

RÉPUBLIQUE DE DJIBOUTI  
UNITÉ - ÉGALITÉ - PAIX

MINISTÈRE DE L'ÉDUCATION NATIONALE  
ET DE LA FORMATION PROFESSIONNELLE

# GUIDE



## GUIDE ANGLAIS

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REPUBLIC OF DJIBOUTI  
Unity - Equality - Peace

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

# TEACHER'S BOOK

## Grade 3

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# FOREWORD

In December 1999, the Djiboutian government undertook an extensive reform on education system with the aim of creating a democratic and more inclusive schooling. One of the changes made was the reform of the teaching program and pedagogical practices in accordance with the 'Competency Based Approach (CBA)'. This promotes both a closer relevance to Djiboutian realities and an integration of scholastic objectives into the development of the country. In order to ensure that quality of education forms the bedrock of this reform, it was essential to make available for every teacher and student, in every subject of primary and middle school education, textbooks for the new pedagogical and didactic approaches. An editorial plan was therefore implemented to meet the needs for textbooks and pedagogical guides.

The edition of the 3rd grade English textbook is part of this extensive editorial program. It consists of phonetics designed for boosting reading skills of the pupils and communicative skills aimed at helping students to communicate in English on everyday life based situations.

It has been designed by a team of Djiboutian teachers with the help of an American expert and reviewed by Djiboutian pedagogical advisors with supervision of the (IEMS of English language). Using professionals in the field with their experience of classroom realities brings added value as they bring a high motivation and a practical approach towards the improvement of teaching and learning in our context. I am sure that teachers, students and parents will make the most of this book and show how much it is valued by the respect with which it is treated.

# A Letter to Teachers

Dear Teachers,

This teacher's book has been designed to help teachers in teaching the English grade 3 text book. It is embodied with adequate pedagogical tools, guidance for teaching the four language skills and the key answers of all exercises in the student's book.

This teacher's book lays out the major content of the curriculum and methodology of teaching sub-skills, but it is not intended to be a "script" that you follow step by step. We highly recommend that teachers use their professional judgment, and apply passion and creativity to their teachings in order to engage with their students.

As mentioned in the student's book, this is the introduction of English in Djiboutian primary schools.

The major goals of this grade 3 primary school syllabus is to help students discover the English language which has both similarities and differences with the French language. Thus, in order to reach appropriately, teachers are solicited to keep in mind the following pillars while teaching their students.

- communicative competences
- phonetics
- Active listening

In conformity with the curriculum set for grade 3, emphasizes is given to learners' communicative needs, including dealing with everyday life, exchanging basic information about their families, school environment, daysweeks a,d months of the week, . This is to be achieved by basing language teaching and learning on the needs, motivations, characteristics and resources of learners. So we are expecting teachers to make their teaching more student centered. A teacher should be a facilitator and a guide for the learners.

In phonetics teaching, teachers are highly encouraged to show proper gestures and appropriate modeling for sound utterances. Teacher should follow steps advised in phonetic teachings. There are listening programs that goes with the phonetic teachings and they should be regularly used.

Thanks for your good work,

**The English Inspector**

# PEDAGOGICAL TOOL FOR TEACHERS

The four elements of excellent teaching

## I. SELF AND OTHERS

### 1. 1. Self-awareness and self-adjustment

A good teacher...

- a. Doesn't settle or sit. Grows. (SHARPENS THE SAW)
- b. Calibrates emotions even when pushed. (TURN YOUR DIAL)
- c. Adjusts tone and actions as needed. (NEWTON'S 1ST & 3RD LAW)
- d. Manages time, energy, and attitude.
- e. Recovers physically and renews emotionally and mentally. (OXYGEN MASK)

### 1. 2. Continuous learning

- a. Seeks feedback and data early and often and adjusts. (GET IT AND USE IT)
- b. Researches, observes, experiments, shares, and collaborates. (PANS FOR GOLD)
- c. Sets and achieves big and small goals for professional growth. (GROWTH MINDSET)
- d. Takes advantage of learning experiences both in and out of school. (SHARPENS THE SAW)

### 1. 3. Building relationships

- a. Treats colleagues, students, and families as people first and works to make them feel known, loved and valued. (PEOPLE FIRST)
- b. Intentionally seeks to know others and to let others know them.
- c. Engages in genuine conversations with colleagues and families even when difficult.
- d. Notices and intentionally takes advantage of opportunities to strengthen relationships.
- e. Anticipates and identifies problems in relationships and generates multiple approaches to addressing them.

### 1. 4. Cultural competence

- a. Seeks understanding of and honors the vast similarities and differences of student cultures, social contexts, and communities we serve.
- b. Considers cultural connections and differences between herself, students, families, and colleagues when communicating in general, as well as when planning and executing lessons.
- c. Labels personal biases and seeks to overcome them.

### 1. 5. Communication

- a. Actively listens to others, with appropriate eye contact and non-verbals.
- b. Communicates with genuine warmth and maintains rigorous expectations for behavior and results. (WARM & DEMANDING)
- c. Responds to students and adults with positive tone, clarity, and enthusiasm.
- d. Avoids sarcasm.
- e. Writes clearly and concisely, with appropriate grammar, vocabulary, and tone.
- f. Communicates praise, feedback, and concerns directly to students, families, and colleagues.

## 1. 6. Professionalism

Teacher should keep in mind that teaching is our chosen profession. And that our students and their families put a tremendous amount of faith on us as professionals. Consequently, we embrace that part of being an excellent teacher is living up to the professional standards established.

## II. CLASSROOM CULTURE

### 2.1 Expectations

Excellent teaching means that the teacher...

**a.** Consistently communicates: 1) This is important; 2) You can do it with hard work; 3) I will not give up on you; and 4) We will help each other. (KEY MESSAGES).

**b.** Insists that students take risks, make and learn from mistakes, and admit confusion.

### (GROWTH MINDSET)

**c.** Let students know exactly what academic and character excellence looks like for the year, the unit, and the lesson and demands it. (WARM & DEMANDING)

**d.** Provides real-time and specific affirming and adjusting feedback about academics and character to students. (THE SPOTLIGHT)

### 2.2 Investment

**a.** Treats their classroom goals and investment of kids and families like a garden. (TEND IT CONSTANTLY)

**b.** Designs the physical space to make it inviting, purposeful, and a reflection of the students in the room. (THEIR HAPPY PLACE).

