

Lesson plan

Title:	Meet Gen Alpha	Day:		Date:	
Class:		Period:		Period:	
Unit:	Gen Alpha				
Lesson:	Lesson 1: Meet Gen Alpha				
Page(s):	pp. 14–16				

Learning Objectives:

- Identify the main idea of the text about Gen Alpha as digital natives.
- Extract specific details about how Gen Alpha uses technology in daily life.
- Use context clues to understand vocabulary: digital native, trends, emojis, screen time, balance, generation.
- Express personal opinions about Gen Alpha's digital habits using full sentences.
- Compare their own tech use with that of Gen Alpha.
- Ask and answer questions about digital lifestyles using appropriate language.

Teaching Strategies:

- Guided reading with annotation
- Think-Pair-Share on "What does 'digital native' mean?"
- Vocabulary matching game
- Real-life connection: "Are you a digital native?"

Resources and material needed

- Printed text: "Gen Alpha: The Young Digital Natives"
- Flashcards: digital native, trends, emojis, screen time, balance, generation
- Whiteboard for mind map: "Gen Alpha's Digital Life"
- Images of children using tablets/phones

Steps to follow

A) Warm up and revision

- Ask: "What does the word 'generation' mean to you?"
- Let students share what they know about Gen Alpha.

B) Presentation

1. **New vocabulary:** Teach: digital native, trends, emojis, screen time, balance, generation.
2. Read aloud the text together.
3. Highlight key phrases: "They learn to use technology before they can read," "They are constantly discovering new trends," "They are learning to balance online activities with real-life connections."

C) Practice

1. **Controlled practice:** Answer Q1–5 (main idea, social media use, why called "digital natives", how they express feelings, what parents are balancing).
2. **Controlled practice:** Match words to meanings (Q4).
3. **Free practice:** In pairs, ask: "Do you think you are more like Gen Z or Gen Alpha? Why?"

D) Feedback and Consolidation

- Discuss: "Why is it important to balance screen time?"
- Emphasize: "Being born into tech doesn't mean you don't need guidance."
- Teacher summarizes: "Gen Alpha isn't just using tech — they're shaping how we all communicate."

E) Home Assignment

- Write 5 sentences about Gen Alpha:
- Gen Alpha is called digital natives because...
- They use emojis instead of words because...
- Parents try to balance...
- One thing I have in common with Gen Alpha is...
- I think being a digital native means...

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	Gen Alpha's Digital Life	Day:		Date:	
Class:		Period:		Period:	
Unit:	Gen Alpha				
Lesson:	Lesson 2: Gen Alpha's Digital Life				
Page(s):	pp. 17–18				

Learning Objectives:

- Identify the main idea of an audio text about Gen Alpha's screen time and parental concerns.
- Match target vocabulary: balance, limit, emojis to their definitions.
- Listen for specific details about Gen Alpha's daily tech use and parental strategies.
- Use present continuous tense correctly to describe current actions.
- Discuss whether too much screen time is harmful or helpful.
- Apply listening skills to infer speaker attitudes.

Teaching Strategies:

- Predictive listening: "What might the podcast say about Gen Alpha?"
- Jigsaw listening: assign groups to listen for different facts
- Grammar focus: Present Continuous vs. Present Simple
- Debate: "Is screen time good or bad for kids?"

Resources and material needed

- Audio recording: "Gen Alpha's Digital Life"
- Worksheet with True/False tasks (p.17)
- Flashcards: balance, limit, emojis
- Whiteboard for "Screen Time Pros & Cons" chart

Steps to follow

A) Warm up and revision

- Review yesterday's lesson. Ask: "How do Gen Alpha kids communicate?"
- Introduce: "Today we'll hear what experts say about their screen time."

B) Presentation

1. **New vocabulary:** Teach: balance, limit, emojis.
2. **Grammar focus:** Present Continuous for current actions:
 - "They are using smartphones."
 - "Parents are trying to limit screen time."
3. Play audio of podcast.

C) Practice

1. **Controlled practice:** Listen and choose correct meanings (Q1–3).
2. **Controlled practice:** True/False (Q3).
3. **Controlled practice:** Complete sentences with vocabulary (Q4).
4. **Guided correction:** Fix mistakes in Q5.

D) Feedback and Consolidation

- Discuss: "Why do parents want to limit screen time?"
- Highlight: "It's not about banning tech — it's about balance."
- Quick quiz: "Which sentence shows a current action? 'She uses a tablet' or 'She is using a tablet'?"

E) Home Assignment

- Write 5 sentences using present continuous tense about yourself or Gen Alpha:
 - I am using my phone right now to...
 - Gen Alpha children are watching short videos because...
 - My mom is trying to limit my screen time by...
 - We are learning to balance tech and play.
 - Teachers are teaching us to be responsible online.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	The Digital Bridge	Day:		Date:	
Class:		Period:		Period:	
Unit:	Gen Alpha				
Lesson:	Lesson 3: The Digital Bridge				
Page(s):	pp. 19–20				

Learning Objectives:

- Identify the main idea of a text comparing Gen Z and Gen Alpha.
- Use context clues to understand vocabulary: connect, include, common, far apart, digital language.
- Explain how technology unites Gen Z and Gen Alpha despite age differences.
- Identify shared interests between generations (social media, environmental care).
- Use connectors (although, but) to contrast ideas.
- Discuss how shared digital habits create understanding across generations.

Teaching Strategies:

- Guided reading with annotation
- Venn diagram activity: Gen Z vs. Gen Alpha
- Sentence building with connectors
- Group discussion: "Do older kids understand younger ones?"

Resources and material needed

- Printed text: "The Gen Z-Alpha Bridge"
- Flashcards: connect, include, common, far apart, digital language
- Venn diagram worksheet
- Images of memes and emojis used by both generations

Steps to follow

A) Warm up and revision

- Ask: "Who is older — Gen Z or Gen Alpha? How old are they?"
- Share quick facts.

B) Presentation

1. **New vocabulary:** Teach: connect, include, common, far apart, digital language.
2. Read aloud the text with emphasis on unity.
3. Highlight key message: "They speak the same digital language."
4. Introduce connector: "Although Gen Z is older, both generations..."

C) Practice

1. **Controlled practice:** Choose correct answers (Q1–4).
2. **Controlled practice:** Match words to meanings (Q4).
3. **Free practice:** In pairs, complete Venn diagram: What do Gen Z and Gen Alpha have in common?

D) Feedback and Consolidation

- Discuss: "Can a 12-year-old and a 7-year-old really understand each other?"
- Emphasize: "Shared tech tools create shared experiences."
- Summarize: "Technology isn't dividing generations — it's connecting them."

E) Home Assignment

- Write 5 sentences using "although" or "but":
- Although Gen Alpha is younger, they use the same apps as Gen Z.
- Gen Z knows more history, but Gen Alpha knows more TikTok trends.
- Although they are far apart in age, they both care about the environment.
- Gen Z likes long videos, but Gen Alpha prefers short clips.
- Although I'm not Gen Alpha, I use emojis like them.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	The Creative Fair	Day:		Date:	
Class:		Period:		Period:	
Unit:	Gen Alpha				
Lesson:	Lesson 4: Story Time – The Creative Fair				
Page(s):	pp. 21–22				

Learning Objectives:

- Identify characters and events in the story “The Creative Fair”.
- Match abstract values: identity, passionate, permission, curious, fair, special to their definitions.
- Answer literal and inferential questions about Amal’s choices.
- Explain the message: “Your identity is what makes you special.”
- Use target vocabulary in speaking and writing.
- Reflect on digital responsibility and self-expression.

Teaching Strategies:

- Story mapping: Who? What? Where? Problem? Solution?
- Value sorting: Which value matters most?
- Drama: Act out Amal building her robot
- Reflection circle: “When did you feel different but proud?”

Resources and material needed

- Printed story text
- Value cards: identity, passionate, permission, curious, fair, special
- Post-it notes for “I felt this when...”
- Whiteboard for “Digital Responsibility” word wall

Steps to follow

A) Warm up and revision

- Ask: “Have you ever been told you were strange for doing something different?”
- Share experiences.

B) Presentation

1. **New vocabulary:** Teach: identity, passionate, permission, curious, fair, special.
2. Read aloud the story with emotion.
3. Highlight key quote: “Your identity is what makes you special. Never be afraid to express who you are.”

C) Practice

1. **Controlled practice:** Match words to meanings (Q3).
2. **Controlled practice:** Multiple choice (Q4).
3. **Free practice:** Answer critical thinking Q1–8 (p.22).

D) Feedback and Consolidation

- Each student shares one time they felt proud for being themselves.
- Teacher connects: “Amal didn’t just build a robot — she built courage.”
- Summarize: “True creativity comes from being brave enough to be yourself — even online.”

E) Home Assignment

- Write a paragraph: “I am proud of myself because...”. Use at least 3 target words. Explain how being different helped you.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	Finding Balance	Day:		Date:	
Class:		Period:		Period:	
Unit:	Gen Alpha				
Lesson:	Lesson 5: Let's Talk				
Page(s):	pp. 23–24				

Learning Objectives:

- Identify target vocabulary: balance, connect, digital habits, generation, smartphone, trends, screen time.
- Understand conversational phrases for polite disagreement: "That's true, but...", "I get it, but...", "I understand, but..."
- Listen for details in an interview about screen time management.
- Use present simple and present continuous to describe habits and current actions.
- Role-play conversations about balancing tech use with offline life.
- Express personal opinions clearly using "In my opinion," "I think," "For example."

Teaching Strategies:

- Interview analysis: Who? What? Why?
- Role-play practice with dialogue prompts
- Polite disagreement phrase practice
- Real-life scenario application

Resources and material needed

- Printed interview transcript: "Finding Balance"
- Phrase flashcards: "That's true, but...", "I get it, but...", "I understand, but..."
- Scenario cards: "You play games for 5 hours a day"
- Whiteboard for "Tech Habits Checklist"

Steps to follow

A) Warm up and revision

- Ask: "What do you think Saja means by 'don't let it control you'?"
- Students predict advice.

