

# **Grade 1 English Lesson Plans**

## **Unit 1: Welcome to My School**

*Prepared by: Mr Sobhy Borda*

## Table of Contents

1. Lesson 1: Greetings
2. Lesson 2: Phonics - Letters Tt and li
3. Lesson 3: Around My Classroom
4. Lesson 4: More Phonics - Letter li Practice

## English Lesson Plans - Grade 1

### Unit 1: Welcome to My School

Prepared by: Mr Sobhy Borda

#### Lesson 1: Greetings

##### Learning Objectives

- Recognize and respond to greetings in simple conversations
- Follow basic classroom instructions
- Identify the formation, sound, and words that begin with the letters Tt and Ii
- Introduce oneself using complete sentences in structured speaking activities
- Use simple expressions to interact with peers in guided classroom conversations

##### New Vocabulary

- Hello
- Goodbye
- My name is...
- Nice to meet you
- What's your name?
- Shake hands
- Play
- Friends

##### New Structures

- Hello! / Hi!
- What's your name?
- My name is...
- Nice to meet you
- Nice to meet you, too
- Do you want to shake hands?
- Goodbye!

### Warm up and Revision

- Teacher greets students individually: "Hello, how are you?"
- Students respond with "Hello" or wave
- Review previous basic expressions if applicable
- Create a welcoming atmosphere through songs or chants

### Presentation

- Introduce the dialogue between Maya and Hana
- Model the conversation with clear pronunciation
- Show visual aids (pictures from the textbook)
- Demonstrate greeting gestures (waving, shaking hands)
- Practice pronunciation of key vocabulary
- Explain the meaning through actions and pictures

### Practice

- Listen and Repeat Activity
- Vocabulary Practice
- Interactive Practice

### Assessment

- Formative Assessment: Observe students during pair work and role-play activities
- Summative Assessment: Students demonstrate the greeting dialogue with a partner
- Check students' ability to match pictures with vocabulary words
- Evaluate pronunciation and fluency in basic greetings

### Evaluation

- The lesson: The lesson effectively introduces basic greetings and social interactions.
- The student: Students showed enthusiasm for learning greetings.
- The teacher: Clear modeling of the dialogue was effective.

### Lesson 2: Phonics - Letters Tt and li

#### Learning Objectives

- Identify and recognize letters Tt and li in both uppercase and lowercase forms

- Associate letters with their corresponding sounds
- Recognize words that begin with Tt and Ii
- Practice proper letter formation through tracing activities
- Develop phonemic awareness through listening and matching exercises

### **New Vocabulary**

- Words starting with Tt: table, tomato, tiger, teacher, tree
- Words starting with Ii: in, ill, insect, ink
- Letter names and sounds: /t/ and /i/

### **New Structures**

- "This starts with the letter..."
- "I can see a..."
- Letter formation vocabulary: "trace," "write," "circle"

### **Warm up and Revision**

- Review greetings from Lesson 1
- Sing the alphabet song focusing on letters T and I
- Quick vocabulary review using flashcards
- Ask students to identify any words they know that start with T or I

### **Presentation**

- Introduce letter Tt with visual aids
- Show proper letter formation for uppercase T and lowercase t
- Introduce letter Ii with visual aids
- Demonstrate letter formation for uppercase I and lowercase i
- Emphasize the sound each letter makes
- Use the phonics chant or song for reinforcement

### **Practice**

- Letter Recognition Activities
- Phonics Practice
- Interactive Games

### Assessment

- Formative Assessment: Monitor students during tracing activities and letter recognition tasks
- Summative Assessment: Students complete worksheet exercises
- Evaluate students' ability to identify beginning sounds
- Check letter formation accuracy

### Evaluation

- The lesson: The phonics lesson successfully introduced letters T and I.
- The student: Students engaged well with the hands-on tracing activities.
- The teacher: Effective use of multi-sensory approach to phonics instruction.

### Lesson 3: Around My Classroom

#### Learning Objectives

- Identify and name classroom objects and furniture
- Follow classroom instructions
- Use classroom vocabulary in simple sentences
- Develop listening skills through instruction-following activities
- Practice vocabulary through matching and identification exercises

#### New Vocabulary

- Classroom objects: teacher, book, bag, pencil, chair, desk, board
- Actions: sit down, stand up, open your books
- Instructions: listen, point, repeat

#### New Structures

- "This is a..."
- "I can see a..."
- "Open your books"
- "Sit down" / "Stand up"
- Classroom instruction language

#### Warm up and Revision

- Review letters T and I from previous lesson

- Quick phonics review with words starting with these letters
- Greet students and have them practice greeting each other
- Ask students to name any classroom objects they already know

### **Presentation**

- Introduce classroom vocabulary using real objects and pictures
- Point to each item while clearly pronouncing the words
- Demonstrate classroom instructions through actions
- Use the "Listen, point, and repeat" technique
- Show the relationship between classroom objects and their uses

### **Practice**

- Vocabulary Building
- Interactive Activities
- Physical Response Activities

### **Assessment**

- Formative Assessment: Observe students during vocabulary identification and instruction-following activities
- Summative Assessment: Students complete matching exercises and demonstrate understanding of classroom instructions
- Check students' ability to identify classroom objects independently
- Evaluate response to teacher instructions

### **Evaluation**

- The lesson: The lesson effectively combined vocabulary learning with classroom management skills.
- The student: Students showed strong interest in learning about their immediate environment.
- The teacher: Good use of realia and classroom environment as teaching tools.

## **Lesson 4: More Phonics - Letter li Practice**

### **Learning Objectives**

- Reinforce recognition of letter li in various contexts
- Identify words beginning with the /i/ sound

- Practice letter formation and tracing skills
- Develop phonemic awareness through listening discrimination
- Connect letter sounds to meaningful vocabulary

### **New Vocabulary**

- Review: in, ill, insect, ink
- Additional words: ice, igloo, island
- Phonics vocabulary: beginning sound, letter name, letter sound

### **New Structures**

- "This word starts with..."
- "I hear the /i/ sound in..."
- "Circle the picture that starts with..."
- Letter formation instructions

### **Warm up and Revision**

- Review classroom vocabulary from Lesson 3
- Quick letter recognition game with T and I
- Practice writing letters T and I in the air
- Sing phonics songs for reinforcement

### **Presentation**

- Review letter li formation with step-by-step demonstration
- Introduce additional words starting with /i/
- Use picture cards and real objects when possible
- Emphasize the short /i/ sound through repetition
- Show letter formation diagram and practice together

### **Practice**

- Letter Formation Practice
- Sound Recognition Activities
- Applied Practice

### **Assessment**

- Formative Assessment: Monitor letter formation during tracing activities
- Summative Assessment: Students complete identification and matching exercises
- Evaluate phonemic awareness through listening tasks
- Check accuracy of letter formation and sound recognition

### **Evaluation**

- The lesson: The reinforcement lesson successfully consolidated previous learning.
- The student: Students demonstrated improved letter recognition and formation skills.
- The teacher: Effective balance between review and new learning.

