تم تحميل وعرض المادة من



موقع منهجي منصة تعليمية توفر كل ما يحتاجه المعلم والطالب من حلول الكتب الدراسية وشرح للدروس بأسلوب مبسط لكافة المراحل التعليمية وتوازيع المناهج وتحاضير وملخصات ونماذج اختبارات وأوراق عمل جاهزة للطباعة والتحميل بشكل مجاني

RODUCTION	LISTEN AND POIN	
y class period	Learning Objectives	
	The student will be able to:	
	1. To identify [Welcome].	
	2. To give commands.	
	3. To respond to commands.	
aching Strategies	Steps to follow	
Pair work	A-Warming up and revision	
Work group	Warm up:	
Problem solving	Play a game with the student.	
Brain storming	Check the homework and answer the questions.	
Role play	Do physical exercise.	
Discussion		
Inductive		
Co-operative learning		
Discovery	B- Presentation	
courses needed		
Student book		
Work book		
Teacher's guide		
iching aids	C- Practice	
Board	I greet the students and say "welcome".	
Drawing	I write the date and the title on the board.	
Cards	I introduce myself to the class and encourage them to do the same.	
Real objects	Page 2 and 3:	
Data show	1 listen and point.	
Interactive CD	 I ask them to greet each other and say "welcome". I ask the students to listen and then play the CD twice. 	
aluation Tools	 I read the sentences twice. I ask the students to look at the activity1 in the book. 	
Oral Tests	I practice the commands with each other.	
Written Tests	I give commands to the students and they do it.	
Observation	 I ask the students to give each other commands and respond with action. 	
ODJET GIIOTI	I ask the students to do the tasks.	
Discussion	I check their answer and correct their mistakes.	
Exercise		
Activities	D- Feedback	
	1. Greet each other.	
	2. Command your friend to open the door.	
	3. Your friend opened the door as you said. What would you say to him	
me assignment	workbook page () exercise ()	

Teacher

/ MY FRIENDS	TALK TIM
y class period	Learning Objectives
	The student will be able to:
	 To ask about one's name. To respond to the question [what's your name?].
	 To respond to the question [what's your name?]. To greet someone using [Hello].
aching Strategies	Steps to follow
Pair work	A-Warming up and revision
Work group	Warm up:
Problem solving	Play a game with the student.
Brain storming	Check the homework and answer the questions Do physical exercise.
Role play	Do physical exercise.
Discussion	
Inductive	
Co-operative learning	
Discovery	B- Presentation
	The students are going to learn
courses needed	New vocabulary
Student book	Name, what's your name?, car, boy, girl, yellow, red, blue, green, purple, p
Work book	
Teacher's guide	
aching aids	C- Practice
Board	I greet the students and say "hello". I savies the previous lessen and shoots the home work.
Drawing	 I revise the previous lesson and check the homework. I write the date and the title on the board.
Cards	1 listen and do.
Real objects	I play the CD twice and ask them to listen.
Data show	I ask them to read the dialogue.
Interactive CD	2 practice the talks in pairs.
	I ask the students: "what's your name?"
aluation Tools	I get the students to respond.
Oral Tests	 I ask them to make dialogues and ask each other about the nar
Written Tests	3 practice with actions.
Observation	I ask the students to make the dialogue with actions.
Discussion	4 greeting game.
Exercise	 I ask the students to practice [hello]. I ask the students to greet five students quickly.
-ACICI3G	I ask the students to greet five students quickly. I go round the class to I check that they can greet each other correctly.
Activities	D- Feedback
	Ask about one's name. What's your name?
	Greet someone using Hello.
ome assignment	workbook page () exercise ()