B) Presentation

1. **New vocabulary:** Review all 8 target words from the box.
2. **Conversation phrases:** Teach polite disagreement structures.
3. Play audio or read aloud interview with Saja.
4. Highlight key lines: "I put my phone away during meals," "Don't let it control you."

C) Practice

1. **Controlled practice:** Complete gap-fill (Q4).
2. **Guided role-play:** Use sample dialogues (Q3).
3. **Free practice:** In pairs, role-play: "One person says 'I love my phone!' The other responds politely with a suggestion."

D) Feedback and Consolidation

- Volunteers perform role-plays. Class gives feedback on politeness.
- Teacher highlights: "You can disagree without being rude."
- Summarize: "Smart tech use isn't about quitting — it's about choosing wisely."

E) Home Assignment

- Write a dialogue (80–100 words) between two friends discussing screen time. Use at least 3 target vocabulary words and 2 polite disagreement phrases.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	A Day in the Life of a Gen Alpha Teen	Day:		Date:	
Class:		Period:		Period:	
Unit:	Gen Alpha				
Lesson:	Lesson 6: Expressing Identity Online				
Page(s):	pp. 24–25				

Learning Objectives:

Identify target vocabulary: trends, emojis, digital, screen time, balance, common, include, smartphones, connect, games.

Write a clear, coherent blog post (90–100 words) using target structures.

Structure writing with topic sentence, supporting details, and closing thought.

Apply punctuation rules: capital letters, periods.

Connect personal digital habits to Gen Alpha's global experience.

Reflect on how online identity shapes real-world behavior.

Teaching Strategies:

- Model blog analysis: "A Day in the Life of a Gen Alpha Teen"
- Sentence starter support
- Peer editing checklist
- Blog publishing simulation

Resources and material needed

- Sample blog post (p.25)
- Word bank flashcards
- Punctuation rule poster
- Writing template handout

Steps to follow

A) Warm up and revision

- Show the sample blog. Ask: "What makes this sound like a Gen Alpha teen wrote it?"
- Students identify keywords.

B) Presentation

1. **New vocabulary:** Review all 10 target words from the box.
2. **Blog structure:**
 - Title: "A Day in the Life of a Gen Alpha Teen"
 - Body: Describe morning, school, after-school, evening using target words
 - Closing: Reflect on identity and balance
3. **Punctuation:** Capital letters for names, days, pronoun "I".

C) Practice

1. **Controlled practice:** Complete gap-fill (Q1–9).
2. **Guided writing:** Use sentence starters:
 - "My day starts when I wake up and check my..."
 - "At school, we use our..."
 - "After school, I love to..."
 - "I think being part of Gen Alpha means..."
3. **Peer editing:** Swap blogs. Check:
 - Did they use 6+ target words?
 - Are there capital letters where needed?
 - Is there a closing reflection?

D) Feedback and Consolidation

- Volunteers read aloud. Class gives "one star and one wish."
- Teacher highlights strong examples: "She used 'balance' and 'connect' perfectly!"

E) Home Assignment

- Write your own 90–100 word blog post: "A Day in the Life of a Gen Alpha Teen." Use at least 6 words from the word bank. End with a reflection on identity or balance.

Lesson plan

Title:	Protecting Your Privacy in the Digital Age	Day:		Date:	
Class:		Period:		Period:	
Unit:	My Digital Footprint				
Lesson:	Lesson 1: Protecting Your Privacy in the Digital Age				
Page(s):	pp. 28–29				

Learning Objectives:

- Identify the main idea of a text about digital privacy and online safety.
- Extract specific details about how to protect personal data and create strong passwords.
- Use context clues to understand vocabulary: digital footprint, privacy, secure, password, data, trace, setting.
- Explain why it's important to think before posting online.
- Express personal opinions about online safety using full sentences.
- Connect digital behavior to real-life consequences.

Teaching Strategies:

- Guided reading with annotation
- Think-Pair-Share on "What is your digital footprint?"
- Vocabulary matching game
- Real-life scenario discussion: "What happens if you post your address online?"

Resources and material needed

- Printed text: "Protecting Your Privacy in the Digital Age"
- Flashcards: digital footprint, privacy, secure, password, data, trace, setting
- Whiteboard for mind map: "How to Stay Safe Online"
- Examples of weak vs. strong passwords

Steps to follow

A) Warm up and revision

- Ask: "Do you know what a digital footprint is? What do you think it means?"
- Let students share ideas.

B) Presentation

1. **New vocabulary:** Teach: digital footprint, privacy, secure, password, data, trace, setting.
2. Read aloud the text together.
3. Highlight key phrases: "Everything you do online leaves a trace," "Think before you share," "Strong passwords have letters, numbers, and symbols."

C) Practice

1. **Controlled practice:** Answer Q1–5 (main idea, definition of digital footprint, importance of strong passwords, antonym of careless, impact of online actions).
2. **Controlled practice:** Match words to meanings (Q4).
3. **Free practice:** In pairs, discuss: "What would you never post online? Why?"

D) Feedback and Consolidation

- Discuss: "Why is it hard to remove something once it's online?"
- Emphasize: "Your digital footprint lasts forever — choose wisely."
- Teacher summarizes: "Protecting your privacy isn't optional — it's essential."

E) Home Assignment

- Write 5 sentences about protecting your digital footprint:
 - I must use a strong password because...
 - I shouldn't share my address because...
 - I check my privacy settings so that...
 - I think before I post because...
 - My digital footprint is important because...

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	Staying Safe Online	Day:		Date:	
Class:		Period:		Period:	
Unit:	My Digital Footprint				
Lesson:	Lesson 2: Staying Safe Online				
Page(s):	pp. 30–31				

Learning Objectives:

- Identify the main idea of an audio text about online safety.
- Match target vocabulary: private, trusted, experience, adult to their definitions.
- Listen for specific details about safe online behavior.
- Understand the difference between active and passive digital traces.
- Use "should" and "shouldn't" correctly to give advice.
- Apply listening skills to infer speaker attitudes and recommendations.

Teaching Strategies:

- Predictive listening: "What advice might the podcast give?"
- Jigsaw listening: assign groups to listen for different tips
- Grammar focus: should/shouldn't for advice
- Role-play: "What would you do if a stranger asked for your photo?"

Resources and material needed

- Audio recording: "Online Safety" podcast
- Worksheet with matching and True/False tasks (p.30)
- Flashcards: private, trusted, experience, adult
- Whiteboard for "Safe vs. Unsafe Online Behavior" chart

Steps to follow

A) Warm up and revision

- Review yesterday's lesson. Ask: "What is a digital footprint?"
- Introduce: "Today we'll learn how to protect it."

B) Presentation

1. **New vocabulary:** Teach: private, trusted, experience, adult.
2. **Grammar focus:** Should/Shouldn't for advice:
 - You should use strong passwords.
 - You shouldn't share your phone number.
3. Play audio of podcast.

C) Practice

1. **Controlled practice:** Match words to meanings (Q3).
2. **Controlled practice:** True/False (Q4).
3. **Guided correction:** Fix mistakes in Q5.

D) Feedback and Consolidation

- Discuss: "Why is it dangerous to trust strangers online?"
- Highlight: "Just because someone seems nice doesn't mean they are safe."
- Quick quiz: "Which sentence gives advice? 'You can go' or 'You should go'?"

E) Home Assignment

- Write 5 sentences giving advice using should/shouldn't:
 - You should never share your password.
 - You shouldn't click on links from strangers.
 - You should tell an adult if something feels wrong.
 - You shouldn't post pictures of your school.
 - You should update your apps regularly.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	Managing Your Online Data	Day:		Date:	
Class:		Period:		Period:	
Unit:	My Digital Footprint				
Lesson:	Lesson 3: Managing Your Online Data				
Page(s):	pp. 32–33				

Learning Objectives:

- Identify the main idea of a text about social media and digital footprints.
- Use context clues to understand vocabulary: clue, collect, forever, online identity.
- Explain the difference between active and passive digital footprints.
- Discuss how online behavior shapes your online identity.
- Use connectors (because, so) to explain cause and effect.
- Reflect on long-term consequences of online actions.

Teaching Strategies:

- Guided reading with annotation
- Venn diagram: Active vs. Passive Footprints
- Cause-and-effect chain activity
- Group discussion: "Would you want your 5th-grade self's posts seen by a college?"

Resources and material needed

- Printed text: "Social Media and Your Digital Footprint"
- Flashcards: clue, collect, forever, online identity
- Venn diagram worksheet
- Images of social media profiles

Steps to follow

A) Warm up and revision

- Ask: "Have you ever posted something you later regretted?"
- Share briefly.

B) Presentation

1. **New vocabulary:** Teach: clue, collect, forever, online identity.
2. Read aloud the text with emphasis on permanence.
3. Define:
 - Active footprint = things YOU post (photos, comments)
 - Passive footprint = things websites collect (search history, clicks)

C) Practice

1. **Controlled practice:** Answer Q1–3 (difference between footprints, risks of posting, importance of footprint).
2. **Controlled practice:** True/False (Q4).
3. **Free practice:** In pairs, complete Venn diagram comparing active and passive footprints.

D) Feedback and Consolidation

- Discuss: "Can you erase your past online? Why not?"
- Emphasize: "Your online identity is built every time you click, like, or comment."
- Summarize: "Be kind. Be smart. Be yourself — but remember, it's permanent."