# Grade 1 Primary

## Unit 2: The Garden of Colors and Shapes

### English Lesson Plans

Prepared by: Mr Sobhy Borda

## LESSON 1: IN THE GARDEN

---

Day	Date	Class	Period

### Learning Objectives:

- Respond to simple questions using appropriate vocabulary
- Identify and name garden objects (sky, butterfly, bird, tree, grass, flower)
- Use short phrases to describe nearby objects
- Recognize and name colors through familiar objects

### Materials & Resources

Digital tools	Storybooks	Flash cards
Worksheets ✓	Board	Others
Student's book ✓	Songs	

### Strategies

Lecture	Study circles	Co-operative learning
Discussion ✓	Problem solving	Team teaching
Individual	Brainstorming	Role playing
Pair work	Inductive	Peer learning
Work groups	Discovery	

### Content

#### New Vocabulary:

- Sky - the space above us that is blue during the day
- Butterfly - a colorful flying insect with beautiful wings
- Bird - a flying animal that lives in trees
- Tree - a tall plant with branches and leaves
- Grass - small green plants that grow on the ground
- Flower - the colorful part of a plant that smells nice

#### New Structures:

- "I can see a..."
- "The [object] is [color]"
- "Look! The grass is green"
- "What's this? This is a butterfly"

## Procedures

### Warm up and revision (5 minutes)

- Greet students with "Good morning, class!"
- Review previous colors learned
- Quick color pointing game around the classroom

### Presentation (15 minutes)

- Introduce the garden vocabulary using flashcards and real pictures
- Model pronunciation: "sky" /skaɪ/, "butterfly" /'bʌtərflaɪ/, "bird" /bɜ:rd/
- Practice the dialogue from the textbook:
  - Maya: "Look! The grass is green."
  - Hana: "I can see a flower."
  - Maya: "Yes, the flower is red."
- Use TPR (Total Physical Response) for each vocabulary word

### Practice (15 minutes)

- Listen, point, and repeat activity using textbook page 27
- Find and Circle exercise - students identify garden objects from mixed pictures
- Picture-word matching - connect vocabulary words with correct images
- Color identification practice using garden objects

### Assessment (10 minutes)

- Individual assessment: Show flashcards and ask "What's this?"
- Check students' ability to use "I can see a..." structure
- Evaluate pronunciation of new vocabulary
- Quick true/false activity with picture-sentence matching

### Evaluation

- The lesson: Students successfully identified 80% of garden vocabulary and could form basic sentences using "I can see..."
- The students: Most students actively participated, with 85% correctly matching pictures to words
- The teacher: Need to provide more individual practice time for struggling students in future lessons

## LESSON 2: PHONICS - LETTER Ss

---

Day	Date	Class	Period

### Learning Objectives:

- Identify the formation, sound, and words that begin with letters Ss
- Trace letters Ss in their uppercase and lowercase forms
- Recognize words starting with /s/ sound (spider, sun, spoon, snake, star)

### Materials & Resources

Digital tools	Storybooks	Flash cards ✓
Worksheets ✓	Board	Others
Student's book ✓	Songs	

### Content

#### New Vocabulary:

- Spider - a small animal with eight legs that makes webs
- Sun - the bright yellow circle in the sky that gives us light
- Spoon - something we use to eat soup or cereal
- Snake - a long animal with no legs that moves by sliding
- Star - tiny lights we see in the sky at night

#### New Structures:

- "This starts with /s/"
- "I can trace the letter S"
- "/s/ /s/ sun"

### Procedures

#### Warm up and revision (5 minutes)

- Review garden vocabulary from previous lesson
- Sing the alphabet song focusing on letter S

#### Presentation (15 minutes)

- Introduce letter Ss using large flashcard
- Demonstrate the /s/ sound: "Listen: /s/ /s/ /s/"
- Show vocabulary cards: spider, sun, spoon, snake, star
- Model correct letter formation on the board
- Practice air writing the letter S

### Practice (15 minutes)

- Letter tracing activities in student workbooks
- Sound discrimination - clap when you hear /s/ words
- Circle the pictures that start with Ss exercise
- Listen and repeat phonics chant: "/s/ /s/ spider, /s/ /s/ sun"

### Assessment (10 minutes)

- Individual letter formation check
- Sound recognition assessment
- Vocabulary identification using picture cards

## LESSON 3: SHAPES AND COLORS

Day	Date	Class	Period

### Learning Objectives:

- Recognize and name colors (green, blue, yellow, red)
- Identify and name basic 2D shapes (square, circle, triangle, rectangle)
- Use descriptive phrases with colors and shapes

### Materials & Resources

Digital tools	Storybooks	Flash cards ✓
Worksheets ✓	Board	Others
Student's book ✓	Songs	Shape toys

### Content

#### New Vocabulary:

- Square - a shape with 4 equal sides
- Circle - a round shape with no corners
- Triangle - a shape with 3 sides and 3 corners
- Rectangle - a shape with 4 sides (2 long, 2 short)
- Green, Blue, Yellow, Red - basic colors

#### New Structures:

- "What shape is this? This is a..."
- "What color is the [shape]?"
- "The [shape] is [color]"
- "The triangle has 3 sides"

### Procedures

#### Warm up and revision (5 minutes)

- Color review using classroom objects
- Quick shape hunt around the classroom

#### Presentation (15 minutes)

- Introduce shapes using colorful manipulatives
- Teach color-shape combinations: "The grass is green", "The sky is blue"
- Practice shape identification and description
- Demonstrate counting sides: "The triangle has 3 sides"

#### Practice (15 minutes)

- Shape sorting activity by color groups
- Listen, point, and circle exercises from textbook
- Shape matching - connect words to pictures
- Color classification - sort objects by colors

#### Assessment (10 minutes)

- Shape and color identification quiz
- Individual assessment using shape flashcards
- Check students' ability to describe shape properties

---

## LESSON 4: PHONICS - LETTER Aa

---

Day	Date	Class	Period

## Learning Objectives:

- Identify the formation, sound, and words that begin with letters Aa
- Trace letters Aa in their uppercase and lowercase forms
- Recognize and use words starting with /a/ sound (ant, apple, arrow, axe)

## Materials & Resources

Digital tools	Storybooks	Flash cards ✓
Worksheets ✓	Board	Others
Student's book ✓	Songs	

## Content

### New Vocabulary:

- Ant - a tiny black or brown insect that works in groups
- Apple - a red or green fruit that is sweet and crunchy
- Arrow - a pointed stick used with a bow
- Axe - a tool used to cut wood

### New Structures:

- "A is for ant"
- "/a/ /a/ apple"
- "I can write the letter A"

## Procedures

### Warm up and revision (5 minutes)

- Review letter Ss and its sound
- Practice writing Ss in the air

### Presentation (15 minutes)

- Introduce letter Aa with large visual aid
- Demonstrate /a/ sound production
- Present vocabulary with clear pronunciation
- Model letter formation: start at the top, go down, across, down

### Practice (15 minutes)

- Letter tracing practice in workbooks
- Word-picture matching activities
- Beginning sound identification exercises
- Phonics games with /a/ words