/ IVI	Y FRIENDS	RHYTHMS AND SOUN
У	class period	Learning Objectives
		The student will be able to:
		1. To ask "How are you?" and answer.
		2. To practice saying [Goodbye].
		3. To ask [How are you?] and respond.
ıchir	ng Strategies	Steps to follow
<u> thinks</u>	work	A-Warming up and revision
Work	k group	Warm up:
	lem solving	Play a game with the student.
	n storming	Check the homework and answer the questions.
La company	2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	Do physical exercise.
	play	
70	ussion	
, , , , , , , , , , , , , , , , , , , ,	ctive	
	operative learning	
Disc	overy	B- Presentation
	ses needed	
Stud	ent book	
Work	k book	
Teac	cher's guide	
ıchir	ng aids	C- Practice
Boar	rd	1 listen and chant.
Draw	ving	I ask the students to listen to the CD twice.
Card	ds	I ask the students to read. I ask them to sing the song. 2 lister and managements.
Real	objects	2 listen and pronounce.
Date	a show	 I explain the task and I play the CD twice. I read the words.
Inter	active CD	I explain [I'm, fine, thank you].
		I ask them to repeat. I go round the class to I check that they say the
aluat	ion Tools	words correctly.
	Tests	3 listen and chant. I explain the task.
	en Tests	I play the CD twice.
	ervation	I read the song. I ask them to repeat. I go round the class to check the
		they say the song correctly.
Disc	ussion	4 greeting relay. I define the greeting [how are you?] And it's answer.
Exer	cise	I ask the students to pass the greeting down the line.
		I walk around the class to make sure that the students are playing the gan
		correctly.
Activ	vities	D- Feedback
		Ask "How are you?" and answer Greet your friend while he is going home.
		[How are you?] and respond

Teacher

/ MY FRIENDS	WORDS
y class period	Learning Objectives
	The student will be able to:
	 To ask "What's this color?". To respond to the question "What's this color?"
	3. To recognise the colors.
	o. To recognise the colors.
aching Strategies	Steps to follow
Pair work	A-Warming up and revision
Work group	Warm up:
Problem solving	Play a game with the student.
Brain storming	Check the homework and answer the questions.
Role play	Do physical exercise.
Discussion	
Inductive	
Co-operative learning	
Discovery	B- Presentation
	The students are going to learn
courses needed	New vocabulary
Student book	"What's this color?", rainbow, red, yellow, pink, blue, purple, orange, green,
Work book	touch, race, fast
Teacher's guide	
aching aids	C- Practice
Board	1 Chant and point.
Drawing	I play the CD twice and ask the students to repeat. I use the flasheards to present the colors
Cards	I use the flashcards to present the colors.
Real objects	I point to a flashcard of [Red] and say [Red].
Data show	I ask the students to repeat.
Interactive CD	 I do the same with the other flashcards of colors. I define the question [What's this color?].
aluction Tools	I ask and encourage them to respond.
Over Tools	2 <u>Listen and chant.</u>
Oral Tests	 I explain the task and then, I play the CD twice and I give them time repeat. I read the rainbow chant and ask them to chant.
Written Tests	1 Color race.
Observation	Listen and touch as fast as you can!
Discussion	I revise the colors. I revise the question [What's this color?] I ask the students
Service Total	listen to the CD twice.
Exercise	I ask them to touch the color as fast as possible.
Activities	D- Feedback
	 Ask about the color of your friend's pencil. I hold a flashcard of [Red] and I ask "What's this color?".
	Mention three colors
	workbook page () exercise ()
ome assignment	Workbook page () exercise ()
me assignment	Workbook page () exercise ()

У	class	period	Learning Objectives
7	Cluss	penou	The student will be able to:
			To recognize the letters of the alphabet.
			2. To recognize colors.
			3. To write their names.
achi	ng Strate	egies	Steps to follow
Pair	work		A-Warming up and revision
Wor	k group		Warm up:
Prob	olem solv	ing	Play a game with the student.
Brai	n stormin	g	Check the homework and answer the questions.
Role	play	122	Do physical exercise.
	ussion		
	ctive		
in the second		e learning	
	overy		B- Presentation
	,-2,0		The students are going to learn
COUI	rses nee	ded	
Stud	lent bool	<	New vocabulary Alphabet, color, letters, name, draw, picture
Wor	k book		Alphabel, color, letters, traffie, araw, pictore
Tead	cher's g	vide	
	ng aids		C- Practice
Boa			1 Chant and point.
Drav	wing		I revise the alphabet.
Car	ds		I revise the colors.
Rea	lobjects		I play the CD twice.
1 100000	a show		I ask them to repeat the chant.
I RESERVED	ractive C	D	I walk around the class to make sure that the students are saying the
			chant correctly.
alua	tion Too	ls	Color and letters. I revise the colors. I ask the students to color the letters in activity 1.
	Tests		Page 11:
	en Tests	-	3 Make a name card.
	ervation		Write your name, draw some pictures, and show your card.
203			I revise the question [What's your name?].
Disc	ussion		I ask the students to write their names in a card.
Exer	rcise		I ask them to draw some pictures beside the name. I walk around the class to make sure that the students are making the card
			correctly.
Acti	vities		D- Feedback
			Sing the song of the alphabet.
			Read and color the letters.
0 00 0	oraci error	aont	Write your name.
ome	assignn	ieni	workbook page () exercise ()