E) Home Assignment

- Write 5 sentences using "because" or "so":
 - I don't post my school name because people might find me.
 - I use a nickname so strangers won't know who I am.
 - I check my privacy settings because I want to stay safe.
 - I didn't like my old posts, so I deleted them.
 - My friend shared my photo without asking, so I felt upset.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	Never Stop Trying	Day:		Date:	
Class:		Period:		Period:	
Unit:	My Digital Footprint				
Lesson:	Lesson 4: Story Time – Never Stop Trying				
Page(s):	pp. 34–35				

Learning Objectives:

- Identify characters and events in Chapter Two of “The Little Inventor”.
- Match abstract values: perseverance, empathy, trusted, permission to their definitions.
- Answer literal and inferential questions about Amal’s challenges.
- Explain the message: “Mistakes are part of learning — never give up.”
- Use target vocabulary in speaking and writing.
- Reflect on digital responsibility and ethical online research.

Teaching Strategies:

- Story mapping: Problem → Response → Solution
- Value sorting: Which quality helped Amal most?
- Drama: Act out Amal fixing her robot
- Reflection circle: “When did you keep trying even when you failed?”

Resources and material needed

- Printed story text
- Value cards: perseverance, empathy, trusted, permission
- Post-it notes for “I felt this when...”
- Whiteboard for “Digital Responsibility” word wall

Steps to follow

A) Warm up and revision

- Ask: “Have you ever tried to build something and it didn’t work at first?”
- Share experiences.

B) Presentation

1. **New vocabulary:** Teach: perseverance, empathy, trusted, permission.
2. Read aloud Chapter Two with emotion.
3. Highlight key quote: “It’s okay to make mistakes.”
4. Connect to digital ethics: “Amal never copied others’ work without permission.”

C) Practice

1. **Controlled practice:** Multiple choice (Q3).
2. **Controlled practice:** Answer open-ended questions (Q4).
3. **Free practice:** Answer critical thinking Q1–2 (p.35).

D) Feedback and Consolidation

- Each student shares one time they kept trying after failing.
- Teacher connects: “Being brave online means respecting others’ work and being honest.”
- Summarize: “Real success comes from effort — not perfection.”

E) Home Assignment

- Write a paragraph: “I kept trying when...”. Use at least 3 target words. Explain what you learned.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	Staying Safe Online – A Conversation	Day:		Date:	
Class:		Period:		Period:	
Unit:	My Digital Footprint				
Lesson:	Lesson 5: Let's Talk				
Page(s):	pp. 36–37				

Learning Objectives:

- Identify target vocabulary: account, hack, password, privacy, scary, secure, trace, believe, it is important.
- Understand conversational phrases for polite disagreement: "That's true, but...", "I agree, but...".
- Listen for details in a conversation about digital habits.
- Use present simple and modal verbs correctly to describe online safety rules.
- Role-play conversations about protecting personal data.
- Express personal opinions clearly using "I believe" and "It is important".

Teaching Strategies:

- Interview analysis: Who? What? Why?
- Role-play practice with dialogue prompts
- Polite disagreement phrase practice
- Real-life scenario application

Resources and material needed

- Printed conversation: "Staying Safe Online"
- Phrase flashcards: "That's true, but...", "I believe...", "It is important..."
- Scenario cards: "Someone asks for your password"
- Whiteboard for "Red Flags Online" list

Steps to follow

A) Warm up and revision

- Ask: "What does 'hack' mean? Have you heard of someone's account being hacked?"
- Students share.

B) Presentation

1. **New vocabulary:** Review all 10 target words from the box.
2. **Conversation phrases:** Teach polite agreement/disagreement structures.
3. Read aloud the dialogue with expression.
4. Highlight key lines: "Once it's online, it stays online forever."
5. Introduce passive voice: "Passwords should be changed often."

C) Practice

1. **Controlled practice:** Complete gap-fill (Q4).
2. **Guided role-play:** Use sample dialogues (Q3).
3. **Free practice:** In pairs, role-play: "One person says 'I don't care about my password.' The other responds politely with advice."

D) Feedback and Consolidation

- Volunteers perform role-plays. Class gives feedback on politeness.
- Teacher highlights: "You can disagree without being rude."
- Summarize: "Smart users protect themselves — not because they're scared, but because they're responsible."

E) Home Assignment

- Write a dialogue (80–100 words) between two friends discussing online safety. Use at least 5 target vocabulary words and 2 polite disagreement phrases.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	Digital Detective Tips	Day:		Date:	
Class:		Period:		Period:	
Unit:	My Digital Footprint				
Lesson:	Lesson 6: Digital Detectives				
Page(s):	pp. 38				

Learning Objectives:

Identify target vocabulary: privacy, password, data, trace, share, trusted, secure, settings, adult, footprint, updates, experience.

Write clear, organized tips for staying safe online using target structures.

Use imperative form correctly: "Don't share...", "Always check...".

Apply punctuation and grammar rules in instructional writing.

Present tips confidently to the class.

Reflect on personal digital habits and commit to improvement.

Teaching Strategies:

- Model tip-writing: "Top 5 Rules for Online Safety"
- Peer editing checklist
- Tip ranking: "Which is the MOST important?"
- Digital detective role-play

Resources and material needed

- Sample tip list (p.38)
- Word bank flashcards
- Punctuation rule poster
- Writing template handout

Steps to follow

A) Warm up and revision

- Show a messy list of tips. Ask: "What's wrong here?"
- Students identify missing capitalization, unclear phrasing.

B) Presentation

1. **New vocabulary:** Review all 12 target words from the box.
2. **Writing structure:**
 - Start with a strong verb: "Don't...", "Always...", "Check..."
 - Add a reason: "...because it keeps you safe."
 - Keep it short and clear!
3. **Punctuation:** Capitalize first word. End with period.

C) Practice

1. **Controlled practice:** Complete danger/tip chart (Q1).
2. **Guided writing:** Write 3 tips using sentence starters:
 - Don't share your _____ because _____.
 - Always check your _____ to _____.
 - Make sure your _____ is _____.
3. **Peer editing:** Swap tips. Check:
 - Did they use 6+ target words?
 - Is each tip clear and complete?
 - Are there capital letters and periods?

D) Feedback and Consolidation

- Volunteers read tips aloud. Class votes: "Most helpful tip?"
- Teacher highlights: "Good advice saves you from big problems."
- Summarize: "You're not just a user — you're a digital detective. Protect yourself!"

E) Home Assignment

- Write 5 clear tips to stay safe online. Use at least 6 target words. Present one to your family and write down their reaction.

Lesson plan

Title:	Overcoming Challenges	Day:		Date:	
Class:		Period:		Period:	
Unit:	Facing Challenges				
Lesson:	Lesson 1: Overcoming Challenges				
Page(s):	pp. 42–43				

Learning Objectives:

- Identify the main idea of a motivational text about overcoming a challenge.
- Extract specific details about how Soha overcame her grammar difficulties.
- Use context clues to understand vocabulary related to perseverance: determination, courage, obstacle, challenge, discouraged.
- Explain how time expressions (after that, then, finally) show the sequence of events.
- Express personal opinions about resilience using full sentences.
- Connect Soha's experience to personal experiences of facing academic challenges.

Teaching Strategies:

- Guided reading with annotation
- Think-Pair-Share on "What's your biggest challenge?"
- Vocabulary matching game
- Timeline activity: Sequence Soha's steps

Resources and material needed

- Printed text: "Soha's Grammar Journey"
- Flashcards: determination, courage, obstacle, challenge, discouraged, progress
- Whiteboard for timeline: "Soha's Path to Success"
- Colored pens for highlighting key phrases

Steps to follow

A) Warm up and revision

- Ask: "What's something you found hard to learn? How did you feel?"
- Let students share briefly.

B) Presentation

1. **New vocabulary:** Teach: determination, courage, obstacle, challenge, discouraged, progress.
2. Read aloud Soha's story together.
3. Highlight key phrases: "She showed determination," "Each grammar rule felt like an obstacle," "She didn't stop."
4. Identify time expressions: "After failing a quiz," "Then she started," "Finally, she passed."

C) Practice

1. **Controlled practice:** Answer Q1–4 (main challenge, how she showed determination, what helped her, how she felt after passing).
2. **Controlled practice:** Match words to meanings (Q6).
3. **Free practice:** In pairs, discuss: "Have you ever felt discouraged about school? What did you do?"

D) Feedback and Consolidation

- Discuss: "Why is it important to ask for help?"
- Emphasize: "Progress isn't always fast — but persistence wins."
- Teacher summarizes: "Challenges don't define us — our response does."

E) Home Assignment

- Write 5 sentences about a time you faced a challenge:
 - I had trouble with...
 - At first, I felt...
 - Then I decided to...
 - I practiced by...
 - Finally, I felt proud because...

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	Advice for Facing Challenges	Day:		Date:	
Class:		Period:		Period:	
Unit:	Facing Challenges				
Lesson:	Lesson 2: Advice for Facing Challenges				
Page(s):	pp. 44–45				

Learning Objectives:

- Identify the main idea and supporting details in a spoken story about facing a challenge.
- Match target vocabulary: challenge, determined, defeated, race, training to their definitions.
- Listen for specific details about Laila's preparation and feelings during the race.
- Infer emotions and attitudes from tone and word choice in audio.
- Use past simple and past continuous correctly to describe interrupted actions.
- Apply listening tips: pay attention to tone and emotion.

Teaching Strategies:

- Predictive listening: "What might happen in a long-distance race?"
- Jigsaw listening: assign groups to listen for different details
- Grammar focus: Past Simple vs. Past Continuous
- Tone analysis: "How did Laila sound when she fell?"

Resources and material needed

- Audio recording: "Laila's Race Story"
- Worksheet with True/False and multiple-choice tasks (p.45)
- Flashcards: challenge, determined, defeated, race, training
- Whiteboard for "Past Simple vs. Past Continuous" chart

Steps to follow

A) Warm up and revision

- Review yesterday's lesson. Ask: "What does 'determination' mean?"
- Introduce: "Today we'll hear how someone faced a physical challenge."

B) Presentation

1. **New vocabulary:** Teach: challenge, determined, defeated, race, training.
2. **Grammar focus:** Past Continuous (ongoing action) + Past Simple (interrupting action):
 - "She was running when she fell."
 - "I was studying when the phone rang."
3. Play audio of Laila's story.