### Assessment (10 minutes)

- Letter formation assessment
  - Sound recognition check
  - Vocabulary recall test
- 
- 

## UNIT ASSESSMENT AND REVIEW

---

---

### Cumulative Assessment Objectives:

Students should demonstrate mastery of:

1. Garden vocabulary (6 words minimum)
2. Color recognition and naming (4 colors)
3. Shape identification (4 basic shapes)
4. Letter formation and sounds (Ss, Aa)
5. Basic sentence structures learned

### Assessment Methods:

- Oral Assessment: Individual vocabulary and pronunciation check
- Written Assessment: Shape and color identification worksheets
- Practical Assessment: Letter tracing and formation
- Listening Assessment: Sound discrimination activities

### Differentiation Strategies:

- Advanced learners: Additional vocabulary and complex sentences
- Struggling learners: Extra practice with basic vocabulary and letter formation
- Visual learners: More picture cards and visual aids
- Kinesthetic learners: Movement activities and hands-on shape manipulation

---

# Grade 1 English Lesson Plans

## Unit 3: I Love My Family

Prepared by: Mr. Sobhy Borda

Academic Year: 2025/2026

★ Engaging • Colorful • Ready-to-Teach ★

---

## Table of Contents

## Unit Overview

This unit focuses on introducing family members, basic phonics sounds, and numbers 1-5 through engaging activities and interactive exercises.

## Lesson 1: Who's in My Family?

Pages: 44–46

### Learning Objectives

- Introduce family members using complete sentences
- Identify the formation, sound, and words that begin with the letters Nn, Pp, Hh, and Dd
- Recognize numbers 1 to 5 and match them with their correct values
- Ask and answer number-related questions about people and objects
- Trace letters Nn, Pp, Hh, and Dd in their uppercase and lowercase forms

### New Vocabulary

**Family Members:** father, mother, parents, brother, sister, grandmother, grandfather

**Question Words:** Who, How many

**Sentence Starters:** This is my..., I have..., There are...

### New Structures

- "This is my father/mother."
- "I have 1 brother/2 sisters."
- "Who's this?"
- "How many... are there?"

### Warm Up and Revision

- Greet students and ask about their families
- Show family photos and ask simple questions
- Review previously learned vocabulary through flashcards
- Sing a simple family song or chant

### Presentation

#### Step 1: Family Vocabulary Introduction

- Display images of different family members
- Introduce each family member with clear pronunciation
- Use gestures and expressions to make learning engaging
- Practice pronunciation as a class

### Step 2: Dialogue Practice

- Present the dialogue between Maya and Sara (Page 45)
- Read the dialogue with proper intonation
- Explain new vocabulary in context
- Model the conversation with a student

### Step 3: Family Tree Activity

- Show the family vocabulary chart (Page 44)
- Point to each family member and have students repeat
- Explain relationships between family members
- Create a simple family tree on the board

## Practice

### Activity 1: Listen, Point, and Write (Page 45)

- Students listen to family member names
- Point to the correct pictures
- Match pictures with corresponding words
- Fill in the blanks with checkmarks

### Activity 2: Circle the Correct Word (Page 45)

- Present pictures of family members
- Students choose between two options
- Practice reading and recognition skills
- Check answers as a class

### Activity 3: Matching Exercise (Page 46)

- Match family pictures with correct vocabulary
- Students work in pairs to complete the activity
- Encourage peer support and collaboration

### Activity 4: Multiple Choice Questions (Page 46)

- Look at pictures and choose correct family relationships
- Practice sentence completion
- Reinforce vocabulary through context

## Assessment

### Formative Assessment:

- Observe student participation during vocabulary introduction
- Check pronunciation accuracy during repetition exercises
- Monitor completion of matching activities
- Assess understanding through Q&A sessions

### Summative Assessment:

1. Question 1: Match 6 family member pictures with words (6 points)
2. Question 2: Complete sentences about family relationships (4 points)
3. Question 3: Circle correct family member names (4 points)

**Total: 14 points**

## Evaluation

### a) The Lesson:

- Vocabulary was age-appropriate and clearly presented
- Activities progressed from simple to complex
- Visual aids effectively supported learning
- Time allocation was appropriate for each activity

### b) The Student:

- Students showed enthusiasm for family topics
- Pronunciation improved through repetition
- Some students needed extra support with reading
- Peer interaction enhanced learning experience

### c) The Teacher:

- Clear instructions and demonstrations provided
- Good use of visual aids and gestures
- Effective classroom management during activities
- Need to provide more individual attention to struggling students

## Lesson 2: Phonics (Letters Nn, Pp)

*Pages: 47–51*

### Learning Objectives

- Identify and pronounce the sounds of letters N/n and P/p
- Recognize words beginning with N and P sounds
- Practice proper letter formation for uppercase and lowercase
- Distinguish between objects that start with different letters

### New Vocabulary

#### N Words:

- nurse
- nail
- nose
- neck
- net

## P Words:

- panda
- pencil
- parrot
- pizza
- potato

## New Structures

- "This starts with the letter..."
- "The sound is..."
- "I can see a..."

## Warm Up and Revision

- Review family vocabulary from Lesson 1
- Practice letter sounds learned previously
- Show letter cards and elicit sounds
- Quick pronunciation drill

## Presentation

### Step 1: Letter N Introduction

- Show the letter N in both cases (N/n)
- Demonstrate proper pronunciation /n/
- Present vocabulary words with pictures
- Practice sound recognition

### Step 2: Letter P Introduction

- Introduce letter P in both cases (P/p)
- Demonstrate pronunciation /p/
- Show vocabulary items with clear pictures
- Practice sound discrimination

### Step 3: Letter Formation

- Model proper letter formation on the board
- Show directional arrows for writing
- Practice air writing before paper practice
- Provide individual guidance

## Practice

### Activity 1: Sound Recognition (Pages 47-48)

- Students listen and repeat letter sounds
- Identify pictures that start with N/n
- Circle objects beginning with target letters

- Practice phonemic awareness

### Activity 2: Letter Tracing (Pages 47, 49, 50)

- Trace uppercase and lowercase letters
- Follow proper formation guidelines
- Practice fine motor skills
- Complete tracing worksheets

### Activity 3: Picture Identification (Pages 48, 50)

- Look at pictures and identify beginning sounds
- Circle correct letters for each image
- Match sounds to appropriate letters
- Develop phonics skills

### Activity 4: Object Sorting (Page 51)

- Sort pictures by beginning letter sounds
- Practice categorization skills
- Reinforce sound-letter correspondence
- Work in small groups

## Assessment

### Formative Assessment:

- Monitor letter sound pronunciation
- Check letter formation accuracy
- Observe participation in sorting activities
- Assess understanding through oral responses

### Summative Assessment:

4. Question 1: Circle 5 objects starting with N (5 points)
5. Question 2: Circle 5 objects starting with P (5 points)
6. Question 3: Trace letters correctly (4 points)
7. Question 4: Match sounds to pictures (6 points)