**c.** Ensures kids can explain the why, big and small, for every action, activity, and artifact. (THE WHY OF THE WAY).

**d.** Makes sure that goals, big and small, matter to kids and their families.

**e.** Creates a classroom where kids are proud to be and you can tell.

**f.** Provides students with opportunities to make choices and to influence the classroom culture.

### 2.3 Routines and systems

**a.** Designs efficient behavioral and academic systems. (WELL-OILED MACHINE)

**b.** Models and practices systems until they are mastered. (100%)

**c.** Tweaks systems when they are not working.

**d.** Maintains a clean and organized classroom space. (CLEANER THAN WE FOUND IT)

**e.** Anticipates challenges that individual students may have with some routines and systems and makes adjustments.

### 2.4 Management and discipline

**a.** Implements a classroom behavior management plan with the goal of 100% of the students meeting 100% of the expectations 100% of the time. (100%)

- b.** Notices what is happening in the classroom and adjusts accordingly. (WITH-IT-NESS)
- c.** Considers and addresses the root causes of student disruption or inattention.
- d.** Reacts with speed and decisiveness when behavior does not meet expectations. (WARM & DEMANDING/100%)
- e.** Administers consequences that logically connect to the behavior and the child. (LOGICAL CONSEQUENCES)
- f.** Uses a calm, firm, and convincing tone when addressing inappropriate behavior. (WARM & DEMANDING)
- g.** Uses a variety of techniques to capture and maintain mutual respect and attention from students (i.e. – narrate the positive, correct, assertive body language, proximity, etc.)
- h.** Provides specific, observable, concrete, and sequential directions and expects students to follow them. (SOCS/100%)
- i.** Reconnects positively with students after administering a consequence.

## 2.5 Joy !

- a.** Exudes a love of teaching and learning through facial expressions, tone, and actions. (LOVE OF THE GAME)
- b.** Promotes curiosity and a love of learning.
- c.** Smiles and laughs regularly, and brings humor and zest to the work of teaching and learning.
- d.** Celebrates individual and group efforts and successes when students meet and exceed expectations.
- e.** Creates opportunities in the day for students to smile, laugh, and be expressive.

## III. Lesson planning

- a.** Plans a daily objective that is achievable, rigorous, and measurable. (SMART OBJECTIVE)
- b.** Establishes clear criteria for success and an aligned way to assess daily. (THE WHAT)
- c.** Breaks content down into clear, accessible ideas and procedures. (BUILD/CLIMB THE STAIRS)
- d.** Matches materials/explanatory devices to objective. (MATCHING)
- e.** Connects current lesson material to past and future material as well as material from other content areas. (BUILD THE NEURAL NET)
- f.** Explicitly differentiates and groups kids in plan. (GROUPING)
- g.** Connects to prior knowledge. (BAITS)
- h.** Develops compelling hooks throughout lesson, aligned to objective. (HOOKS)
- i.** Includes introduction to new material, guided, and independent practice. (I/We, We, You)
- j.** Establishes checkpoints. (TSA)
- k.** Scripts varied questions and acceptable answers as needed to drive rigor.
- l.** Writes an aligned, interactive agenda. (THE HOW)
- m.** Builds in dual-purpose when possible (character-academics, academics-academics, etc.) (BANG FOR THE BUCK)



## IV- Rigor

- a. Clearly communicates what mastery and excellence looks like, differentiated for all student groups. (THE BAR)
- b. Spirals and scaffolds up, down, and across Bloom's Taxonomy. (SPIRAL & SCAFFOLD)
- c. Varies questioning strategies.
- d. Proactively addresses student misconceptions. (MISCONCEPTIONS & NON-EXAMPLES)
- e. Makes students explain and defend their answers, even when they are correct. (ELABORATIVE INTERROGATION & STRETCH IT)

## V- Lesson execution

- a. Posts and communicates clear objectives, CFS, and an engaging agenda for the lesson so kids know what is to be learned, why it is to be learned, and how it is to be learned. (WHAT, WHY, & HOW)
- b. Delivers content in a well-organized, clear, accessible manner – highlighting key points. (CLARITY)
- c. Activates prior knowledge. (BAITS)
- d. Hooks, models, guides, releases, and closes. (CATCH & RELEASE & CLOSE)
- e. Creates external indicators that the brain is on-task (i.e., nodding, tracking, note-taking, independent work). (MAKE IT VISIBLE)
- f. Notices student confusion and does something about it. (WITH-IT-NESS)
- g. Ensures that students are thinking about the task and responding to the teacher and each other. (BE ONTASK)
- h. Provides opportunities for clear, organized student note-taking when appropriate. (NOTES)
- i. Ensures sustained and structured independent practice of objective.
- j. Circulates and responds to student work in real-time. (MOVE YOUR APPLE & SPOTLIGHT)
- k. Works as needed with individual students and small groups to differentiate and ensure mastery. (YOU DON'T NEED AN INTERVENTION TIME TO INTERVENE)
- l. Uses a variety of methods to review and practice skills already mastered. (SPIRAL).

## VI. Ratio

- a. Frequently engages all students in opportunities to think, speak, and write. (MAKE KIDS SWEAT)
- b. Uses a variety of ratio strategies to increase thinking and talking done by students. (Wait time, call and response, pre-call, cold call, half statements, fill in the blank, unbundling, elaborating or building on, playing dumb, etc...)
- c. Ensure that partner and group work is structured and accountable. (MAKE EVERY WORD COUNT)
- d. Employs economy of language and action. (ECONOMY OF LANGUAGE)

## VII. Pacing and timing

- a. Sets, communicates, and keeps pace during class time. (URGENT PATIENCE)
- b. Uses brisk and smooth transitions throughout.
- c. Plans for periods of active and passive engagement. (A PULSE IS A SIGN OF LIFE)
- d. Adjusts lesson timing as appropriate to meet needs of all students. (Reevaluate planning if occurs repeatedly.)