C) Practice

1. **Controlled practice:** Match words to meanings (Q2).
2. **Controlled practice:** True/False (Q3).
3. **Controlled practice:** Multiple choice (Q4).
4. **Guided correction:** Fix mistakes in Q5.

D) Feedback and Consolidation

- Discuss: "Why was winning the race less important than not giving up?"
- Highlight: "Tone tells you more than words sometimes."
- Quick quiz: "Which sentence shows an ongoing action? 'She ran' or 'She was running'?"

E) Home Assignment

- Write 5 sentences using past simple and past continuous:
 - While I was doing my homework, my brother...
 - I was walking home when...
 - She was speaking when the bell...
 - We were playing football when it...
 - He was sleeping when the alarm...

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	Facing Traffic Challenges	Day:		Date:	
Class:		Period:		Period:	
Unit:	Facing Challenges				
Lesson:	Lesson 3: Facing Traffic Challenges				
Page(s):	pp. 46–47				

Learning Objectives:

- Identify the main problem and solutions described in a text about traffic in Cairo.
- Use context clues to understand vocabulary related to urban planning: flyover, monorail, tunnel, traffic jam, stressed.
- Explain how new infrastructure projects solve real-life problems.
- Compare traffic conditions in Cairo before and after improvements.
- Use connectors (because, so, although) to explain cause and effect.
- Brainstorm additional solutions to improve city life.

Teaching Strategies:

- Guided reading with annotation
- Problem-solution mapping activity
- Cause-and-effect chain game
- Group brainstorm: "What else can Egypt do?"

Resources and material needed

- Printed text: "Traffic Problems in Cairo and Their Solutions"
- Flashcards: flyover, monorail, tunnel, traffic jam, stressed
- Map of Cairo showing major bridges and lines
- Whiteboard for "Problem → Solution" diagram

Steps to follow

A) Warm up and revision

- Ask: "Do you get stuck in traffic? How does it make you feel?"
- Share experiences.

B) Presentation

1. **New vocabulary:** Teach: flyover, monorail, tunnel, traffic jam, stressed.
2. Read aloud the text with emphasis on change over time.
3. Highlight key phrases: "Egypt is working to solve this problem," "Now, traffic is a little better."

C) Practice

1. **Controlled practice:** Choose correct answers (Q1–4).
2. **Controlled practice:** Answer open-ended questions (Q4).
3. **Free practice:** In groups, complete a "Problem-Solution" chart for Cairo's traffic.

D) Feedback and Consolidation

- Discuss: "Why are public transport projects important for the environment?"
- Connect: "Big changes start with small actions — like choosing the metro."
- Summarize: "Cities grow by solving problems, not ignoring them."

E) Home Assignment

- Write 5 sentences using "because," "so," or "although":
- Cairo has traffic jams because there are too many cars.
- The monorail helps people move around, so they drive less.
- Although the roads are busy, the new bridges make travel faster.
- People feel less stressed because they have more ways to travel.
- I think Egypt should build more bike lanes because it's good for health.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	Inspiring Success	Day:		Date:	
Class:		Period:		Period:	
Unit:	Facing Challenges				
Lesson:	Lesson 4: Story Time – Inspiring Success				
Page(s):	pp. 48–49				

Learning Objectives:

- Identify characters and events in Chapter Three of “The Little Inventor”.
- Match abstract values: creativity, display, honesty, inspire, determination to their definitions.
- Answer literal and inferential questions about Amal’s presentation.
- Explain the message: “True success comes from being yourself and trying hard.”
- Use target vocabulary in speaking and writing.
- Reflect on how honesty and creativity lead to personal growth.

Teaching Strategies:

- Story mapping: Who? What? Where? Problem? Solution?
- Value sorting: Which value matters most?
- Drama: Act out Amal’s robot speaking
- Reflection circle: “When did you feel proud for being honest?”

Resources and material needed

- Printed story text
- Value cards: creativity, display, honesty, inspire, determination
- Post-it notes for “I felt proud when...”
- Whiteboard for “What Makes a Winner?” word wall

Steps to follow

A) Warm up and revision

- Ask: “Have you ever been judged for being different? What happened?”
- Share experiences.

B) Presentation

1. **New vocabulary:** Teach: creativity, display, honesty, inspire, determination.
2. Read aloud Chapter Three with emotion.
3. Highlight key quote: “You showed determination, honesty. You worked hard without giving up.”

C) Practice

1. **Controlled practice:** Multiple choice (Q4).
2. **Controlled practice:** Answer open-ended questions (Q5).
3. **Free practice:** Answer critical thinking Q1–2 (p.49).

D) Feedback and Consolidation

- Each student shares one time they were proud for being honest or creative.
- Teacher connects: “Amal didn’t win a prize — she won respect.”
- Summarize: “Real winners don’t need trophies — they leave inspiration.”

E) Home Assignment

- Write a paragraph: “I felt proud when I...”. Use at least 3 target words. Explain why it mattered more than winning.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	When Things Get Hard	Day:		Date:	
Class:		Period:		Period:	
Unit:	Facing Challenges				
Lesson:	Lesson 5: Let's Talk				
Page(s):	pp. 50–51				

Learning Objectives:

- Identify target vocabulary: challenge, discouraged, determined, courage, obstacle, honestly, agreement.
- Understand conversational phrases for expressing vulnerability: "To be honest," "I didn't expect that," "I agree."
- Listen for details in a conversation about facing fear and admitting uncertainty.
- Use "because," "so," and "although" to connect ideas clearly.
- Role-play conversations about personal struggles using polite and honest language.
- Reflect on why honesty and courage are signs of strength.

Teaching Strategies:

- Interview analysis: Who? What? Why?
- Role-play practice with dialogue prompts
- Phrase bank practice: "To be honest...", "I didn't expect that..."
- Real-life scenario application

Resources and material needed

- Printed dialogue: "When Things Get Hard"
- Phrase flashcards: "To be honest...", "I didn't expect that...", "I agree"
- Scenario cards: "You forgot your speech," "You made a mistake in front of class"
- Whiteboard for "Courage Words" list

Steps to follow

A) Warm up and revision

- Ask: "Is it brave to say 'I don't know'? Why or why not?"
- Students share opinions.

B) Presentation

1. **New vocabulary:** Review all 7 target words from the box.
2. **Conversation phrases:** Teach:
 - "To be honest..."
 - "I didn't expect that..."
 - "I agree."
3. Read aloud the dialogue with expression.
4. Highlight key lines: "It takes a lot of courage to say that," "With honesty and determination, you can get through it."

C) Practice

1. **Controlled practice:** Complete gap-fill (Q4).
2. **Guided role-play:** Use sample dialogues (Q3).
3. **Free practice:** In pairs, role-play: "One person admits they're nervous. The other responds with encouragement."

D) Feedback and Consolidation

- Volunteers perform role-plays. Class gives feedback on honesty and kindness.
- Teacher highlights: "Admitting fear isn't weakness — it's bravery."
- Summarize: "Real strength is being honest, even when it's hard."

E) Home Assignment

- Write a dialogue (80–100 words) between two friends. One is struggling with a challenge. The other uses "To be honest," "I agree," and "I didn't expect that." End with encouragement.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	The Power of Facing Challenges	Day:		Date:	
Class:		Period:		Period:	
Unit:	Facing Challenges				
Lesson:	Lesson 6: Team Project – Roundtable				
Page(s):	p. 52				

Learning Objectives:

- Reflect on all six lessons and identify key learnings from the unit.
- Collaborate in groups during “Circle Sharing” to generate ideas.
- Create a well-organized paragraph (90–100 words) describing a personal challenge overcome.
- Use past simple and past continuous accurately to describe events.
- Use target vocabulary: challenge, courage, discouraged, determination, obstacle, stressed, creativity, inspired.
- Apply writing skills: topic sentence, supporting details, concluding sentence.

Teaching Strategies:

- Collaborative learning (Kagan structures)
- Paragraph planning graphic organizer
- Peer editing checklist
- Gallery walk for paragraph sharing

Resources and material needed

- Sample paragraph from p.52
- Word bank flashcards
- Writing template: Topic Sentence / Supporting Details / Conclusion
- Rubric for paragraph assessment

Steps to follow

A) Warm up and revision

- Play “One-word recap”: Each student says one word they learned this unit.

B) Presentation

- Introduce Activity 1: Circle Sharing (pass paper, add one idea).
- Introduce Activity 2: Group discussion questions.
- Introduce Activity 3: Write your own “Challenge I Overcame” paragraph.

C) Practice

- Groups rotate through activities:
 - Group A: Circle Sharing + Discussion
 - Group B: Plan paragraph using organizer: Topic Sentence, 3 Supporting Details, Conclusion
- Teacher circulates, supports, checks vocabulary use.

D) Feedback and Consolidation

- Gallery walk: All paragraphs displayed. Students give thumbs up/down + one compliment.
- Class vote: “Most inspiring story?” “Best use of past continuous?”
- Teacher summarizes: “Today we didn’t just learn about challenges — we celebrated the courage to face them.”

E) Home Assignment

- Take your paragraph home and read it to your family. Write down one thing they said.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	A Journey Through Art!	Day:		Date:	
Class:		Period:		Period:	
Unit:	Art and Expression				
Lesson:	Lesson 1: A Journey Through Art!				
Page(s):	pp. 59–61				

Learning Objectives:

- Identify different types of art works mentioned in the text (paintings, sculptures, performances).
- Use context clues to understand vocabulary related to art: art work, sculpture, special, valuable, original.
- Explain why creativity is considered an important life skill.
- Describe how art expresses ideas and emotions.
- Connect personal experiences to the concept of art as a universal language.
- Ask and answer questions about the role of art in daily life.

Teaching Strategies:

- Guided reading with annotation
- Think-Pair-Share on "What is art?"
- Vocabulary matching game
- Real-life connection: "Where do you see art around you?"