**Total: 20 points**

## Evaluation

### a) The Lesson:

- Phonics instruction was systematic and clear
- Visual supports enhanced sound-letter connection
- Tracing activities developed fine motor skills
- Good balance of listening and writing practice

### b) The Student:

- Most students grasped letter sounds quickly

- Letter formation needs continued practice
- Students enjoyed picture identification activities
- Some confusion between similar sounds occurred

#### c) The Teacher:

- Clear modeling of letter formation provided
- Good use of multisensory teaching approaches
- Need to slow down for letter tracing guidance
- Positive reinforcement encouraged student participation

## Lesson 3: Numbers from 1 to 5

Pages: 52–55

### Learning Objectives

- Recognize and name numbers 1–5
- Count objects accurately up to 5
- Match numerals with corresponding quantities
- Use numbers in simple sentences about people and objects

### New Vocabulary

Numbers: one, two, three, four, five (1, 2, 3, 4, 5)

Counting Objects: books, flowers, apples, birds, butterflies

Question Words: How many

### New Structures

- "How many... are there?"
- "There are... books/flowers"
- "I have... apples"
- "I see... birds"

### Warm Up and Revision

- Count students in the classroom
- Review family member vocabulary
- Practice letter sounds from previous lesson
- Sing a counting song (1–5)

### Presentation

#### Step 1: Number Introduction

- Display number cards 1–5 clearly
- Show corresponding quantities with objects
- Practice number recognition and pronunciation

- Demonstrate one-to-one correspondence

### Step 2: Counting Practice

- Use real objects for counting activities
- Count fingers, pencils, books in classroom
- Practice counting aloud as a group
- Emphasize accuracy over speed

### Step 3: Dialogue Context

- Present the classroom dialogue (Page 52)
- Read with expression and clear pronunciation
- Explain counting in real situations
- Practice asking and answering "How many?" questions

## Practice

### Activity 1: Numbers and Values (Page 53)

- Match numbers with correct quantities
- Identify number values through pictures
- Practice number recognition skills
- Use manipulatives for concrete learning

### Activity 2: Count and Circle (Page 54)

- Count objects in pictures
- Circle the correct number
- Match quantities with numerals
- Develop counting accuracy

### Activity 3: Object Counting (Page 54)

- Count different sets of objects
- Draw lines to match numbers and quantities
- Practice one-to-one correspondence
- Work individually and check with partners

### Activity 4: Number Tracing (Page 55)

- Trace numbers 1–5 correctly
- Follow proper number formation
- Practice fine motor skills
- Complete counting sentences

## Assessment

### Formative Assessment:

- Observe counting accuracy during activities
- Check number recognition through flashcards
- Monitor participation in dialogue practice

- Assess understanding through questioning

#### **Summative Assessment:**

8. Question 1: Count and circle correct numbers (5 points)
9. Question 2: Match objects with numbers (5 points)
10. Question 3: Complete counting sentences (5 points)
11. Question 4: Trace numbers properly (5 points)

**Total: 20 points**

### **Evaluation**

#### **a) The Lesson:**

- Number concepts presented in logical sequence
- Visual aids supported concrete learning
- Real-life context made learning meaningful
- Activities catered to different learning styles

#### **b) The Student:**

- Students grasped number concepts well
- Counting accuracy improved with practice
- Some students needed extra time for tracing
- Enthusiasm was high during counting games

#### **c) The Teacher:**

- Clear explanations and demonstrations given
- Good use of manipulatives and visuals
- Need to provide more individual support
- Pacing was appropriate for most students

## **Lesson 4: Phonics (Letters Hh, Dd)**

*Pages: 56–60*

### **Learning Objectives**

- Identify and produce sounds for letters H/h and D/d
- Recognize words beginning with H and D sounds
- Practice correct letter formation
- Trace and color objects beginning with target letters

### **New Vocabulary**

#### **H Words:**

- hat
- hair

- hands
- horse
- house

#### **D Words:**

- door
- doll
- dog
- duck
- drum

#### **New Structures**

- "This is a..."
- "It starts with..."
- "I can trace the..."

#### **Warm Up and Revision**

- Review numbers 1–5 through counting games
- Practice previous letter sounds (N, P)
- Show pictures and elicit beginning sounds
- Quick phonics warm-up activity

#### **Presentation**

##### **Step 1: Letter H Introduction (Page 56)**

- Display letter H in both cases
- Model correct pronunciation /h/
- Present vocabulary with clear pictures
- Practice sound production

##### **Step 2: Letter D Introduction (Page 58)**

- Show letter D in uppercase and lowercase
- Demonstrate /d/ sound clearly
- Introduce vocabulary words with visuals
- Practice sound discrimination

##### **Step 3: Letter Formation Practice**

- Model proper letter formation
- Show writing direction and sequence
- Practice air writing before paper work
- Provide individual guidance as needed

## Practice

### Activity 1: Sound Recognition (Pages 56, 58)

- Listen to words and identify beginning sounds
- Practice pronunciation of H and D words
- Match sounds to pictures
- Develop phonemic awareness

### Activity 2: Letter Tracing (Pages 56, 58)

- Trace uppercase and lowercase letters
- Follow formation guidelines carefully
- Practice proper pencil grip
- Complete tracing exercises

### Activity 3: Beginning Letter Practice (Page 59)

- Look at pictures and trace beginning letters
- Complete words with missing initial letters
- Practice sound-letter correspondence
- Work on phonics skills

### Activity 4: Trace and Color (Page 60)

- Trace objects that begin with target letters
- Color pictures after tracing
- Practice fine motor coordination
- Reinforce letter-sound connections

## Assessment

### Formative Assessment:

- Check pronunciation during sound practice
- Monitor letter formation accuracy
- Observe participation in tracing activities
- Assess phonics understanding through exercises

### Summative Assessment:

12. Question 1: Circle objects starting with H (5 points)
13. Question 2: Circle objects starting with D (5 points)
14. Question 3: Trace letters correctly (4 points)
15. Question 4: Complete beginning letters (6 points)

**Total: 20 points**

## Evaluation

### a) The Lesson:

- Systematic phonics instruction provided

- Good progression from sound to writing
- Visual supports enhanced learning
- Activities were engaging and purposeful

#### **b) The Student:**

- Students showed good sound recognition
- Letter formation improved with practice
- Creative activities maintained interest
- Some students needed extra phonics support

#### **c) The Teacher:**

- Clear sound modeling and instruction
- Effective use of visual and tactile activities
- Good individual attention during tracing
- Need to vary activities for different learners

## **Review 1**

*Pages: 61–62*

### **Learning Objectives**

- Review and consolidate vocabulary from all lessons
- Practice family members, phonics sounds, and numbers
- Apply learned concepts in mixed exercises
- Demonstrate understanding through varied activities

### **Vocabulary Review**

**Family: father, mother, brother, sister, etc.**

**Phonics: words beginning with N, P, H, D**

**Numbers: 1, 2, 3, 4, 5**

**Actions: play, shake hands, hello**

### **Structure Review**

- Family relationship sentences
- Counting expressions
- Sound-letter identification
- Color and shape recognition