## VIII. Assessment

- a. Creates or obtains standards-aligned formative and summative assessments as the first step of planning. (END IN MIND)
- b. Administers diagnostics that determine what students know and do not know to inform long-term and unit planning. (HOLES & BRIGHT SPOTS)
- c. Uses a variety of individual and whole group methods daily, weekly, and beyond to check for understanding. (CFUs)
- d. Varies questioning strategies in order to determine readiness for next step. (QUESTIONING)
- e. Assesses all students against each lesson's learning objectives to inform teaching daily.
- f. Plans unit assessments and weekly/bi-weekly assessments that are appropriately spiraled, scaffold, and differentiated.
- g. Adapts, accommodates, and modifies assessments for students with special needs.

### 3.9 Analysis and action

- a. Provides ongoing and specific affirming and adjusting feedback about academics and character to students. (THE SPOTLIGHT)
- b. Immediately uses data from CFUs to correct misconceptions and determines whether to re-teach the entire class, target a smaller group, or individual.
- c. Accurately predicts level of student mastery in advance of exit tickets, student practice, weekly/biweekly assessments, unit assessments, etc . . .
- d. Tracks and analyzes assessment data regularly to drive short and long-term planning, re-teaching, and differentiation.
- e. Communicates what, when, and how assignments will be graded. Completes grading quickly and returns work to students promptly. (SERVES FRESH FOOD)
- f. Provides each student with timely, structured academic feedback-verbally and in writing.

## IX. AKNOWLEDGE

### X. Child development

Excellent teaching means that the teacher...

- a. Uses knowledge of the developmental ranges of what students can do academically to inform planning. (ZPD)
- b. Knows the developmental ranges of what students can do behaviorally and uses it to make decisions. (ZPD)
- c. Knows what students care about and how they form relationships.
- d. Knows how to empathize and adjust to meet academic and emotional needs.

## **XI. Content knowledge**

- a.** Knows the essential content, concepts and big ideas of the discipline well enough to create questions that teach and assess them.
- b.** Knows what comes in the years before and after their curriculum. (CLIMBING THE STAIRS)
- c.** Knows what to expect and how to support our English Language Learners. (EVERYONE'S AN ELL TEACHER)
- d.** Knows what to expect and how to support our students with special needs. (EVERYONE'S A SPED TEACHER)
- e.** Knows the college knowledge, habits, and social skills students require for higher education and when it's best to teach. (KTC IS EVERYONE'S JOB)
- f.** Knows what they, as a teacher, do not know and asks for help accordingly. (THE CREDO).

## **XII. Literacy for everyone**

- a.** Models thoughtful, joyful, and accurate reading, writing, and speaking.
- b.** Deliberately and frequently expands students' vocabulary.
- c.** Uses knowledge of students' literacy experiences, reading levels, and interests to plan lessons regardless of the subject. (EVERYONE'S A READING TEACHER)
- d.** Models pre-reading, reading, and post-reading strategies.
- e.** Models, teaches, and reinforces fluent and expressive reading aloud.
- f.** Intentionally and regularly embeds non-fiction content and reading from other content areas into lessons. (BUILD THE NEURAL NET)
- g.** Provides students with varied opportunities to express their thinking orally, in writing, and to engage in the writing process.

## **XIII. Differentiation**

- a.** Knows the learning styles and academic strengths and weaknesses of each individual student. (KNOW YOUR KIDS NOT THEIR LABELS)
- b.** Accelerates and remediates for students starting at their learning edge. (ZPD)
- c.** Varies teaching strategies, styles and activities to ensure all students master objectives. (IT'S ABOUT HOW THEY LEARN NOT HOW YOU TEACH)
- d.** Uses practice and grouping strategies to work with specific students in class. (YOU DON'T NEED AN INTERVENTION TIME TO INTERVENE)
- e.** Pre-teaches, re-teaches, and extends as needed.
- f.** Is resourceful and creative in leveraging a variety of resources to help all students achieve learning goals. (People, technology, time, etc . . .)

## LESSON PLANNING TEMPLATE

The next section gives you a general lesson planning template. This template can be copied and used as is, or modified according to your needs. Each hour will have it's own lesson plan. Therefore, there will be 4 lesson plans for one chapter / lesson in the textbook - NOT 1 lesson plan for the entire chapter. Following the template, you will find a sample lesson plans for Hours 1- 4 based on the schedule given above.

Abbreviations used in sample lesson plans:

WG - whole group; SG - small group; PW - pair work; I - individual work. S or SS - student / students; T - teacher.

Objectives start with SWBAT (students will be able to).

### SETTING OBJECTIVE OF THE LESSON: OBJECTIVE SHOULD BE “SMART”

<b>Specific</b>	They should state clearly what the student should know/be able to do, and at what level.
<b>Measurable</b>	You should be able to conceive of how their accomplishment might be assessed
<b>Attainable</b>	Reachable by the students
<b>Realistic</b>	Tangible realizable to their appropriateness to the overall task.
<b>Time-appropriate</b>	achievable within the time-span of a lesson

Appropriate Words for defining Objectives of the lesson;

### WHEN WRITING OBJECTIVE OF THE LESSON USE “ACTION VERBS”

<b>Learning level</b>	Associated action verbs
<b>Knowledge</b>	define, describe, state, list, name, write, recall, recognize, label, underline, select, reproduce.
<b>Comprehension</b>	identify, justify, select, indicate, illustrate, represent, name, formulate, explain, contrast, classify
<b>Application</b>	predict, select, assess, explain, choose, find, show, demonstrate, construct, compute, perform