Resources and material needed

- Printed text: "A World of Imagination!"
- Flashcards: art work, sculpture, special, valuable, original, creativity, imagination
- Whiteboard for mind map: "Types of Art"
- Images of famous paintings, sculptures, and performances

Steps to follow

A) Warm up and revision

- Ask: "Do you think everyone can be an artist? Why or why not?"
- Let students share briefly.

B) Presentation

1. **New vocabulary:** Teach: art work, sculpture, special, valuable, original, creativity, imagination.
2. Read aloud the text together.
3. Highlight key phrases: "An art work is anything an artist makes to express their ideas and emotions," "Creativity helps us solve problems and think in new ways," "Every art work has a special message."

C) Practice

1. **Controlled practice:** Answer Q1–4 (main goal of art, message of art, importance of creativity, what you discover when looking closely).
2. **Controlled practice:** Match words to meanings (Q5).
3. **Free practice:** In pairs, discuss: "What kind of art do you like? Why?"

D) Feedback and Consolidation

- Discuss: "Why is art called a 'world language'?"
- Emphasize: "Art speaks to feelings we all understand, even without words."
- Teacher summarizes: "Art isn't just what's in museums — it's in every creative act."

E) Home Assignment

- Write 5 sentences about art:
- Art is a way to express...
- I see art when I...
- Creativity helps me because...
- An original art work is...
- I think art is valuable because...

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	Exploring Art: Listen Up!	Day:		Date:	
Class:		Period:		Period:	
Unit:	Art and Expression				
Lesson:	Lesson 2: Exploring Art: Listen Up!				
Page(s):	pp. 61–63				

Learning Objectives:

- Identify the main idea of an interview with an artist.
- Extract specific details about materials used and messages in art.
- Use context clues to understand vocabulary: colorful, clay, engage with, incredible, interactive, message.
- Describe emotional responses to artwork using descriptive adjectives.
- Use listening skills to infer meaning from tone and context.
- Discuss how artists use creativity to communicate.

Teaching Strategies:

- Predictive listening: "What might this artist use to make art?"
- Jigsaw listening: assign groups to listen for different details
- Descriptive language practice: "How does this make you feel?"
- Real-life connection: "Have you seen art made from unusual materials?"

Resources and material needed

- Audio recording: Interview with Youssef the artist
- Worksheet with matching and True/False tasks (p.62)
- Flashcards: colorful, clay, engage with, incredible, interactive, message
- Examples of sculptures made from recycled materials

Steps to follow

A) Warm up and revision

- Review yesterday's lesson. Ask: "What is an art work?"
- Introduce: "Today we'll hear from a real artist who uses unique materials."

B) Presentation

1. **New vocabulary:** Teach: colorful, clay, engage with, incredible, interactive, message.
2. Play audio of Youssef's interview.
3. Highlight key points: "I use clay and metal," "My art should engage people," "The message is more important than fame."

C) Practice

1. **Controlled practice:** Match words to meanings (Q2).
2. **Controlled practice:** True/False (Q3).
3. **Guided correction:** Fix mistakes in Q3 if needed.

D) Feedback and Consolidation

- Discuss: "Why is it powerful when art lets people interact with it?"
- Highlight: "Art isn't just to look at — it's to feel and think about."
- Quick quiz: "Which word means 'to involve someone actively'?" (Answer: engage with)

E) Home Assignment

- Write 5 sentences using target vocabulary:
- The sculpture is made from clay and looks incredible.
- I want my art to engage people and send a strong message.
- My favorite painting is colorful and full of emotion.
- Interactive art lets you become part of the story.
- Even simple art can have an incredible message.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	An Article About an Artist	Day:		Date:	
Class:		Period:		Period:	
Unit:	Art and Expression				
Lesson:	Lesson 3: An Article About an Artist				
Page(s):	pp. 63–65				

Learning Objectives:

- Identify specific details about Mahmoud Mokhtar's life and achievements.
- Use context clues to understand vocabulary: national, promote, recognition, participate, sculptor.
- Explain why Mokhtar's art was important to Egyptian identity.
- Use past simple tense correctly to describe historical events.
- Connect art to cultural pride and history.
- Ask and answer questions about national heroes in art.

Teaching Strategies:

- Guided reading with annotation
- Timeline activity: Key events in Mokhtar's life
- Vocabulary matching game
- Group discussion: "Why is he called Egypt's most famous sculptor?"

Resources and material needed

- Printed text: "Mahmoud Mokhtar"
- Flashcards: national, promote, recognition, participate, sculptor
- Whiteboard for timeline: "Life of Mahmoud Mokhtar"
- Image of "Nahdat Misr" statue

Steps to follow

A) Warm up and revision

- Ask: "Who is a famous Egyptian artist you know?"
- Share brief answers.

B) Presentation

1. **New vocabulary:** Teach: national, promote, recognition, participate, sculptor.
2. Read aloud the biography with emphasis on his impact.
3. Highlight key facts: Born 1891, studied in Egypt and Paris, created "Nahdat Misr," used ancient + modern styles, died 1934.

C) Practice

1. **Controlled practice:** Answer Q1–4 (where he studied, most famous sculptures, why important, born year).
2. **Controlled practice:** Choose correct answers (Q4).
3. **Free practice:** In pairs, ask: "Why do you think his statue became a national symbol?"

D) Feedback and Consolidation

- Discuss: "How can art help a country show its identity?"
- Emphasize: "Mokhtar didn't just make statues — he told Egypt's story."
- Summarize: "True art connects the past to the future."

E) Home Assignment

- Write 5 sentences about Mahmoud Mokhtar using past simple tense:
 - He was born in 1891.
 - He studied in Egypt and Paris.
 - He created the Nahdat Misr statue.
 - He promoted Egyptian identity through his art.
 - He died in 1934, but his art still inspires people today.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	The Adventure of the Hidden Island	Day:		Date:	
Class:		Period:		Period:	
Unit:	Art and Expression				
Lesson:	Lesson 4: Story Time – The Adventure of the Hidden Island				
Page(s):	pp. 65–67				

Learning Objectives:

- Identify characters and events in the story “The Adventure of the Hidden Island”.
- Match abstract values: appreciate, explore, freedom, compass, sky to their definitions.
- Answer literal and inferential questions about teamwork and respect.
- Explain the message: “Differences make us stronger when we respect each other.”
- Use target vocabulary in speaking and writing.
- Reflect on how creativity and collaboration lead to discovery.

Teaching Strategies:

- Story mapping: Who? What? Where? Problem? Solution?
- Value sorting: Which value matters most?
- Drama: Act out the group deciding to sail
- Reflection circle: “When did you feel free to share your idea?”

Resources and material needed

- Printed story text
- Value cards: appreciate, explore, freedom, compass, sky
- Post-it notes for “I felt this when...”
- Whiteboard for “Teamwork Qualities” word wall

Steps to follow

A) Warm up and revision

- Ask: “Have you ever gone on an adventure? What happened?”
- Share experiences.

B) Presentation

1. **New vocabulary:** Teach: appreciate, explore, freedom, compass, sky.
2. Read aloud the story with expression.
3. Highlight key quote: “We respect each other’s thoughts.”
4. Connect: “Just like art, exploration needs creativity and respect.”

C) Practice

1. **Controlled practice:** Multiple choice (Q4).
2. **Controlled practice:** Answer open-ended questions (Q5).
3. **Free practice:** Answer critical thinking Q1–4 (p.67).

D) Feedback and Consolidation

- Each student shares one time they felt respected in a group.
- Teacher connects: “In art, like in this story, everyone’s voice adds something unique.”
- Summarize: “True creativity happens when differences are celebrated, not ignored.”

E) Home Assignment

- Write a paragraph: “I felt free to share my idea when...”. Use at least 3 target words. Explain why it mattered.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	Let's Talk	Day:		Date:	
Class:		Period:		Period:	
Unit:	Art and Expression				
Lesson:	Lesson 5: Let's Talk				
Page(s):	pp. 67–69				

Learning Objectives:

- Identify target vocabulary: artist, symbol, amazing, creativity, imagination, star, actress, original.
- Understand conversational phrases for discussing art: "I think it's amazing," "It deserves more recognition," "It's so original."
- Listen for details in a conversation between a student and teacher.
- Use connectors (because, so, although, but) to explain opinions about art.
- Role-play conversations about art using polite disagreement and praise.
- Express personal feelings about art clearly and respectfully.

Teaching Strategies:

- Conversation analysis: Identify opinion phrases
- Role-play practice with dialogue prompts
- Connector matching game
- Real-life scenario application

Resources and material needed

- Printed dialogue: "When Things Get Hard"
- Phrase flashcards: "I think it's amazing," "It deserves recognition," "It's so original"
- Connector cards: because, so, although, but
- Whiteboard for "Opinion Phrases" chart

Steps to follow

A) Warm up and revision

- Ask: "What makes art beautiful — the colors, the message, or the technique?"
- Students share opinions.

B) Presentation

1. **New vocabulary:** Review all 8 target words from the box.
2. **Conversation phrases:** Teach:
 - "I think it's amazing."
 - "It deserves more recognition."
 - "It's so original."
3. Read aloud the dialogue with expression.
4. Highlight key lines: "Some of this work might not be famous yet, but it's still beautiful and meaningful," "Every piece is original in its own way."

C) Practice

1. **Controlled practice:** Complete gap-fill (Q4).
2. **Guided role-play:** Use sample dialogues (Q3).
3. **Free practice:** In pairs, role-play: "One person describes a painting. The other gives an opinion using 'I think...' and a connector."

D) Feedback and Consolidation

- Volunteers perform role-plays. Class gives feedback on clarity and politeness.
- Teacher highlights: "You don't need to love everything — but you can respect it."
- Summarize: "Art invites us to think, feel, and talk — that's its power."

E) Home Assignment

- Write a dialogue (80–100 words) between two friends visiting a museum. One loves modern art. The other doesn't understand it. Use at least 3 target vocabulary words and 2 connectors (because, so, although, but).