### **Warm Up and Revision**

- Quick review of all learned vocabulary
- Practice letter sounds and family words
- Count objects around the classroom

- Sing songs from previous lessons

### Presentation

- Review key concepts from each lesson
- Show visual aids for all vocabulary areas
- Practice pronunciation and recognition
- Prepare students for review exercises

### Practice

#### Activity 1: Vocabulary Matching (Page 61)

- Match pictures with correct words
- Review classroom vocabulary
- Practice reading and recognition
- Connect words to images

#### Activity 2: True/False Statements (Page 62)

- Evaluate color and fact statements
- Practice critical thinking skills
- Review color vocabulary
- Apply knowledge to new contexts

#### Activity 3: Count and Match (Page 62)

- Count objects and match with numbers
- Review number concepts 1–3
- Practice counting accuracy
- Reinforce number recognition

#### Activity 4: Shape Matching (Page 62)

- Match objects with geometric shapes
- Review shape vocabulary
- Practice visual discrimination
- Apply shape knowledge

### Assessment

#### Comprehensive Review Assessment:

16. Section A: Vocabulary matching (8 points)
17. Section B: True/False statements (4 points)
18. Section C: Counting and matching (3 points)
19. Section D: Shape recognition (4 points)

**Total: 19 points**

## Unit Summary

This unit successfully introduced Grade 1 students to essential family vocabulary, basic phonics sounds (N, P, H, D), and numbers 1–5. Through varied activities including dialogues, tracing exercises, counting games, and creative tasks, students developed foundational English language skills.

### Key Achievements:

- Family vocabulary acquisition
- Letter-sound correspondence
- Basic counting skills
- Fine motor development through tracing
- Listening and speaking confidence

### Areas for Continued Development:

- Letter formation accuracy
- Reading fluency
- Number concepts beyond 5
- Sentence construction
- Independent application of phonics skills

Prepared by: Mr. Sobhy Borda

Date: 2025-09-26

**Grade 1 English Lesson Plans**  
**Unit 4: My Body and My Senses**  
**Teacher: Mr Sobhy Borda**

## LESSON 1: HEAD TO TOE

### Learning Objectives

- Identify basic body parts
- Name and count body parts using complete sentences
- Use singular and plural forms correctly
- Recognize numbers 1 and 2 in relation to body parts

### New Vocabulary

- Body Parts: head, eye, ear, nose, mouth, tongue, arms, hand, legs, foot/feet, toes
- Numbers: one, two, five
- Sentence Starters: "I have..."

### New Structures

- "I have + number + body part(s)"
- "I have 2 eyes"
- "I have 1 mouth"
- "I have 2 hands"

### Warm Up and Revision

- Greet students with "Good morning, class!"
- Review previous vocabulary through TPR (Total Physical Response)
- Sing "Head, Shoulders, Knees and Toes" song
- Quick body parts pointing game

### Presentation

- Vocabulary Introduction (Pages 66-67)
- Structure Practice

### Practice

- Activity 1: Listen, Point, Then Circle (Page 67)
- Activity 2: Listen, Count, and Choose (Page 67)
- Activity 3: Match the Pictures (Page 68)

### Assessment

- Formative Assessment: Observation, pronunciation, completion, participation
- Question 1: Students point to body parts when named
- Question 2: Students complete "I have \_\_\_" sentences
- Question 3: Students identify singular vs. plural body parts

### Evaluation

- The Lesson: Identification, sentence formation, visual aids, time management
- The Student: Participation, support needs, enthusiasm, pronunciation
- The Teacher: Modeling, visual aids, classroom management, individual practice

## LESSON 2: PHONICS - LETTERS Rr, Ee

### Learning Objectives

- Identify the formation, sound, and words that begin with letters Rr and Ee
- Trace and write letters Rr and Ee in uppercase and lowercase forms
- Recognize objects that start with these letters
- Match pictures to beginning sounds

### New Vocabulary

- Letter R words: red, ring, rabbit, robot, rocket
- Letter E words: eggplant, egg, elephant, enter, elbow

### New Structures

- "This starts with R/E"
- "R is for rabbit"
- "E is for elephant"

### Warm Up and Revision

- Review body parts from previous lesson
- Quick alphabet song focusing on R and E
- Show letter cards and practice sounds

### Presentation

- Letter R Introduction (Pages 70-71)
- Letter E Introduction (Pages 72-73)

### Practice

- Tracing Activities (Pages 70, 72)
- Circle Activities (Pages 71, 73-74)
- Beginning Letter Practice (Page 74)

### Assessment

- Formative Assessment: Tracing, sound production, matching, completion
- Question 1: Students write R and E independently
- Question 2: Students identify 3 words starting with each letter
- Question 3: Students match pictures to correct beginning sounds

### Evaluation

- The Lesson: Progression, practice time, activity variety, engagement
- The Student: Mastery, formation challenges, vocabulary retention

- The Teacher: Demonstration, articulation, multi-sensory approach

## LESSON 3: MY 5 SENSES

### Learning Objectives

- Identify the five senses and their related body parts
- Describe each sense and its function
- Use complete sentences to express what we can do with each sense
- Match senses to appropriate activities and objects

### New Vocabulary

- Senses: see, hear, smell, taste, touch
- Body Parts: eyes, ears, nose, tongue, hands
- Action Words: look, listen, feel

### New Structures

- "I can see with my eyes"
- "I can hear with my ears"
- "I can smell with my nose"
- "I can taste with my tongue"
- "I can touch with my hands"

### Warm Up and Revision

- Review body parts vocabulary
- Quick TPR activity touching body parts
- Sing "Five Senses Song"

### Presentation

- Dialog Introduction (Page 75)
- Sense-Body Part Connection

### Practice

- Circle Activities (Page 76)
- Matching Activities (Pages 77-78)
- Sense Identification (Page 78)

### Assessment

- Formative Assessment: Matching, sentence formation, participation, questioning
- Question 1: Students match all 5 senses to body parts
- Question 2: Students complete sense sentences correctly
- Question 3: Students identify senses from picture prompts

### Evaluation

- The Lesson: Vocabulary connection, hands-on exploration, scaffolding
- The Student: Grasping connections, engagement, confusion resolution
- The Teacher: Demonstration, questioning, modeling

## LESSON 4: PHONICS - LETTERS Cc, Kk

### Learning Objectives

- Identify the formation, sound, and words that begin with letters Cc and Kk
- Trace and write letters Cc and Kk in uppercase and lowercase forms
- Distinguish between C and K sounds in different words
- Complete beginning letter activities

### New Vocabulary

- Letter C words: carrot, cake, cup, cat, car
- Letter K words: key, kangaroo, king, kitchen, kite

### New Structures

- "C is for cat"
- "K is for king"
- "This word starts with C/K"

### Warm Up and Revision

- Review letters R and E from previous lessons
- Quick sound recognition game
- Practice writing previously learned letters

### Presentation

- Letter C Introduction (Pages 79-80)
- Letter K Introduction (Pages 81-82)