	AY BODY	poriod	Logrning Objectives
У	class	period	Learning Objectives The student will be able to:
			 To command someone. To respond to commands. To listen to command and respond with action.
achi	ng Strate	gies	Steps to follow
Pair	work		A-Warming up and revision
Wor	k group		Warm up:
Prob	olem solvir	ng	Play a game with the student.
Brai	n storming		Check the homework and answer the questions.
Role	play		Do physical exercise.
Disc	ussion		
Indu	ctive		
Co-	operative	learning	
Disc	overy		B- Presentation
coui	rses need	ed	
Stud	lent book		
Wor	k book		
Tea	cher's gui	de	
achi	ng aids		C- Practice
Boa	rd		I greet the students.
Drav	wing		 I revise the previous lesson and check the homework. I write the date and the title on the board.
Car	ds		Page 12:
Rea	l objects		1 Listen, shout and do.
Dat	a show		I play the CD with a pause after each order.
Inte	ractive CD)	I ask the students to repeat.
alua	tion Tools		I ask the students to do the order. I go around the class to make sure
7	l Tests		the students can do the order.
	ten Tests		2 Practice and do in pairs.
Paranananan Paranananan	ervation	<u></u>	 I ask the students to make dialogues. I encourage them to order and the order.
			Page 13:
Discussion			3 Do it quickly!
Exe	rcise		 Listen and try to keep up. I explain the task and play the CD twice. I ask the students to listen and repeat. I ask the students to try to keep
Acti	vities		D- Feedback
	· 是一次		 Order your friend to close his eyes Open the door. / Clap your hands.
ome	assignme	ent	workbook page () exercise ()

у	IY BODY class	period	Learning Objectives
у	Cluss	penou	The student will be able to:
			To identify the body parts.
			To recognize the plural body parts.
			To recognize the body parts and respond with action
			To recognize me body pans and respond will action
achii	ng Strate	egies	Steps to follow
Pair	work		A-Warming up and revision
Worl	k group		Warm up:
Prob	lem solv	ing	Play a game with the student.
Brain	n stormin	g	Check the homework and answer the questions.
Role	play		Do physical exercise.
Disc	ussion		
Indu	ctive		
Co-	operative	e learning	
Tara-ma	overy		B- Presentation
			The students are going to learn
cour	ses nee	ded	New vocabulary
Stud	ent bool	(Head, shoulder, knees, toes, eyes, ears, mouth, nose
Worl	k book		nedd, silodider, Kriees, roes, eyes, edrs, mount, mose
Tead	cher's gu	vide	
achii	ng aids		C- Practice
Boai	rd		1 Chant and point.
Drav	ving		 I use the flashcards to identify the body parts.
Card	ds		I hold up the [Head] flashcard and ask, "What's this?"
Real	objects		I ask the students to try to give the answer "Head". I repeat the previous steps with the other flashcards.
Dat	a show		I explain the plural.
Inter	active C	:D	 I explain the task. I Play the CD twice and ask them to listen. I go round the class to check that they say the correct body part. 2 Listen, point and pronounce.
aluai	ion Too	s	I play the CD twice.
	Tests		
	en Tests		 I ask them to say the body part and I point to it's picture. I go round the class to check that they find the correct pictures.
	ervation		3 The teacher says. Touch what your
Discussion			I revise the body parts. I revise the plural body parts.
Exercise			 I ask the students to touch their nose. I make the same with [head, mou shoulders, eyes and ears].
Acti	vities		D- Feedback
2			1. Mention three body parts.
			2. Mention the plural parts in the body.
			3. Touch your nose
me	assignn	nent	workbook page () exercise ()
JIIIE	THE RESERVE OF THE PARTY OF THE		
Jille		NSX-35-4	