## LESSON PLAN EXEMPLAR

<b>Session 1 _____</b> <b>FOCUS: communicative skills</b> <b>Topic: Greetings</b>		<b>Materials / Prep needed:</b> Grade 3 textbook Teacher greets students in English
<b>Objectives :</b> (What are you expecting from students to achieve after they learnt the lesson/ what is your expected outcome): Students greet each other in English. They identify when to say good morning, good afternoon, hi, hello.		
<b>Evidence of Learning / Assessment :</b> (What evidence will show that students have learned ? e.g. product, performance, outcome)		
SECTION / TIME	PROCEDURE	GROUPING
5 minutes	The teacher asks students to look at the pictures. The children listen and repeat : Teacher models : 'Hi, Hello, Good morning, good afternoon, good evening, how are you ? Students drill after him/her	individual  whole class
15 minutes	<b>Practicing structure/ Speaking: Activity B</b> The teacher asks the students to listen to the conversation. He reads the dialogue for the students and makes sure they are following. He practices the dialogue with a student. He repeats it with another one. He asks two students to practice the conversation. Then another two. He asks the whole class to practice the conversation with the students next to them. He makes clear that one has to ask the question and the other has to answer. Then swap roles. While students practice, check if all students are practicing, and help if necessary.	Individual  pair work
10 minutes	<b>Writing: Activity C</b> The teacher asks the students to complete the sentences. Note: As this is the first time students are learning English, the teacher should read slowly and give extra attention to all students specially those sitting in the back. The teacher has to repeat several times the words and sentences. He makes sure the students repeat exactly. Answers: good morning, good afternoon, good night, thank you.	individual
<b>Assessment :</b>		
Check the pronunciation of the pupils. Students recognize appropriate greetings by respecting the time of the day. Students look at the clock and write the appropriate greeting time		
<b>Reflection on lesson:</b> Check introvert students participation. Check the exercise		

## LESSON PLAN

## WEEK 1 SESSION 1

**Objective :** By the end of the lesson, students should be able to say some greetings and phrases in English.

### Presenting structure / Repeating: Activity A:

The teacher asks students to look at the pictures .The children listen and repeat: 'Hi, Hello, Good morning, good afternoon, good evening, how are you ?

### Practicing structure/ Speaking: Activity B

- The teacher asks the students to listen to the conversation.
- He reads the dialogue for the students and makes sure they are following.
- He practices the dialogue with a student.
- He repeats it with another one.
- He asks two students to practice the conversation. Then another two.
- He asks the whole class to practice the conversation with the students next to them.
- He makes clear that one has to ask the question and the other has to answer. Then swap roles.
- While students practice, check if all students are practicing, and help if necessary.

### Writing: Activity C

The teacher asks the students to complete the sentences.

**Note:** As this is the first time students are learning English, the teacher should read slowly and give extra attention to all students specially those sitting in the back. The teacher has to repeat several times the words and sentences. He makes sure the students repeat exactly.

**Answers :** *good morning, good afternoon, good evening, thank you.*

## LESSON PLAN

## WEEK 1 SESSION 2 SOUND /S/

**Objective:** By the end of the lesson, students should be able to pronounce properly and read words with the sound /s/.

**Action:** weave your hand in an 's' shape, like a snake, and say ssssss.

**Activity A:** No words can be read at this stage, as the children have only been taught one letter sound. It is only an exposure to the sound .The teacher will have to read out loud words with the /s/ sound and make students repeat: sun, snake, grass, star.

**Activity B (sounding):** The teacher says the words corresponding to the pictures in the book: spider, nurse, cat, snail. The children listen for the words that have the /s/ sound and circle them. Answers: spider, nurse, snail

**Extension activity:** The students have to find and circle the words in the grid. As this is the first time the students are doing this type of activity, the teacher should give them an example. Answers:

B	B	S	D	D
S	U	N	I	T
K	J	A	S	H
D	B	K	T	A
E	A	E	A	N
M	T	E	R	K

**Song:** tell the children to listen to the song.

S s  
The snake is in the grass  
The snake is in the grass  
/s/ /s/ /s/  
The snake is in the grass

## LESSON PLAN      WEEK 1 SESSION 3      SOUND /A/

**Objective:** By the end of the lesson, students should be able to read words with the sound /a/.

**Review:** revise the sound /a/.

**Action:** wiggle your fingers above the elbow as if ants are crawling on you, and say a, a, a,a !

**Activity A:** It is only an exposure to the sound .The teacher will have to read out loud words with the /a/ sound and make students repeat: *ant, arm, apple, alarm.*

**Activity B (sounding):** The teacher says the words corresponding to the pictures in the book: *rat, board,mat, man.* The children listen for the words that have the /a/ sound and circle them. Answers: *rat, mat, man.*

**Extension activity:** The teacher says the words; the students listen and complete the words with the /a/ sound. Answers: *hat, cat, and flag*

**Song:** Tell the children to listen to the song.

A  
/a/ -/a!/ Ants on my arm.  
/a/ -/a!/ Ants on my arm.  
/a/ -/a!/ Ants on my arm.  
They are causing me alarm.

## LESSON PLAN      WEEK 1      REVIEW

**This part is a review of the lessons above.**  
**Practicing structure/ Speaking: Activity A**

- The teacher asks the students to listen to the conversation.
- He reads the dialogue for the students and makes sure they are following.
- He practices the dialogue with a student.
- He repeats it with another one.
- He asks two students to practice the conversation. Then another two.
- He asks the whole class to practice the conversation with the students next to them.

- He makes clear that one has to ask the question and the other has to answer. Then swap roles.
- While students practice, check if all students are practicing, and help if necessary.

### **Writing : activity B**

The teacher asks students to complete the dialogue then practice it with a partner.

#### **Answers:**

**A:** *Hello, how are you?*

**B:** *I am fine. Thanks. How are you?*

**A:** *I am great! What is your name?*

**B:** *I am ..... What is your name?*

**A:** *my name is.....Nice to meet you.*

**B:** *Nice to meet you too. See you later*

**A:** *good bye.*

### **Speaking: activity C**

The teacher reads the words .Then the children say the odd one.

Answers: *red, dog, son, boy.*



**Objective:** By the end of the lesson, students should be able to introduce themselves.

**Presenting structure/practice: Activity A**

- The teacher asks students to look at the pictures.
- The teacher asks the students to listen to the conversation.
- He reads the dialogue for the students and makes sure they are following.
- He practices the dialogue with one student
- Then he asks the students to practice the dialogue in pairs.

**Writing/Speaking: Activity B**

- The teacher asks the students to complete the sentences.
- Then he practices the dialogue with a student.
- He repeats it with another one.
- He asks two students to practice the conversation. Then another two.
- He asks the whole class to practice the conversation with the students next to them.
- He makes clear that one has to ask the question and the other has to answer. Then swap roles.

While students practice, check if all students are practicing, and help if necessary.