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	My Performance Review	Day:		Date:	
Class:		Period:		Period:	
Unit:	Art and Expression				
Lesson:	Lesson 6: My Performance Review				
Page(s):	pp. 69–71				

Learning Objectives:

- Identify target vocabulary: artist, symbol, amazing, creativity, imagination, star, actress, original.
- Write a clear, coherent email (90–100 words) describing a favorite type of art.
- Structure writing with greeting, body, and closing.
- Apply punctuation rules: capital letters, periods.
- Connect personal preferences to broader artistic concepts.
- Revise and proofread writing based on peer feedback.

Teaching Strategies:

- Model email analysis: "Does Art Only Mean Painting?"
- Sentence starter support
- Peer editing checklist
- Email publishing simulation

Resources and material needed

- Sample email (p.70)
- Word bank flashcards
- Punctuation rule poster
- Writing template handout

Steps to follow

A) Warm up and revision

- Show the sample email. Ask: "What type of art does Ayman write about?"
- Students identify: cinema, theater, acting.

B) Presentation

1. **New vocabulary:** Review all 8 target words from the box.
2. **Email structure:**
 - Greeting: "Hi [name],"
 - Body: Describe the art form, give examples (star, actress), explain why you like it
 - Closing: "Write back soon!"
3. **Punctuation:** Capital letters for names, titles, and pronoun "I".

C) Practice

1. **Controlled practice:** Complete gap-fill (Q1–7).
2. **Guided writing:** Use sentence starters:
 - "My favorite art is..."
 - "It is amazing because..."
 - "One famous artist is..."
 - "I think art is original when..."
3. **Peer editing:** Swap emails. Check:
 - Did they use 6+ target words?
 - Are there capital letters where needed?
 - Is there a closing phrase?

D) Feedback and Consolidation

- Volunteers read aloud. Class gives "one star and one wish."
- Teacher highlights strong examples: "She used 'imagination' and 'original' perfectly!"

E) Home Assignment

- Write your own 90–100 word email to a friend about your favorite type of art. Use at least 6 words from the word bank. End with "Write back soon!"

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	Have You Ever Explored the World?	Day:		Date:	
Class:		Period:		Period:	
Unit:	Around the World				
Lesson:	Lesson 1: Have You Ever Explored the World?				
Page(s):	pp. 73–74				

Learning Objectives:

- Identify the main idea of a travel blog about Japan and Morocco.
- Extract specific details about cultural aspects, landmarks, and daily life in each country.
- Use context clues to infer meanings of new vocabulary related to travel and culture.
- Compare and contrast cultural experiences between two countries using examples from the text.
- Express personal opinions about travel and cultural differences using descriptive language.
- Distinguish between facts and opinions in a travel narrative.

Teaching Strategies:

- Guided reading with annotation
- Think-Pair-Share on "What makes a place special?"
- Fact vs. Opinion sorting activity
- Cultural comparison chart: Japan vs. Morocco

Resources and material needed

- Printed blog post: "A Blogger's Journey (Japan and Morocco)"
- Flashcards: continent, capital, landmark, population, tradition
- World map showing Japan and Morocco
- Images of Mount Fuji, Tokyo, Marrakech, and the Koutoubia Mosque

Steps to follow

A) Warm up and revision

- Ask: "Have you ever traveled to another country? What was it like?"
- Let students share briefly.

B) Presentation

1. **New vocabulary:** Teach: continent, capital, landmark, population, tradition.
2. Read aloud Rokaya's blog together.
3. Highlight key phrases:
 - "Tokyo is one of the most organized places I've ever seen."
 - "The energy in the streets was stronger."
 - "Mount Fuji is more impressive than any mountain I've visited before."
4. Introduce inference: "Rokaya says people are polite. What does this tell us about her values?"

C) Practice

1. **Controlled practice:** Answer Q1–4 (countries visited, which city was quieter, population comparison, description of Mount Fuji).
2. **Controlled practice:** Choose correct answers (Q4).
3. **Free practice:** In pairs, complete a Venn diagram comparing Japan and Morocco using details from the text.

D) Feedback and Consolidation

- Discuss: "Why does Rokaya say 'we can learn when we're curious and open to new traditions'?"
- Emphasize: "Travel isn't just sightseeing—it's understanding different ways of life."
- Teacher summarizes: "Facts tell us what happened. Opinions tell us how someone felt about it."

E) Home Assignment

- Write 5 sentences comparing Japan and Morocco using comparative forms:
 - Tokyo has a larger population than Marrakech.
 - The streets of Marrakech are more colorful than those of Tokyo.
 - Mount Fuji is more impressive than the Koutoubia Mosque.
 - Tea ceremonies in Japan are more traditional than market visits in Morocco.
 - I think visiting Japan would be more peaceful because...

Lesson plan

Title:	A Tour Around Cairo	Day:		Date:	
Class:		Period:		Period:	
Unit:	Around the World				
Lesson:	Lesson 2: A Tour Around Cairo				
Page(s):	pp. 75–76				

Learning Objectives:

- Identify the main idea and key details from an audio tour of Cairo.
- Extract specific information such as names, numbers, locations, and facts mentioned in the audio.
- Match vocabulary related to tourism and Egyptian heritage to their definitions.
- Answer comprehension questions based on listening skills.
- Describe famous landmarks in Egypt using superlatives and comparatives.
- Connect historical sites to modern-day Egypt.

Teaching Strategies:

- Predictive listening: "What might a guide say about the Pyramids?"
- Jigsaw listening: assign groups to listen for different details
- Vocabulary matching game
- Map labeling activity: Locate landmarks in Cairo

Resources and material needed

- Audio recording: "A Tour Around Cairo"
- Worksheet with matching and multiple-choice tasks (p.75)
- Flashcards: treasure, souvenirs, mysterious, mummies, mask
- Image of the Grand Egyptian Museum, Khan El-Khalili, Sphinx, and Pyramids

Steps to follow

A) Warm up and revision

- Ask: "What do you know about ancient Egypt?"
- Share quick facts.

B) Presentation

1. **New vocabulary:** Teach: treasure, souvenirs, mysterious, mummies, mask.
2. Play audio of the guided tour.
3. Highlight key facts: "The Pyramids are over 4,500 years old," "Khan El-Khalili is a famous market," "The Grand Egyptian Museum is near the Pyramids."

C) Practice

1. **Controlled practice:** Match words to meanings (Q3).
2. **Controlled practice:** Multiple choice (Q4).
3. **Guided correction:** Fix mistakes in Q5 if needed.

D) Feedback and Consolidation

- Discuss: "Why are mummies and masks important to understanding ancient Egypt?"
- Highlight: "Tour guides help us connect history to today."
- Quick quiz: "Which landmark is known for its giant lion body and human head?" (Answer: The Sphinx)

E) Home Assignment

- Write 5 sentences using superlatives and comparatives about Cairo landmarks:
- The Great Pyramid is the largest pyramid in Egypt.
- The Sphinx is older than the Grand Egyptian Museum.
- Khan El-Khalili is the most colorful market in Cairo.
- The Grand Egyptian Museum is more modern than the Pyramids.
- I think the Sphinx is the most mysterious monument in the world.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	Around the World in Four Amazing Places	Day:		Date:	
Class:		Period:		Period:	
Unit:	Around the World				
Lesson:	Lesson 3: Around the World in Four Amazing Places				
Page(s):	pp. 77–78				

Learning Objectives:

- Identify the main idea of a travel guide featuring four global wonders.
- Extract specific details about location, age, features, and cultural significance of each site.
- Use context clues to understand vocabulary: trail, lagoon, charm, glacier.
- Compare and contrast destinations using superlative and comparative adjectives.
- Express personal preferences about travel destinations using full sentences.
- Understand why these places are considered “wonders.”

Teaching Strategies:

- Guided reading with annotation
- Travel brochure design activity
- “Dream Destination” ranking game
- Cause-and-effect: Why is Petra so special?

Resources and material needed

- Printed text: “Welcome to Wonder Wander Tours!”
- Flashcards: trail, lagoon, charm, glacier
- World map with pins for Petra, Machu Picchu, Reykjavik, Chefchaouen
- Images of all four destinations

Steps to follow

A) Warm up and revision

- Ask: “What’s the most amazing place you’ve heard of?”
- Students share ideas.

B) Presentation

1. **New vocabulary:** Teach: trail, lagoon, charm, glacier.
2. Read aloud the travel guide with enthusiasm.
3. Highlight key facts:
 - Petra: carved into red rock, 2,000+ years old, New Seven Wonders
 - Machu Picchu: 500+ years old, in Andes Mountains, accessed by train or hike
 - Reykjavik: northernmost capital, Blue Lagoon, Northern Lights
 - Chefchaouen: blue streets, believed to bring peace and happiness

C) Practice

1. **Controlled practice:** Answer Q1–3 (main idea, how to reach Machu Picchu, why Chefchaouen is special).
2. **Controlled practice:** Complete sentences with target vocabulary (Q4).
3. **Free practice:** In pairs, rank the four places from “Most to Least Want to Visit” and explain why.

D) Feedback and Consolidation

- Discuss: “Why do you think nature-based sites like glaciers and lagoons attract tourists?”
- Emphasize: “These places aren’t just beautiful—they’re part of our planet’s heritage.”
- Summarize: “Wonders are special because they combine beauty, history, and mystery.”

E) Home Assignment

- Write 5 sentences using superlatives about the four places:
 - Petra is the most ancient city I want to visit.
 - Machu Picchu is the highest ancient city in the world.
 - The Blue Lagoon is the warmest natural pool on Earth.
 - Chefchaouen is the bluest town I’ve ever seen.
 - Reykjavik is the northernmost capital city.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	Freedom and Friendship	Day:		Date:	
Class:		Period:		Period:	
Unit:	Around the World				
Lesson:	Lesson 4: Story Time – Freedom and Friendship				
Page(s):	pp. 79–80				

Learning Objectives:

- Identify characters and events in Chapter Two of “The Adventure of the Hidden Island”.
- Match abstract values: freedom, respect, safety, creativity to their definitions.
- Answer literal and inferential questions about teamwork and personal growth.
- Explain the message: “Freedom means respecting others and working together.”
- Use target vocabulary in speaking and writing.
- Reflect on how trust and cooperation lead to meaningful experiences.