### Practice

- Writing Practice (Pages 79, 81)
- Object Identification (Pages 80, 82)
- Creative Activity (Page 83)

### Assessment

- Formative Assessment: Letter formation, sound production, discrimination, matching
- Question 1: Students write C and K with proper formation
- Question 2: Students identify 4 words for each letter
- Question 3: Students complete beginning letter traces correctly

### Evaluation

- The Lesson: Sound similarity explanation, progression, understanding
- The Student: Formation, confusion resolution, engagement

- The Teacher: Demonstration, comparative teaching, creative integration

# Grade 1 English Lesson Plans

## Unit 5: On the Farm

**Teacher:** Mr Sobhy Borda

**Class:** Grade 1

**Unit Name:** On the Farm

---

# UNIT 5 OVERVIEW

## Learning Outcomes

- Name farm animals and the food they give using complete sentences
- Answer simple questions related to counting and describing animals
- Identify the formation, sound and words that begin with the letters Mm, Gg, Oo, and Ff
- Describe animal sizes using opposite words
- Recognize the formation of numbers 6 to 10 and match them with their correct values
- Trace and write letters Mm, Gg, Oo, and Ff in their uppercase and lowercase forms

## LESSON 1: Welcome to the Farm (Pages 86–88)

### Learning Objectives

- Identify farm animals (cow, horse, duck, chicken)
- Use descriptive adjectives (big, small)
- Construct simple sentences about farm animals
- Distinguish between farm and non-farm animals

### New Vocabulary

- Farm animals: cow, horse, duck, chicken
- Descriptive words: big, small
- Places: farm

### New Structures

- “The [animal] is [adjective].”
- “Look at the [animal]!”
- “I love farm animals!”

### Warm Up and Revision

- Greet students and review previously learned animals
- Show pictures of different animals and ask students to name them
- Sing an animal song to energize the class

### Presentation

1. Dialog Introduction (Page 86): Present the dialog between Noor and Ziad; read aloud with expression and gestures; explain new vocabulary using visual aids; point out the farm setting and animals.

2. Vocabulary Teaching: Show flashcards of farm animals; practice pronunciation of each animal name; teach size adjectives (big/small) using comparative visuals.

### Practice

3. Listen and Repeat (Page 87): Students repeat sentences about each animal; practice with picture cards showing animals and size descriptions; pair work to describe animals.
4. Identification (Page 87): Circle farm animals from mixed animal pictures; complete matching between sentences and pictures.
5. Validation (Page 88): Mark correct (✓) or incorrect (X) word–picture matches; circle pictures showing “big” things; listen, point, and circle with audio support.

### Assessment

- Formative: Observe student participation during dialog practice
- Summative: Complete workbook exercises correctly (80% accuracy target)
- Oral: Students describe one farm animal using complete sentences

### Evaluation

- Lesson: Successfully introduced farm vocabulary and basic sentence structures; visual aids were effective.
- Student: Good comprehension of animal names and adjectives; some difficulty with sentence formation.
- Teacher: Clear presentation of vocabulary; add more movement activities for kinesthetic learners.

## LESSON 2: Phonics – Letter Mm (Pages 89–90)

### Learning Objectives

- Recognize the sound /m/
- Identify words beginning with Mm
- Trace and write uppercase M and lowercase m
- Discriminate between Mm and other letters

### New Vocabulary

- moon, monkey, milk, mango, mouse

### New Structures

- “[Word] starts with M/m.”
- “M says /m/.”

### Warm Up and Revision

- Review farm animals from the previous lesson
- Practice animal sounds and movements
- Alphabet song focusing on letter M

### Presentation

6. Sound Introduction: Present letter Mm with clear pronunciation /m/ and picture cards (moon, monkey, milk, mango, mouse); emphasize the /m/ sound at the beginning of each word.
7. Letter Formation: Demonstrate proper letter formation and stroke sequence; practice air writing with finger tracing.

### Practice

8. Tracing (Pages 89–90): Trace dotted M and m; independent writing; check formation and provide support.
9. Sound Recognition: Circle objects that start with Mm; clap on hearing /m/ words; match pictures to Mm.

### Assessment

- Letter Formation: Correct pencil grip and formation
- Sound Recognition: 90% accuracy in identifying Mm words
- Writing: Write Mm independently with minimal support

### Evaluation

- Lesson: Systematic and clear phonics introduction; strong multisensory engagement.
- Student: Most grasped formation quickly; some need more practice with sound discrimination.
- Teacher: Effective visual and auditory cues; add more tactile activities.

## LESSON 3: Phonics – Letter Gg (Pages 91–92)

### Learning Objectives

- Recognize the sound /g/
- Identify words beginning with Gg
- Trace and write uppercase G and lowercase g
- Match pictures to corresponding letters

### New Vocabulary

- grapes, guitar, goat, girl, gloves

### New Structures

- “[Word] begins with G/g.”
- “G makes the /g/ sound.”

### Warm Up and Revision

- Review letter Mm and its sound
- Quick review of Mm words with picture flashcards
- Practice writing Mm in the air

### Presentation

10. Sound Introduction: Introduce Gg with /g/ and model vocabulary (grapes, guitar, goat, girl, gloves); students repeat emphasizing initial /g/.
11. Letter Formation Demonstration: Show correct formation and direction; students finger-trace on desks.

### Practice

12. Writing Practice (Pages 91–92): Trace uppercase G and lowercase g; independent writing; circle pictures that start with Gg.
13. Sound Activities: Listen and identify /g/ words; match pictures to Gg; sort pictures: Gg vs. other letters.

### Assessment

- Phonemic Awareness: Identify /g/ sound in initial position (85% accuracy)
- Letter Recognition: Match letter forms to sounds correctly
- Writing Skills: Form letters with proper directionality

### Evaluation

- Lesson: Well-structured progression from sound to symbol.
- Student: Improved letter–sound correspondence; steady writing development.
- Teacher: Effective modeling and guided practice; add more sound games.

## LESSON 4: Numbers from 6 to 10 (Pages 94–97)

### Learning Objectives

- Recognize and name numbers 6–10
- Count objects accurately from 6–10
- Match numerals to corresponding quantities
- Trace number formation

### New Vocabulary

- Numbers: six, seven, eight, nine, ten

- Counting words: count, number, match

### New Structures

- “I can see [number] [objects].”
- “There are [number] [objects].”
- “How many [objects] can you see?”

### Warm Up and Revision

- Count from 1–5 with actions
- Review numbers 1–5 using finger counting
- Sing a counting song

### Presentation

14. Dialog Practice (Page 94): Present Sara and Tamer’s conversation about counting; practice Q&A; emphasize counting sequence 1–10.
15. Number Recognition (Page 95): Display large number cards 6–10 with dot patterns/objects; practice number names and counting.

### Practice

16. Counting (Page 95): Color the correct number of objects; trace number formation; count and match exercises.
17. Application (Pages 96–97): Count objects and check correct pictures; match quantities to numerals; count fruits and write numbers in boxes.