у	class	period	Learning Objectives
			The student will be able to:
			To practice polite command.
			To do classroom actions.
		-	To give classroom instructions.
achi	ng Strateg	jies	Steps to follow
Pair	work		A-Warming up and revision
Worl	k group		Warm up:
Prob	olem solvin	g	Play a game with the student.
Brain	n storming		Check the homework and answer the questions.
Role	play		Do physical exercise.
Disc	ussion		
Indu	ctive		
Co-	operative l	earning	
Disc	overy		B- Presentation
cour	rses neede	ed	
Stud	lent book		
Worl	k book		
Tead	cher's guid	de	
	ng aids		C- Practice
Boai	rd		1 Listen and point.
Drav	wing		 I play the CD with a pause after each item so the students can find an
Card	ds		repeat.
Real	lobjects		 I read the orders and I ask the students to point to the correct picture. 2 Listen again, say and do.
Dat	a show		 I play the CD twice with a pause after each item.
Inter	ractive CD		 I ask them to say and do the order.
			 I go round the class to check that they do the activity correctly.
aluai	tion Tools		Page 17:
Oral	l Tests		3 Be the teacher. Give instructions to your partner.
Writt	en Tests		I ask the students to be the teacher.
Obs	ervation		 I encourage the students to give each other instructions.
Disc	ussion		I walk around the class to make sure that the students are making the act correctly
Exercise			
	vines		D- Feedback
Acti			Ask your friend to sit down. Plages as back to your sort.
Acti			Please go back to your seat.
Activ			
	assignme	nt	Give your friend two classroom instructions workbook page () exercise ()

2/ MY BODY	PHONIC
y class period	Learning Objectives
	The student will be able to:
	 To point to and say all the big letters from a to z.
	 To point to and say all the small letters from a to z
	To write the short, tall and tail letters
aching Strategies	Steps to follow
Pair work	A-Warming up and revision
Work group	Warm up:
Problem solving	Play a game with the student.
Brain storming	Check the homework and answer the questions.
Role play	Do physical exercise.
Discussion	
Inductive	
Co-operative learning	
Discovery	B- Presentation
courses needed	
Student book	
Work book	
Teacher's guide	
aching aids	C- Practice
Board	1 Chant and point at the big letters.
Drawing	I ask the students to open their books.
Cards	I play the CD twice.
Real objects	I ask the student to repeat the chant.
Data show	 I walk around the class to make sure that the students are saying the chant correctly.
Interactive CD	2 Chant again and point at the small letters.
	I say the song again and I ask them to repeat.
aluation Tools	I ask them to point at the small letters.
Oral Tests	3 Short, tall and tail letters.
Written Tests	Listen and do.
Observation	I introduce the short letters with examples.
	I introduce the tall letters with examples.
Discussion	 I introduce the tail letters with examples. I play the CD twice.
Exercise	 I read the letters and I ask the students to repeat and do the shape.
	I walk around the class to make sure that the students are saying the letter
Activities	D- Feedback
	Write five big letters.
	Write two short tall and tail letters.
ome assignment	Write two short, tall and tail letters. workbook page () exercise ()
Alle daalgillile III	HOILDOOK PAGE () EXCICISE ()

Teacher

y cl	ass perioc	Learning Objectives
ay C	репос	The student will be able to:
		To introduce someone using [This is].
		To greet people.
		To introduce one friend to another friend
achina	Strategies	Steps to follow
Pair wo		A-Warming up and revision
Work g	roup	
	n solving	Play a game with the student.
	orming	Check the homework and answer the questions.
Role pl		Do physical exercise.
Discuss	//a	
Inducti	:	
	erative learning	
Discov	- 00 = 000	B- Presentation
course	s needed	The students are going to learn
Studen	1 27 Whi	New vocabulary
Work b		This is, brother, nice to meet you, sister, introduce, too
	er's guide	
aching	THE PARTY OF THE P	C- Practice
Board		1 Listen and say.
Drawin	a	
Cards		 I play the CD with a pause after each item so that the students have tin to repeat.
Real of	piects	I explain the greeting [Nice to meet you.].
Data s	- -	I explain [This is]. I ask the students to read.
	tive CD	2 Practice the talk in threes.
		I ask them to make the same dialogue that in activity 1 in pairs.
aluatio	n Tools	3 Act out the talk in threes.
Oral Te	(4)	I ask the students to act the dialogue in activity 1.
Written		I monitor and make sure the students are saying the dialogue correctly.
Observ	ATT-1 04 0 F 0000-1	4 Let's shake hands.
Disaura	···	Make threes. Introduce each other. I play the CD twice. They listen and repeat.
Discuss		I read the dialogue.
Exercis	е	 I ask the students to make the same dialogue. I make sure that the students can say the dialogue correctly.
Activiti	es	D- Feedback
		Put [This is] in a correct sentence.
		Greet your friend.
ome ee	cianment	Introduce your friend to another friend.
ome as	signment	workbook page () exercise ()