Teaching Strategies:

- Story mapping: Who? What? Where? Problem? Solution?
- Value sorting: Which value matters most?
- Drama: Act out the group exploring the island
- Reflection circle: “When did you feel truly free?”

Resources and material needed

- Printed story text
- Value cards: freedom, respect, safety, creativity
- Post-it notes for “I felt this when...”
- Whiteboard for “What Makes a Good Team?” word wall

Steps to follow

A) Warm up and revision

- Ask: “What does ‘freedom’ mean to you? Can you be free even if you’re not alone?”
- Share brief thoughts.

B) Presentation

1. **New vocabulary:** Teach: freedom, respect, safety, creativity.
2. Read aloud Chapter Two with emotion.
3. Highlight key quote: “Freedom wasn’t about doing anything you wanted, but about respecting one another, listening, and working together.”

C) Practice

1. **Controlled practice:** Multiple choice (Q3).
2. **Controlled practice:** Answer open-ended questions (Q4).
3. **Free practice:** Answer critical thinking Q1–2 (p.80).

D) Feedback and Consolidation

- Each student shares one time they felt free while working with others.
- Teacher connects: “True freedom comes from mutual respect—not chaos.”
- Summarize: “In travel and in life, the best adventures happen when we care for each other.”

E) Home Assignment

- Write a paragraph: “I felt free when...”. Use at least 3 target words. Explain why that moment mattered.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	Let's Talk	Day:		Date:	
Class:		Period:		Period:	
Unit:	Around the World				
Lesson:	Lesson 5: Let's Talk				
Page(s):	pp. 81–82				

Learning Objectives:

- Identify target vocabulary: carved, colorful, impressive, local, memory, peace, souvenir, awhile.
- Understand conversational phrases for sharing travel experiences: "It was one of the most...", "I learned a lot about...", "I bought... as a souvenir."
- Listen for details in a conversation about a trip to Italy and London.
- Use present perfect tense correctly to talk about past experiences.
- Use past simple tense correctly to describe specific historical facts.
- Role-play conversations comparing two famous landmarks.

Teaching Strategies:

- Conversation analysis: Identify tenses used
- Role-play practice with dialogue prompts
- Tense sorting game: Present Perfect vs. Past Simple
- Real-life scenario application

Resources and material needed

- Printed dialogue: "Around the World"
- Phrase flashcards: "one of the most...", "I learned a lot about...", "as a souvenir"
- Tense cards: Present Perfect / Past Simple
- Whiteboard for "Tense Timeline"

Steps to follow

A) Warm up and revision

- Ask: "Have you ever been to a famous landmark? What did you see?"
- Students respond using "I have..." and "I saw..."

B) Presentation

1. **New vocabulary:** Review all 8 target words from the box.
2. **Tense focus:**
 - Present Perfect (experience): "I've seen the Colosseum."
 - Past Simple (specific fact): "It was built in 70 AD."
3. Read aloud the dialogue with expression.

C) Practice

1. **Controlled practice:** Complete gap-fill (Q4).
2. **Guided role-play:** Use sample dialogues (Q3).
3. **Free practice:** In pairs, role-play: "One person describes a trip to the Taj Mahal. The other asks about the experience."

D) Feedback and Consolidation

- Volunteers perform role-plays. Class gives feedback on tense accuracy.
- Teacher highlights: "We use present perfect to talk about life experiences. We use past simple for specific times or facts."
- Summarize: "Talking about travel helps us connect cultures—and our own stories."

E) Home Assignment

- Write a dialogue (80–100 words) between two friends. One has visited the Eiffel Tower. The other wants to go. Use both present perfect and past simple tenses. Include at least 3 target vocabulary words.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	Come Explore with Us!	Day:		Date:	
Class:		Period:		Period:	
Unit:	Around the World				
Lesson:	Lesson 6: My Egyptian Adventure				
Page(s):	pp. 83–84				

Learning Objectives:

Identify target vocabulary: organized, culture, landmark, souvenirs, traditional, impressive, treasures, curious, trading city, ceremony, population.

Write a clear, coherent social media post (90–100 words) describing a dream destination.

Apply social media conventions: catchy intro, short sentences, emojis, positive tone.

Use superlatives and comparatives accurately within the post.

Apply punctuation rules: capital letters, periods, exclamation points.

Reflect on how travel connects us to global heritage.

Teaching Strategies:

- Model social media post analysis
- Sentence starter support
- Peer editing checklist
- Emoji meaning discussion

Resources and material needed

- Sample social media post (p.83)
- Word bank flashcards
- Punctuation rule poster
- Writing template handout

Steps to follow

A) Warm up and revision

- Show a real Instagram post about Egypt. Ask: "What makes this post effective?"
- Students identify features: visuals, hashtags, emotion, brevity.

B) Presentation

1. **New vocabulary:** Review all 11 target words from the box.
2. **Social media rules:**
 - Start with a hook: "My Egyptian adventure has been incredible!"
 - Use short lines and emoticons sparingly 🌍 ✨
 - End with a call to action: "Who else wants to visit?"
3. **Punctuation:** Capital letters for proper nouns, periods at end of sentences.

C) Practice

1. **Controlled practice:** Complete gap-fill (Q1–5).
2. **Guided writing:** Use sentence starters:
 - "My trip was well-organized by..."
 - "The first landmark I visited was..."
 - "I bought some ___ as souvenirs."
 - "I'm leaving with so many amazing memories of..."
3. **Peer editing:** Swap posts. Check:
 - Did they use 6+ target words?
 - Are there superlatives? (e.g., "the most impressive")
 - Is it positive and respectful?

D) Feedback and Consolidation

- Volunteers read aloud. Class gives "one star and one wish."
- Teacher highlights strong examples: "She used 'tradition' and 'treasures' perfectly!"

E) Home Assignment

- Write your own 90–100 word social media post about a country you'd love to visit. Use at least 6 words from the word bank. Include one emoji and a question at the end.

Lesson plan

Title:	Making Your Ideas Happen	Day:		Date:	
Class:		Period:		Period:	
Unit:	Young Innovators				
Lesson:	Lesson 1: Making Your Ideas Happen				
Page(s):	pp. 89–90				

Learning Objectives:

- Identify the five key steps in turning an idea into an invention.
- Use context clues to understand vocabulary: complex, impact, step, thought, version.
- Explain why identifying a problem is the first step in innovation.
- Describe the purpose of building a model before creating a final product.
- Express personal opinions about the importance of patience and effort in innovation.
- Connect the innovation process to real-life problem-solving.

Teaching Strategies:

- Guided reading with annotation
- Think-Pair-Share on “What’s a problem you’d like to solve?”
- Vocabulary matching game
- Step-by-step diagramming of the innovation process

Resources and material needed

- Printed text: “Making Your Ideas Happen”
- Flashcards: complex, impact, step, thought, version
- Whiteboard for “Innovation Process Steps” diagram
- Simple materials for modeling (paper, cardboard, tape)

Steps to follow

A) Warm up and revision

- Ask: “Have you ever had a great idea? What happened?”
- Let students share briefly.

B) Presentation

1. **New vocabulary:** Teach: complex, impact, step, thought, version.
2. Read aloud the text together.
3. Highlight the five steps:
 1. Find a problem
 2. Make a plan
 3. Build a model
 4. Test it
 5. Show or sell it
4. Emphasize: “The most important thing is the impact — how it helps people.”

C) Practice

1. **Controlled practice:** Answer Q1–4 (order of steps, purpose of model, etc.).
2. **Controlled practice:** Match words to meanings (Q5).
3. **Free practice:** In pairs, identify a small problem (e.g., messy desk, forgetting homework) and brainstorm how to solve it using the 5 steps.

D) Feedback and Consolidation

- Discuss: “Why do many inventions fail at the testing stage?”
- Emphasize: “Failure is part of learning — change and try again!”
- Teacher summarizes: “Great ideas start small. Patience and effort turn thoughts into impact.”

E) Home Assignment

- Write 5 sentences about a problem you’d like to solve:
 - I think there’s a problem when...
 - My idea is to...
 - First, I would make a plan to...
 - Then I would build a model using...
 - If it works, I will show it to...

Lesson plan

Title:	Inspiring Innovators	Day:		Date:	
Class:		Period:		Period:	
Unit:	Young Innovators				
Lesson:	Lesson 2: Inspiring Innovators				
Page(s):	pp. 91–92				

Learning Objectives:

- Identify the main idea and key details of Dr. Ahmed Zewail's life and achievements.
- Extract specific facts: birthplace, education, discovery, award, and legacy.
- Use context clues to understand vocabulary: scientific, success, inventors, work hard.
- Understand tone and attitude from spoken biography (pride, admiration).
- Use past simple tense correctly to describe historical events.
- Discuss how hard work and belief in education lead to innovation.

Teaching Strategies:

- Predictive listening: "What might a Nobel Prize winner do?"
- Jigsaw listening: assign groups to listen for different details
- Grammar focus: Past Simple for biography
- Values discussion: "Why is hard work important?"

Resources and material needed

- Audio recording: Biography of Dr. Ahmed Zewail
- Worksheet with True/False and multiple-choice tasks (p.91)
- Flashcards: scientific, success, inventors, work hard
- Timeline of Dr. Zewail's life

Steps to follow

A) Warm up and revision

- Ask: "Who is a famous scientist you know? Why are they famous?"
- Introduce: "Today we'll learn about Egypt's first Nobel Prize winner in Chemistry."