### Assessment

- Number Recognition: Identify numbers 6–10 with 90% accuracy
- Counting Skills: Count objects correctly without skipping
- Number Writing: Form numbers with proper stroke sequence

### Evaluation

- Lesson: Clear concrete-to-abstract progression; engaging activities.
- Student: Most could count accurately; some confusion with number formation for 6 and 9.
- Teacher: Good use of manipulatives and visuals; provide more individual writing practice.

## LESSON 5: Phonics – Letter Oo (Pages 98–99)

### Learning Objectives

- Recognize the short /o/ sound
- Identify words beginning with Oo
- Trace and write uppercase O and lowercase o

- Categorize words by initial sounds

### New Vocabulary

- octopus, on, ostrich, olive

### New Structures

- “O says /o/.”
- “[Word] starts with the letter O.”

### Warm Up and Revision

- Review previously learned letters M and G
- Quick sound identification game
- Practice writing letters in a sand tray

### Presentation

18. Sound Introduction: Present letter Oo with short /o/ and picture cards (octopus, on, ostrich, olive); students repeat with exaggerated /o/.
19. Letter Formation: Demonstrate circular motion; air writing; trace large letters on the board.

### Practice

20. Writing (Pages 98–99): Trace O and o; independent line writing; circle objects beginning with Oo.
21. Sound Recognition: Listen for /o/ in word lists; match pictures to Oo; sort mixed picture cards by initial sounds.

### Assessment

- Sound Recognition: 85% accuracy in identifying /o/ words
- Letter Formation: Correct circular motion and starting point
- Phonemic Awareness: Discriminate /o/ from other vowel sounds

### Evaluation

- Lesson: Clear letter O introduction; circular formation was easier for most.
- Student: Good progress in vowel sound recognition; writing skills improving.
- Teacher: Effective formation demonstration; include more oral blending.

## LESSON 6: Phonics – Letter Ff (Pages 100–101)

### Learning Objectives

- Recognize the /f/ sound
- Identify words beginning with Ff

- Trace and write uppercase F and lowercase f
- Match pictures to letters accurately

### New Vocabulary

- fan, fox, fish, fork, frog

### New Structures

- “F makes the /f/ sound.”
- “I can see a [Ff word].”

### Warm Up and Revision

- Review letters: M, G, O
- Sound identification quick game
- Write letters from memory

### Presentation

22. Sound Teaching: Introduce /f/ with proper mouth position; present vocabulary with clear picture prompts; students practice /f/ in isolation and in words.
23. Letter Formation: Step-by-step strokes; emphasize vertical and horizontal lines; practice in sand, air, and on paper.

### Practice

24. Writing (Pages 100–101): Trace F and f; independent practice; match pictures starting with Ff.
25. Sound Practice: Circle Ff pictures from mixed arrays; listen and identify /f/ words; connect pictures to letter symbols.

### Assessment

- Letter–Sound Correspondence: Match sounds to symbols correctly
- Writing Proficiency: Form letters with appropriate size and spacing
- Phonemic Awareness: Identify /f/ in initial position consistently

### Evaluation

- Lesson: Final phonics lesson completed the letter sequence; students showed confidence.
- Student: Strong progress across phonics skills; ready for letter combinations.
- Teacher: Comprehensive coverage of fundamentals; good preparation for reading readiness.

## UNIT ASSESSMENT SUMMARY

### Overall Learning Outcomes Achievement

- ✓ Farm animal identification and description
- ✓ Letter recognition and formation (M, G, O, F)
- ✓ Number recognition and counting 6–10
- ✓ Basic sentence construction
- ✓ Phonemic awareness development

### Areas for Continued Practice

- Sentence writing and construction
- Number formation consistency
- Phonics blending activities
- Vocabulary expansion

### Next Unit Preparation

- Students are ready to advance to more complex phonics patterns and extended vocabulary related to community helpers and places.

# Grade 1 English Lesson Plans

---

## Unit 6: Animals Around Me

Prepared by: Mr. Sobhy Borda

### Unit Overview

#### Unit 6: Animals Around Me

##### Learning Outcomes:

- Identify animal names and habitats of pets and jungle animals
- Describe jungle animals using counting-related sentences
- Identify the formation, sound, and words that begin with letters Bb, Ll, Uu, and Jj
- Follow simple instructions using prepositions
- Understand simple positional sentences
- Trace and write letters Bb, Ll, Uu, and Jj in uppercase and lowercase forms

### Lesson 1: Welcome to the Jungle

Page: 105-107

#### Learning Objectives

- Identify jungle animals: lion, tiger, monkey, elephant, giraffe, snake
- Count animals from 1-4
- Use simple sentences to describe animals
- Recognize animals that have 4 legs
- Distinguish between jungle and non-jungle animals

#### New Vocabulary

- Animals: lion, tiger, monkey, elephant, giraffe, snake
- Numbers: one, two, three, four
- Habitats: jungle, tree
- Body parts: legs

#### New Structures

"Look! What's this?" - "It's a lion!"  
"How many lions can you see?" - "I can see 2 lions!"

"How many legs does a tiger have?" - "A tiger has 4 legs."  
"Where is the monkey?" - "The monkey is in the tree!"  
"We love the jungle!"

### **Warm Up and Revision**

- Show pictures of familiar animals (cat, dog) to activate prior knowledge
- Count from 1-10 together
- Review question words: What, Where, How many

### **Presentation**

1. Vocabulary Introduction: Present jungle animals using visual cards
2. Dialogue Modeling: Act out the conversation between Omar and Leila
3. Counting Practice: Count animals in the jungle scene
4. Habitat Discussion: Explain where jungle animals live

### **Practice**

1. Circle animals with 4 legs (cow, lion, tiger, elephant, horse, monkey)
2. Match animal pictures with names (lion-tiger-elephant-monkey-giraffe)
3. Circle jungle animals from mixed animal pictures
4. Listen, point, and circle correct animals
5. Write ✓ or X for picture-word matching

### **Assessment**

- Formative: Observe student participation during vocabulary practice
- Summative: Check completion of matching and circling activities
- Oral Assessment: Ask students to name 3 jungle animals

### **Evaluation**

- a- The lesson: Successful introduction to jungle animals with clear visual support and interactive dialogue
- b- The student: Students can identify basic jungle animals and count up to 4
- c- The teacher: Effective use of visual aids and repetitive practice for vocabulary retention

## **Lesson 2: Phonics - Letter Bb**

**Page: 109-112**

### **Learning Objectives**

- Recognize the letter Bb in uppercase and lowercase
- Write letter Bb correctly following directional arrows
- Identify words beginning with Bb: banana, ball, boy, bike, bird

- Distinguish Bb words from other letters
- Complete missing letter exercises

### **New Vocabulary**

- Bb Words: banana, ball, boy, bike, bird
- Review: lion, lemon, leaf, lunch, lamp

### **New Structures**

- "This letter is Bb"
- "Banana starts with Bb"
- "Look, say, and circle the pictures that start with letter Bb"
- "Write the missing letter"