**Note:** As this is the first time students are learning English, the teacher should read slowly and give extra attention to all students specially those sitting in the back. The teacher has to repeat several times the words and sentences. He makes sure the students repeat exactly

**Answers:**

**A:** Hi

**A:** How are you?

**A:** I'm great. I'm Aicha. What is your name?

**A:** Nice to meet you.

**A:** See you later!

**B:** Hello!

**B:** Fine thank you and you?

**B:** My name is Ahmed

**B:** Nice to meet you too.

**B:** bye!

**Writing: Activity C**

The teacher asks students to find and circle the words in the grid. He should give them an example.

**Answers:**

B	B	C	D	D	C
H	E	L	L	O	K
K	J	J	S	T	V
D	B	N	A	H	F
E	A	S	M	A	I
M	T	E	I	N	N
H	Y	E	A	K	E
A	I	R	E	S	R

**Objective:** By the end of the lesson, students should be able to read words with the sound /t/.

**Review:** revise the sounds /s/ and /a/.

**Action:** turn your head from side to side, as if you are watching tennis, and say t,t, t,t.

**Activity A:** It is only an exposure to the sound .The teacher will have to read out loud words with the /t/ sound and make students repeat: table, tree, taxi, tiger.

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: sit, pen, cat, tennis. The children listen for the words that have the /t/ sound and circle them. Answers: sit, cat, tennis.

**Extension activity:** The students have to complete the words with the /t/ sound.

**Answers: Picture 1:** cat **Picture 2:** rat **Picture 3:** tap **Picture 4:** hat

**Song :** tell the children to listen to the song.

T t  
 When I watch the tennis game  
 /t/ - /t/ - /t/  
 /t/ - /t/ - /t/ ...  
 When I watch the tennis game  
 My head goes back and forth,

**Objective:** By the end of the lesson, students should be able to read the words with the sound /i/.

**Review:** revise the sound /s/, /a/ and /t/.

**Action:** Pretend to be a mouse by wiggling your fingers at the end of your nose, like whiskers, and squeak i, i, i, i.

**Activity A:** it is only an exposure to the sound .The teacher will have to read out loud words with the /s/ sound and make students repeat: ink, king, ship, bin.

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: milk, sit, pen, big. The children listen for the words that have the /i/ sound and circle them. Answers: milk, sit, big.

**Extension activity:** The teacher reads the words then he asks the children to color the stickers with the words containing the/i/ sound.

**Answers:** insect, inside, big.

**Song:** tell the children to listen to the song.

I i  
Inky the mouse is my pet.  
She spilled the ink and got wet.  
The ink it spread  
all over the desk  
/i/- /i/ - /i/ -/i/  
Inky's wet!

## LESSON PLAN      WEEK 2      REVIEW

**This part is a review of the lessons above.**

### **Practicing structure/ Speaking: Activity A**

- The teacher asks the students to listen to the conversation.
- He reads the dialogue for the students and makes sure they are following.
- He practices the dialogue with a student.
- He repeats it with another one.
- He asks the whole class to repeat after him.
- He makes clear that one has to ask the question and the other has to answer. Then swap roles.
- While students practice, check if all students are practicing, and help if necessary.

### **Writing/ speaking: activity B**

The teacher asks students to complete the dialogue in pairs then practice it with a partner.

### **Speaking: Activity c**

The teacher reads the words. Then the children tell the odd one.

**Answers:** dive, dog.

**Objective:** By the end of the lesson, students should be able to count numbers from one to twelve.

**Presenting structure: Activity A:**

The teacher asks students to look at the pictures .The children listen and repeat: 'one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.

**Practicing structure/ Speaking: Activity B**

- The teacher asks the students to listen to the conversation.
- He reads the dialogue for the students and makes sure they are following.
- He practices the dialogue with a student.
- He repeats it with another one.
- He asks the whole class to practice the conversation with the students next to them.
- He makes clear that one has to ask the question and the other has to answer. Then swap roles.
- While students practice, check if all students are practicing, and help if necessary.

**Speaking/practice: Activity C**

The teacher asks the students to listen to the song and practice.

**Note:** As this is the first time students are singing a song, the teacher should sing in a simple way and give extra attention to all students specially those sitting in the back. The teacher has to repeat several times the words and sentences. He makes sure the students repeat them exactly.

**Song:**

One, two, buckle my shoe.  
 Three, four, shut the door.  
 Five, six, pick up sticks.  
 Seven, eight, lay them straight.  
 Nine, ten, a big fat hen.  
 Ten, nine, eight, seven, six, five, four, three, two, one.  
 All done!

**Objective:** By the end of the lesson, students should be able to pronounce correctly the sound /p/.

**Review:** revise the sounds /s/, /a /, /t / /i /.

**Action:** hold up your finger, as if it is a candle, and pretend to puff it out, saying p, p, p, p.

**Activity A (Blending):** Blend the words *pie, pat, pit, tap*. (Say the sounds with the children blend them and read the words)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: *panda, parrot, cat, penguin*. The children listen for the words that have the /p/

sound and circle them. Answers: *Panda, parrot, penguin.*

**Extension activity:** The students have to match the words with the pictures. The teacher should give them an example.

**Answers:** **Picture 1:** play **Picture 2:** pen **Picture 3:** pencil **Picture 4:** pot

**Dictation:** call out the sound /p/ for the children to write. Word Bank: *pie, pat, pit, tap, panda, parrot, penguin, pencil, play, pot, pen.*

**Song:** tell the children to listen to the song.

P p  
Puff out the candles  
on the pink pig cake.  
/p/ - /p/ - /p/,  
/p/ - /p/ - /p/.  
Puff out the candles  
on the pink pig cake.  
Puff! Puff! Puff!

## LESSON PLAN WEEK 3 SESSION 3 SOUND /N/

**Objective:** By the end of the lesson, students should be able to read the words with the sound /n/.

**Review:** revise the sound /s/, /a/, /t/, /i/, /p/.

**Action:** Pretend to be a plane, with your arms out like wings, and say n, n, n, n, n, n, n, n.

**Activity A (Blending):** blend the words plane, nose, neck, pants, sun. (say the sounds with the children, blend them and read the words.)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: pencil, dog, nurse, hand. The children listen for the words that have the /n/ sound and circle them. Answers: pen, nurse, hand.

