about her hundred dresses. Maddie felt uncomfortable but stayed quiet.

Lesson 3: Story Conclusion and Moral Lessons

Reviewing

Students are asked to answer these questions:

1. What happened at the drawing competition?

2. Why wasn't Wanda at school to receive her medal?
3. How do you think Peggy and Maddie felt after seeing Wanda's drawings?

Presentation

Vocabulary

Words: behavior, expensive, bullying, apologize

Definitions and Examples:

- behavior: The way someone acts. Example: Maddie felt terrible about their behavior.
- bullying: Hurting or scaring other people. Example: The girls learned that bullying is wrong.
- apologize: To say "I'm sorry" when you do something wrong. Example: Maddie and Peggy wrote to apologize to Wanda.

Viewing

Students review the ending and discuss the moral lessons.

Pre-viewing

Teacher guides discussion on kindness, bullying, and forgiveness.

Comprehension Questions

1. Why wasn't Wanda at school to receive her medal?
2. What did Miss Mason read to the class?
3. How did Peggy and Maddie feel after Wanda left?

Summary

Wanda won the competition but had moved away due to unkindness. Peggy and Maddie apologized and learned the importance of kindness.

تطبيق



مذكرات جاهزة للطباعة

لتحميل الملفات التعليمية مجاناً للمعلم والطالب

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

امسح الكود بموبايلك علشان تقدر تثبت التطبيق

وتقدر فأي وقت تحمّل ال نفسك فيه ببلاش

هيغنيك عن البحث والجروبات والقنوات الكتيرة



تطبيق الموبايل لتحميل الملفات