### **Warm Up and Revision**

- Review jungle animals from previous lesson
- Practice counting 1-4
- Show alphabet cards A-Z

### **Presentation**

1. Letter Formation: Demonstrate Bb writing with numbered strokes
2. Sound Practice: Repeat /b/ sound with mouth movements
3. Word Association: Connect Bb with banana image
4. Letter Recognition: Find Bb in different fonts and sizes

### **Practice**

1. Trace and write Bb in practice lines
2. Circle objects starting with Bb (banana, boy, ball, bike, bird)
3. Complete words: \_anana, \_oy, \_all, \_ike
4. Fill in missing letters: \_ion, l\_af, l\_mp, l\_mon, br\_nch

### **Assessment**

- Check proper Bb formation and stroke direction
- Verify correct identification of Bb words
- Review missing letter completion accuracy

### **Evaluation**

- a- The lesson: Clear phonics instruction with systematic letter formation practice
- b- The student: Can form Bb correctly and identify initial Bb sounds
- c- The teacher: Good scaffolding from letter recognition to word completion

## Lesson 3: My Pets

Page: 113-116

### Learning Objectives

- Name pet animals: cat, dog, turtle, bird
- Use prepositions: in, on, under
- Describe pet locations using positional sentences
- Distinguish between pets and wild animals
- Match pictures with correct words

### New Vocabulary

- Pets: cat, dog, turtle, bird
- Prepositions: in, on, under
- Furniture: couch, table, chair, cage

### New Structures

- "Where is the dog?" - "The dog is on the couch."  
"Where is the cat?" - "The cat is under the chair."  
"Where is the bird?" - "The bird is in the cage."  
"I love pets!" - "Me too!"

### Warm Up and Revision

- Review jungle animals and Bb words
- Practice counting and basic greetings
- Ask students about their pets

### Presentation

1. Pet Vocabulary: Introduce pets with real photos
2. Preposition Teaching: Use classroom objects to demonstrate in/on/under
3. Dialogue Practice: Act out Ali and Hana's conversation
4. Position Practice: Move toy animals to different locations

### Practice

1. Match pets with words (cat, dog, bird, turtle)
2. Circle pet animals from mixed pictures
3. Listen, point, and check correct pictures
4. Write ✓ or ✗ for sentence-picture matching
  - "The cat is under the chair" ✓
  - "The dog is on the couch" ✓
  - "The bird is in the cage" ✓

## Assessment

- Check pet animal recognition accuracy
- Verify correct preposition usage
- Evaluate sentence comprehension skills

## Evaluation

- a- The lesson: Successful integration of vocabulary and grammar through real contexts
- b- The student: Can identify pets and use basic prepositions correctly
- c- The teacher: Good use of visual and kinesthetic activities for preposition teaching

## Lesson 4: Phonics - Letters Ll, Uu, Jj

Page: 110-120

### Learning Objectives

- Write letters Ll, Uu, Jj in uppercase and lowercase
- Identify words beginning with each letter
- Match objects to their initial letters
- Practice proper letter formation with directional guidance

### New Vocabulary

- Ll Words: lion, lamp, lemon, leaf, lunch
- Uu Words: umbrella, up, unlock, under
- Jj Words: jam, jar, jacket, jeans, jellyfish

### New Structures

- "Trace and write the letter..."
- "Circle the objects that start with..."
- "Match the objects that start with..."
- "Listen to your teacher and repeat"

### Warm Up and Revision

- Review Bb words and letter formation
- Practice pet names and prepositions
- Sing alphabet song

### Presentation

1. Letter Ll: Show formation chart with numbered strokes
2. Letter Uu: Demonstrate curved letter writing
3. Letter Jj: Practice descender letter with tail
4. Sound Practice: Repeat sounds /l/, /u/, /j/

## Practice

### Ll Activities:

- Trace and write Ll in practice lines
- Circle: leaf, light, lemon (from mixed pictures)
- Listen and repeat: lamp, lemon, lion, leaf, lunch

### Uu Activities:

- Trace and write Uu in practice lines
- Match objects: umbrella, up arrow, unlock, under
- Practice Uu words with pictures

### Jj Activities:

- Trace and write Jj in practice lines
- Circle: jam, jacket, jeans, jellyfish
- Listen and repeat: jam, jar, jacket, jeans, jellyfish

## Assessment

- Check letter formation accuracy for all three letters
- Verify correct initial sound identification
- Review tracing and independent writing progress

## Evaluation

- a- The lesson: Comprehensive phonics instruction covering three letters systematically
- b- The student: Can form letters Ll, Uu, Jj and identify their initial sounds
- c- The teacher: Effective multi-sensory approach with visual, auditory, and kinesthetic elements

## Review 2

Page: 125-126

## Learning Objectives

- Review all letters and sounds from Unit 6
- Count objects and match to numbers
- Demonstrate mastery of animal vocabulary
- Complete assessment activities independently

## New Vocabulary

- Review: All previous vocabulary from Lessons 1-4
- Numbers: 6, 8, 10 (for counting exercises)

## New Structures

"Match the picture to its beginning letter"

"Write the beginning letter"

"Count the fruits and match to the correct number"

### **Warm Up and Revision**

- Quick review of all animal names
- Practice all letters Bb, Ll, Uu, Jj
- Count objects around the classroom

### **Presentation**

1. Letter Review: Show all four letters with example words
2. Vocabulary Review: Flash cards of all unit vocabulary
3. Counting Review: Practice numbers 1-10

### **Practice**

Activity 1: Match pictures to beginning letters

- Ant → Aa, Robot → Rr, Lemon → Ll
- Carrot → Cc, Gloves → Gg, Kangaroo → Kk

Activity 2: Write beginning letters

- \_oat, \_oon, \_ake (G, M, C)
- \_ing, \_gg, \_ocket (K, E, R)

Activity 3: Count and match numbers

- Apples: 6, Bananas: 8, Oranges: 10
- Various objects with numbers 1-9

### **Assessment**

- Comprehensive Review: Check all unit objectives
- Letter Recognition: 90% accuracy expected
- Vocabulary Recall: Students should remember 8/10 key words
- Number Skills: Accurate counting to 10

### **Evaluation**

- a- The lesson: Effective review consolidating all unit learning objectives
- b- The student: Demonstrates satisfactory progress in phonics and vocabulary
- c- The teacher: Successfully integrated all unit components for comprehensive review

## **Unit Assessment Checklist**

### **Student Performance Indicators:**

- ✓ Can identify 6 jungle animals
- ✓ Can count objects 1-10
- ✓ Can write letters Bb, Ll, Uu, Jj
- ✓ Can use prepositions in, on, under
- ✓ Can name 4 common pets
- ✓ Can match pictures to initial sounds

**Teaching Effectiveness Indicators:**

- ✓ Clear learning objectives achieved
- ✓ Appropriate scaffolding provided
- ✓ Multi-sensory teaching methods used
- ✓ Regular formative assessment conducted
- ✓ Student engagement maintained throughout

**Total Pages Covered: 105-126**

**Teacher: Mr. Sobhy Borda**