**Extension activity:** The teacher asks students to complete the words with the /n/ sound.

**Answers:** nap, ant, snap.

**Dictation:** Call out the sound /n/ and the other sounds already covered for the children to write. Word Bank: plane, nose, neck, pant, sun, pen, nurse, hand, nap, ant, snap.

**Song:** tell the children to listen to the song.

N n  
Hear the airplane,  
/nnn/!  
Hear the airplane,  
/nnn/!  
Hear the airplane,  
/nnn/! ...  
Making lots of noise.

## LESSON PLAN    WEEK 3    REVIEW

**This part is a review of the lessons above.**

### **Writing: Activity A**

The teacher reads out loud. The students listen and complete the green circles. Answers: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve.

### **Practicing/Speaking: activity B**

- The teacher asks students to practice the dialogue with a partner. The teacher should give an example and practice with one student.
- He asks the whole class to practice the conversation with the students next to them.
- He makes clear that one has to ask the question and the other has to answer. Then swap roles.
- While students practice, check if all students are practicing, and help if necessary.

### **Writing: Activity c**

The teacher asks the pupils to reorder the letters of the numbers and then write them in the middle circle. Answers: Four, eight, eleven, twelve, nine.

**Objective:** By the end of the lesson, students should be able to say how old someone is.

**Presenting structure/repeating: Activity A:**

- The teacher asks the students to listen to the conversation.
- He reads the dialogue for the students and makes sure they are following.
- He practices the dialogue with a student.
- He repeats it with another one.
- He asks the whole class to practice the conversation with the students next to them.
- He makes clear that one has to ask the question and the other has to answer. Then swap roles.
- While students practice, check if all students are practicing, and help if necessary.

**Practicing structure/ Speaking: Activity B**

- The teacher tells the students to ask question to their partners about their age.
- He asks the whole class to practice the conversation with the students next to them.
- He makes clear that one has to ask the question and the other has to answer.
- While students practice, check if all students are practicing, and help if necessary.

**Writing: Activity C**

The teacher asks the students to color the number of boxes given in each line. He may give them an example.

**Objective:** By the end of the lesson, students should be able to read words with the sound /ck/.

**Review:** revise the sounds /s/, /a/, /t/, /i/, /p/, /n /.

**Action:** raise your hands and snap your fingers together, like a crab's pincers, and say ck, ck, ck, ck.

**Activity A (Blending):** Blend the words *cat, tank, sick, stick*. (Say the sounds with the children, blend them and read the words).

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: *kick, horse, neck, rocks*. The children listen for the words that have the /ck/ sound and circle them. Answers: *Kick, neck, rocks*.

**Extension activity:** The students have to complete the sentences with the words from activity b. The teacher should give them an example. Answers: 1.*kick*, 2.*rock*, 3.*sick*.

**Dictation:** call out the sound /ck/ and the other sounds already covered for the children to write. Word Bank: *cat, tank, sick, stick, kick, neck, horse, rocks*.

**Song:** tell the children to listen to the song.

C c / K k

We are clicking castanets,

/c/ - /c/ - /c/

We are clicking castanets,

/c/ - /c/ - /c/.

We are clicking castanets,

clicking castanets...

...we are clicking castanets,

/c/ - /c/ - /c/.

Kites are flying in the sky,

/k/ - /k/- /k/

Kites are flying in the sky,

/k/ - /k/- /k/

Kites are flying in the sky,

flying in the sky ...

Kites are flying in the sky,

/k/ - /k/- /k/.

## LESSON PLAN    WEEK 4    SESSION 3    SOUND /E/

**Objective:** By the end of the lesson, students should be able to read the words with the sound /e/.

**Review:** revise the sound /s/, /a/, /t/, /l/, /p/, /n/, /c/, /k/.

**Action:** Pretend to crack an egg against the side of a pan with one hand. Use both hands to open the shell, saying eh,eh, eh, .

**Activity A (Blending):** blend the words egg, nest, tent, hen. (Say the sounds with the children blend them and read the words.)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: watch, neck, dress, ten. The children listen for the words that have the /e/ sound and circle them. Answers: neck, dress, ten.

**Extension activity:** The teacher reads the words then the children say the odd ones.  
**Answers:** sun, throw.

**Dictation:** Call out the sound /e/ and the other sounds already covered for the children to write. Word Bank: egg, nest, tent, hen, neck, dress, ten, set, pen, step.

**Song:** tell the children to listen to the song.



E e

Eggs in the pan, /e/- /e/- /e/.

Eggs in the pan, /e/- /e/- /e/.

Eggs in the pan, /e/- /e/- /e/.

Crack the egg like this... /e/!

## LESSON PLAN      WEEK 4      REVIEW

### **Practicing/Speaking:** Activity A

The teacher read out the song. The students listen and repeat.

### **Writing: activity B**

The teacher asks students to complete the dialogue with words from the box. He should give them an example.

### **Answers:**

**A:** \_\_hello\_\_\_. How are you?

**B:** I am \_\_fine\_\_\_. Thanks. How are \_\_you\_\_?

**B:** \_\_I\_\_ am great! What's your \_\_name\_\_?

**A:** I'm Samia. What's your name?

**B:** My name is Ahmed. Nice to \_\_meet\_\_ you.

**A:** Nice to meet you too. How old \_\_are\_\_ you?

**B:** I am eight!

**A:** How old is Saida?

**B:** She \_\_is\_\_ seven!

**A:** See you later!

**B:** \_\_bye\_\_!

### **Speaking: Activity c**

The teacher asks the pupils to practice the dialogue with their partners.

**Objective:** By the end of the lesson, the students should be able to tell the days of the week.

**Presenting structure/repeating: Activity A:**

The teacher asks the students to listen and repeat the days of the week.

**Writing: Activity B**

The teacher tells the pupils to listen carefully and write the missing days. He says the days of the week. Answers: Sunday, Tuesday, Thursday, Friday.

**Practicing structure/ Speaking: Activity C**

The teacher tells the students to listen and practice the dialogue with a partner.

He practices the dialogue with a student as an example.

He asks the whole class to practice the conversation with the students next to them.

He makes clear that one has to ask the question and the other has to answer.