B) Presentation

1. **New vocabulary:** Teach: scientific, success, inventors, work hard.
2. Play audio of Dr. Zewail's biography.
3. Highlight key facts: Born in Damietta (1946), studied at Alexandria University, became professor at Caltech, discovered femtosecond chemistry, won Nobel Prize in 1999, inspired youth.

C) Practice

1. **Controlled practice:** Listen and match words to meanings (Q5).
2. **Controlled practice:** True/False (Q4).
3. **Guided correction:** Fix mistakes in Q4 if needed.

D) Feedback and Consolidation

- Discuss: "Why was his discovery of femtoseconds revolutionary?"
- Highlight: "He didn't just discover something — he opened doors for future scientists."
- Quick quiz: "Which sentence uses past simple? 'He works' or 'He worked'?"

E) Home Assignment

- Write 5 sentences about Dr. Zewail using past simple tense:
 - He was born in Damietta in 1946.
 - He studied at Alexandria University.
 - He discovered femtosecond chemistry.
 - He won the Nobel Prize in 1999.
 - He inspired young people to work hard and believe in themselves.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	A Man of Impact	Day:		Date:	
Class:		Period:		Period:	
Unit:	Young Innovators				
Lesson:	Lesson 3: A Man of Impact				
Page(s):	pp. 93–94				

Learning Objectives:

- Identify specific details about Hany Aziz's life, career, and contributions.
- Use context clues to understand vocabulary: chief, biomedical, engineer, sensors, inventors.
- Explain how science and technology can improve lives.
- Define what makes someone a role model.
- Connect engineering to helping others and inspiring youth.
- Use compound nouns (biomedical engineer, sensor system) accurately.

Teaching Strategies:

- Guided reading with annotation
- Vocabulary mapping: word families (engineer → biomedical engineer)
- Real-world connection: "How do sensors help people?"
- Role model discussion: "Why is Hany Aziz admired?"

Resources and material needed

- Printed text: "A Man of Impact"
- Flashcards: chief, biomedical, engineer, sensors, inventors
- Images: Berlin Main Station, biomedical sensors, prosthetic devices
- Whiteboard for "How Technology Helps People" mind map

Steps to follow

A) Warm up and revision

- Ask: "What does an engineer do? Can engineers help sick people?"
- Share ideas.

B) Presentation

1. **New vocabulary:** Teach: chief, biomedical, engineer, sensors, inventors.
2. Read aloud the text together.
3. Highlight key facts: Worked as chief engineer for Berlin Main Station, collaborates with biomedical engineer relative, believes in using science to help people, supports young inventors.

C) Practice

1. **Controlled practice:** Answer Q1–3 (project, beliefs, why role model).
2. **Controlled practice:** Fill in blanks using target words (Q4).
3. **Free practice:** In pairs, discuss: "How could a sensor help someone who is deaf or blind?"

D) Feedback and Consolidation

- Discuss: "Why is working with family important?"
- Emphasize: "True innovation isn't just about machines — it's about humanity."
- Summarize: "Hany Aziz is a role model because he builds bridges — between countries, disciplines, and generations."

E) Home Assignment

- Write 5 sentences about Hany Aziz using target vocabulary:
 - He is a famous Egyptian engineer.
 - He worked as the chief engineer for Berlin Main Station.
 - His relative is a biomedical engineer.
 - Biomedical engineers use sensors to help patients.
 - He inspires young inventors to use science for good.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	Teamwork and Leadership	Day:		Date:	
Class:		Period:		Period:	
Unit:	Young Innovators				
Lesson:	Lesson 4: Story Time – Teamwork				
Page(s):	pp. 94–95				

Learning Objectives:

- Identify characters and events in Chapter Three of “The Adventure of the Hidden Island”.
- Match abstract values: leadership, creativity, appreciation, freedom, respect to their definitions.
- Answer literal and inferential questions about teamwork and leadership.
- Explain the message: “Leadership is about caring for others and helping them shine.”
- Use target vocabulary in speaking and writing.
- Reflect on how collaboration leads to innovation and personal growth.

Teaching Strategies:

- Story mapping: Who? What? Where? Problem? Solution?
- Value sorting: Which value matters most?
- Drama: Act out Hany saying “leadership is about caring...”
- Reflection circle: “When did you feel proud of your team?”

Resources and material needed

- Printed story text
- Value cards: leadership, creativity, appreciation, freedom, respect
- Post-it notes for “I felt this when...”
- Whiteboard for “What Makes a Great Team?” word wall

Steps to follow

A) Warm up and revision

- Ask: “Have you ever worked on a team project? What made it successful?”
- Share experiences.

B) Presentation

1. **New vocabulary:** Teach: leadership, creativity, appreciation, freedom, respect.
2. Read aloud Chapter Three with emotion.
3. Highlight key quotes: “Leadership isn’t about being the loudest, it’s about caring for others and helping them shine.”
4. “Creativity makes every adventure more fun!”

C) Practice

1. **Controlled practice:** Multiple choice (Q3).
2. **Controlled practice:** Answer open-ended questions (Q4).
3. **Free practice:** Answer critical thinking Q1–3 (p.95).

D) Feedback and Consolidation

- Each student shares one time they helped someone else succeed.
- Teacher connects: “Real leaders don’t take credit — they lift others up.”
- Summarize: “Innovation doesn’t happen alone — it happens when teams respect each other’s ideas.”

E) Home Assignment

- Write a paragraph: “I learned that leadership means...”. Use at least 3 target words. Explain why it matters.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	Let's Talk	Day:		Date:	
Class:		Period:		Period:	
Unit:	Young Innovators				
Lesson:	Lesson 5: Let's Talk				
Page(s):	pp. 96–97				

Learning Objectives:

- Identify target vocabulary: innovate, invention, impact, feedback, deadline, solar-powered, water-saving.
- Understand conversational phrases for discussing innovation: "If we...", "It could really help...", "Small ideas can make a big difference."
- Listen for details in a conversation about developing a prototype.
- Use first and second conditionals correctly to express possibilities and imagination.
- Role-play conversations about brainstorming and prototyping.
- Connect innovation to solving real problems.

Teaching Strategies:

- Conversation analysis: Identify conditional structures
- Role-play practice with dialogue prompts
- Conditional sentence sorting game
- Real-life scenario application

Resources and material needed

- Printed dialogue: "Young Innovators"
- Phrase flashcards: "If we...", "It could really help...", "Small ideas can make a big difference."
- Conditional card sets: First vs. Second Conditional
- Whiteboard for "If... then..." examples

Steps to follow

A) Warm up and revision

- Ask: "What's an invention you wish existed? Why?"
- Students shout ideas.

B) Presentation

1. **New vocabulary:** Review all 6 target words from the box.
2. **Grammar focus:** First Conditional (real possibility): "If we build a model, we can test it."
3. **Grammar focus:** Second Conditional (imaginary): "If I had more time, I would design a solar-powered backpack."
4. Read aloud dialogue with expression.

C) Practice

1. **Controlled practice:** Complete gap-fill (Q4).
2. **Guided role-play:** Use sample dialogues (Q3).
3. **Free practice:** In pairs, create your own dialogue: "We want to invent a device to help students remember homework." Use at least 3 conditionals.

D) Feedback and Consolidation

- Volunteers perform role-plays. Class gives feedback on clarity and grammar.
- Teacher highlights: "Imagination + reality = innovation."
- Summarize: "Don't wait for perfection — start with an idea, get feedback, and improve."

E) Home Assignment

- Write a dialogue (80–100 words) between two friends planning an invention. Use at least 3 conditional sentences. Include one first conditional and one second conditional.

Teacher _____ Senior Teacher _____ Principal _____

Lesson plan

Title:	My Role Model: An Innovator	Day:		Date:	
Class:		Period:		Period:	
Unit:	Young Innovators				
Lesson:	Lesson 6: My Role Model: An Innovator				
Page(s):	pp. 98–99				

Learning Objectives:

- Identify target vocabulary: victory, enemy, honored, army, secretly, smart.
- Write a clear, coherent biography (90–100 words) about a young innovator.
- Structure writing with topic sentence, supporting details, and conclusion.
- Apply past simple tense correctly to describe actions and events.
- Use first and second conditionals appropriately within the narrative.
- Connect biography writing to real-world innovation and courage.

Teaching Strategies:

- Model biography analysis: “Ahmed Idris”
- Sentence starter support
- Peer editing checklist
- Biography planning graphic organizer

Resources and material needed

- Sample biography: “Ahmed Idris”
- Word bank flashcards: victory, enemy, honored, army, secretly, smart
- Punctuation rule poster: capital letters, periods
- Writing template handout

Steps to follow

A) Warm up and revision

- Show Ahmed Idris’s photo. Ask: “What do you think he did?”
- Students predict based on title.

B) Presentation

1. **New vocabulary:** Review all 6 target words from the box.
2. **Biography structure:**
 - Topic sentence: “Ahmed Idris was a brave Nubian soldier...”
 - Body: Describe what he did, how he did it, why it mattered
 - Conclusion: “His idea helped win the war and earned him honor.”
3. **Punctuation:** Capital letters for names, places, and pronoun “I”.

C) Practice

1. **Controlled practice:** Complete gap-fill (Q1–6).
2. **Guided writing:** Use sentence starters:
 - “My role model is [name].”
 - “They were brave because...”
 - “If they hadn’t invented..., then...”
 - “I admire them because...”
3. **Peer editing:** Swap biographies. Check:
 - Did they use 6+ target words?
 - Are verbs in past tense?
 - Is there a clear reason why they are admired?

D) Feedback and Consolidation

- Volunteers read aloud. Class gives “one star and one wish.”
- Teacher highlights strong examples: “She used ‘secretly’ and ‘smart’ perfectly!”

E) Home Assignment

- Write your own 90–100 word biography about a young innovator you admire. Use at least 5 words from the word bank. End with a sentence explaining why they inspire you.

Teacher _____ Senior Teacher _____ Principal _____