	AY FAM		I a sumin a Ohio aliina
y	class	period	Learning Objectives
			The student will be able to:
			To count from one to five.
			To identify the family members.
			 To shout "No more monkeys jumping on the bed".
ıchi	ng Strate	egies	Steps to follow
Pair	work	-	A-Warming up and revision
Wor	k group		Warm up:
	olem solv	ing	Play a game with the student.
Brai	n stormin	q	Check the homework and answer the questions.
	play		Do physical exercise.
V C. (1)	ussion		
	uctive		
		elearning	
	overy	J	B- Presentation
	rses nee	ded	
226200	ent book	AND THE RESERVE OF THE PERSON	
	k book		
	cher's gu	iide	
	ng aids		C- Practice
Boa	INTO TOTAL PROPERTY.		1 Chant and do.
Dra	wing		I play the CD.
Car			I play the CD again with a pause after each sentence so that students
Rea	objects		have time to repeat. I ask the students to read.
Dai	a show		I ask them to say the song.
- 100 - 100	ractive C	D	2 Chant and change the names.
			I play the CD.
lua	tion Too	S	I play the CD again with a pause after each sentence so that students
	l Tests		have time to repeat. I ask the students to chant and change the names.
Written Tests			3 Five little monkeys' game.
Observation			Act out the chant.
			I explain the task.
Discussion			I play the CD twice. I ask the students to make groups.
Exercise			I ask them to act the chant.
Acti	ivities		D- Feedback
			1. Count from one to five.
			2. Mention three family members.
			3. Ask the students to shout "No more monkeys jumping on the bed".
-	assignm	ent	workbook page () exercise ()

Teacher

/ MY FAMILY	WORI
y class period	Learning Objectives
	The student will be able to:
	 To identify the family members. To draw a family and say who they are.
	- 10 did# didinily did 3dy will lifey die.
ching Strategies	Steps to follow
Pair work	A-Warming up and revision
Work group	Warm up:
Problem solving	Play a game with the student.
Brain storming	Check the homework and answer the questions.
Role play	Do physical exercise.
Discussion	
Inductive	
Co-operative learning	
Discovery	B- Presentation
2.0001019	b' l'esemanon
	The students are going to learn
ourses needed	New vocabulary
Student book	Grandpa, grandma, dad, mom, brother, sister
Work book	
Teacher's guide	
ching aids	C- Practice
Board	1 Listen, point and say.
Drawing	I use the flashcards to identify the family members. I hold the [Dad] flashcard and say [Dad].
Cards	I explain the task.
Real objects	I play the CD twice.
Data show	I read the family members. I ask the students to say the family members
Interactive CD	2 Draw a family.
	I revise the family members. I read the family members.
luation Tools	I ask the students to say the family members. go around the classroon
Oral Tests	make sure that the students can draw a family.
Written Tests	Page 25: 3 Five finger game.
Observation	Put down your fingers one by one.
	Don't move them!
Discussion	I explain the task.
Exercise	I play the CD twice.
	I read the family members. I ask the students to repeat. I ask them to put down their fingers one by
	one and don't remove them.
Activities	D- Feedback
	1. Mention three family members.
	2. Draw a family and say who they are.
	workbook nago () overeign ()
me assignment	workbook page () exercise ()

/ MY FAMILY	PHON
y class period	1
	The student will be able to:
	To identify the new animals.
	To trace and copy the capital letters. To make the capital letters.
	To make the sound of the letters A, B, C, D and E
aching Strategies	Steps to follow
Pair work	A-Warming up and revision
Work group	Warm up:
Problem solving	Play a game with the student.
Brain storming	Check the homework and answer the questions.
Role play	Do physical exercise.
Discussion	
Inductive	
Co-operative learning	
Discovery	B- Presentation
courses needed	
Student book	
Work book	
Teacher's guide	
aching aids	C- Practice
Board	1 Listen and say.
Drawing	I use the flashcards to identify the new words.
Cards	I play the CD twice with a pause after each item. I read the words.
Real objects	I ask the students to repeat.
Data show	2 Trace and copy.
Interactive CD	I read the letters and I ask the students to repeat.
IIII CIUCIIVE CD	I ask them to trace and copy the letters. Page 27
aluation Tools	3 Listen and write.
	I play the CD and I ask them to listen.
Oral Tests Written Tests	I ask the students to look at the pictures.
Written Tests	I ask them to complete the missing letters. 4 Guess the letter.
Observation	Write in the air and ask your partner.
Discussion	I ask the students to read the dialogue.
Exercise	I ask them to make the same dialogue in pairs.
	I ask them to act the game. I ask them to make the sound of the letter.
Activities	D- Feedback
	Mention two animals.
	Write three capital letters.
	Make the sound of the letters A, B, C, D and E.
ome assignment	workbook page () exercise ()

Teacher