While students practice, check if all students are practicing, and help if necessary.

**Objective:** By the end of the lesson, students should be able to read words with the sound /h/.

**Review:** revise the sounds /s/,/a/,/t/,/i/,/p/,/n/,/c/,/k/,/e/.

**Action:** hold a hand up to your mouth, panting as if you are out of breath and say h, h, h.

**Activity A(Blending):** Blend the words hand, horse, hen, hat. (Say the sounds with the children blend them and read the words)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: house, hammer, boat, hamburger. The children listen for the words that have the /h/ sound and circle them. Answers: House, hammer, hamburger.

**Extension activity:** The students have to reorder the letters. The teacher should give them an example.

**Answers:** hot, half, hat.

**Dictation:** call out the sound /h/ and the other sounds already covered for the children to write. Call out some words from the word Bank. Word Bank: hat, hip, hen, hint, hot.

**Song:** tell the students to listen to the song.

H h

I like to hop, hop, hop,  
up and down.

I like to hop, hop, hop,  
all around.

I like to hop, hop, hop,  
up and down -

/h/ - /h/ - /h/- /h/ - /h/!

## LESSON PLAN    WEEK 5    SESSION 3    SOUND /R/

**Objective:** By the end of the lesson, students should be able to read words with the sound /r/.

**Review:** revise the sound /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/.

**Action:** Pretend to be a puppy, pulling a rag, and shake your head from side to side, saying rrrrrrrrrrrrrrr.

**Activity A (Blending):** blend the words rabbit, rat, dress, track. (Say the sounds with the children, blend them and read the words.)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: fire, red, notebook, car. The children listen for the words that have the /r/ sound and circle them. Answers: fire, red, car.

**Extension activity:** The teacher asks the students to listen and repeat the sentences.

**Dictation:** Call out the sound /r/ and the other sounds already covered for the children to write. Word Bank: track, rest, ran, rat, dress, rip, red, car, trip, rabbit.

**Song:** tell students to listen to the song.

R r/ wr

See my puppy rip the rag.

/rrr!/ /rrr/!

See my puppy rip the rag.

When he pulls so hard.

## LESSON PLAN    WEEK 5    REVIEW

### Writing: Activity A

The teacher asks the pupils to write the days of the week.

**Answers:** 1.Sunday; 3.Tuesday, 4. Wednesday, 5. Thursday, 7.saturday

### Writing: activity B

The teacher asks students to complete the table.

He should give them an example. Answers:

Yesterday	Today	Tomorrow
Tuesday	Wednesday	Thursday
Thursday	Friday	Saturday
Monday	Tuesday	Wednesday
Saturday	Sunday	Monday
Thursday	Friday	Saturday

### Writing: Activity c

The teacher asks the pupils to order the days of the week.

**Answers:** 1.Saturday, 2.Sunday, 3.Monday, 4.Tuesday, 5.Wednesday, 6. Thursday, 7. Friday

**Objective:** By the end of the lesson, the students should be able to tell the months of the year.

**Presenting structure/repeating: Activity A:**

The teacher asks the students to listen and repeat the months of the year.

**Writing: Activity B**

The teacher tells the pupils to write the months of the year in the right order.

**Answers:** 1.January, 2.February, 3.March, 4.April, 5.May, 6.June, 7.July, 8.August, 9.September, 10.October, 11.November, 12.December.

**Writing: Activity C**

The teacher tells the students to reorder the letters of the months.

**Answers:** 1.March, 2. May, 3.June, 4.April, 5.July.

## LESSON PLAN

## WEEK 6 SESSION 2 SOUND /M/

**Objective:** By the end of the lesson, students should be able to read words with the sound /m/.

**Review:** revise the sounds /s/,/a/,/t/,/i/,/p/,/n/,/c/,/k/,/e/,/h/,/r/.

**Action:** rub your tummy, as if you are seeing some tasty food, and say mmmmmm.

**Activity A (Blending):** Blend the words man, map, mat, camp. (Say the sounds with the children, blend them and read the words)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: mango, cat, lips, moon. The children listen for the words that have the /m/ sound and circle them. Answers: mango, milk, moon.

**Extension activity:** The students have to complete the words with the /m/ sound. Answers: monkey, mat, camera.

**Dictation:** call out the sound /m/ and the other sounds already covered for the children to write. Call out some words from the word Bank. Word Bank: mat, map, milk, moon, men, him; mill, ham.

**Song :** tell the students to listen to the song.

M m

The mum and the dad  
make many meals,

/mmm/!

/mmm/!

The mum and the dad  
make many meals,

for their hungry children.

**Objective:** By the end of the lesson, students should be able to read words with the sound /d/.

**Review:** revise the sound /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/.

**Action:** Beat your hands up and down, as if you're playing a drum and say d, d, d, d, d, d.

**Activity A (Blending):** blend the words sand, sad, hand, dog. (Say the sounds with the children, blend them and read the words.)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: desk, donkey, duck, tree. The children listen for the words that have the /d/ sound and circle them.

**Answers:** desk, donkey, duck.

**Extension activity:** The teacher asks the students to complete the words with the /d/ sound.

**Answers:** donkey, door, bed.

**Dictation:** Call out the sound /d/ and the other sounds already covered for the children to write. Word Bank: dad, donkey, dog, hand, sad, mad, track, sand, duck, desk, den, red, deck, pad, bed, door.

**Song:** tell students to listen to the song.

<p>D d See me play on my drum. Playing drum is lots of fun, With a /d/ - /d/ - /d/ - /d/ /d/ - /d/ - /d/ - /d/ - /d/. See me play upon my drum !</p>
--

### Practice structure/ Speaking: Activity A

The teacher tells the students to listen and practice the dialogue with a partner.

He practices the dialogue with a student as an example.

He asks the whole class to practice the conversation with the students next to them.

He makes clear that one has to ask the question and the other has to answer.

While students practice, check if all students are practicing, and help if necessary.

### Writing: activity B

The teacher asks students to read and complete the dialogue. Then practice orally with a partner.

#### Answers:

**A:** \_\_\_\_hello\_\_\_\_. How are you?

**B:** I am \_\_fine\_\_\_\_. Thanks. How are \_you\_\_\_\_?

**A:** \_I\_ am great! What's your \_name?

**B:** I'm Samia. What's your name?

**A:** My name is Ahmed. Nice to meet you.

**B:** Nice to meet you too.

**A:** How old \_\_are\_\_ you?

**B:** I am \_\_eight! , when is your birthday?

**A:** it is on \_\_september 5th\_\_\_\_.

**B:** ok. See you later.

**A:** bye

### Speaking: Activity c

The teacher asks the pupils to look at the pictures and say how old these children are. He should give the first one as an example.

#### Answers:

1. Mouna is three years old. Her birthday is on April 8.

2. Moussa is seven years old. His birthday is June 2.

3. Madina is eleven years old. Her birthday is on October 2.

**Objective:** By the end of the lesson, the students should be able to name school objects.

**Presenting structure/Practicing: Activity A:**

The teacher asks the students to listen and repeat.

**Speaking: Activity B**

- The teacher asks the students to read the dialogue and practice with a partner.
- He practices the dialogue with a student as an example.
- He asks the whole class to practice the conversation with the students next to them.
- He makes clear that one has to ask the question and the other has to answer.
- While students practice, check if all students are practicing, and help if necessary

**Writing: Activity C**

The teacher tells the pupils to write the number of items of each picture.

**Answers:** 5 rulers, 6 erasers, 8 pencils, 9 copybooks.

**Objective:** By the end of the lesson, students should be able to read words with the sound /g/.

**Review:** revise the sounds /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/.

**Action:** spiral your hand down as if water is gurgling down a drain, and say g, g, g, g.

**Activity A (Blending):** Blend the words glass, gas, frog, rag. (Say the sounds with the children, blend them and read the words)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: egg, gift, king, pen. The children listen for the words that have the /g/ sound and circle them. Answers: egg, gift, king.

**Extension activity:** The students have to complete the words with the /g/ sound. Answers: goat, burger, frog.

**Dictation:** call out the sound /g/ and the other sounds already covered for the children to write. Call out some words from the word Bank. Word Bank: gas, frog, rag, tag, glass, king, gift, goat, burger.

**Song:** tell the students to listen to the song.

G g

The water gurgles  
down the drain.

The water gurgles  
down the drain.

The water gurgles  
down the drain,

with a /g/ - /g/ /g/ - /g/ - /g/ - /g/.



**Objective:** By the end of the lesson, students should be able to read words with the sound /o/.

**Review:** revise the sound /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/.

**Action:** Pretend to turn a light switch on and off and say o, o, o, o.

**Activity A (Blending):** blend the words hot, pot, dog, rock. (Say the sounds with the children, blend them and read the words.)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: doctor, dog, cross, duck. The children listen for the words that have the /o/ sound and circle them. Answers: dog, pot, doctor.

**Extension activity:** The teacher asks the students to complete the words with the /o/ sound.

**Answers:** stop, dolphin, clock, open.

**Dictation:** Call out the sound /o/ and the other sounds already covered for the children to write. Word Bank: hot, mop, pot, dog, sock, dot, rock, dock, spot, cot, hot, not, odd.

**Song:** tell students to listen to the song.

O o  
 Now it's dark,  
 the lights go on,  
 /o/ - /o/ - /o/ - /o/- /o/,  
 Time for bed,  
 the lights go off!  
 /o/ - /o/ - /o/ - /o/- /o/.

**Practice structure/ Speaking: Activity A**

- The teacher tells the students to listen and practice the dialogue with a partner.
- He practices the dialogue with a student as an example.
- He asks the whole class to practice the conversation with the students next to them.
- He makes clear that one has to ask the question and the other has to answer.
- While students practice, check if all students are practicing, and help if necessary.

**Writing: activity B**

The teacher asks the students to find and circle the words in the grid.

**Answers:**

R	U	L	E	R	P	S
M	P	E	N	K	C	C
K	J	J	S	V	N	H
D	B	N	A	S	C	O
B	U	H	E	R	K	O
M	P	E	N	C	I	L
H	Y	O	A	W	B	B
A	I	R	E	R	R	A
P	E	N	I	O	X	G

**Writing: Activity c**

The teacher asks the pupils to look at the pictures and write the names of these pictures.

**Answers:**

1. Table, 2. Chair , 3.eraser.

**Objective:** By the end of the lesson, the students should be able to say their favorites days and months.

**Presenting structure/Practice: Activity A:**

- The teacher tells the students to listen and practice the dialogue with a partner.
- He practices the dialogue with a student as an example.
- He asks the whole class to practice the conversation with the students next to them.
- He makes clear that one has to ask the question and the other has to answer.
- While students practice, check if all students are practicing, and help.

**Writing: Activity B**

The teacher tells the pupils to complete the dialogue in pairs.

**Answers:**

**A:** hi \_\_Ahmed\_\_

**B:** Hello \_\_Amina\_\_

What is the day today?

**B:** It is \_\_Tuesday\_\_.

**A:** What is your favorite day?

**B:** My favorite day is \_\_Friday\_\_. And you?

**A:** My favorite day is \_\_Monday\_\_.

**B:** What is your favorite month of the year?

**A:** It's \_\_August\_\_ because it is my birthday. And you?

**B:** My favorite month is April .

**A:** Ok. See you later

**B:** bye

**Writing: Activity C**

The teacher tells the students to complete the table.

**Answers:**

1	Sunday	Monday	Tuesday
2	Monday	Tuesday	Wednesday
3	November	December	January
4	June	July	August
5	Saturday	Sunday	Monday
6	January	February	March

**Objective:** By the end of the lesson, students should be able to read words with the sound /u/.

**Review:** revise the sounds /s/,/a/,/t/,/i/,/p/,/n/,/c/,/k/,/e/,/h/,/r/, /m/,/d/,/g/,/o/.

**Action:** keep one hand steady and raise the other, as if raising an umbrella, and say u, u, u, u.

**Activity A (Blending):** Blend the words *run, sun, cup, truck*. (Say the sounds with the children, blend them and read the words)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: drum, fun, bus, eraser. The children listen for the words that have the /u/ sound and circle them.

**Answers:** drum, fun, bus.

**Extension activity:** The students have to use the letters and write three words with the /u/ sound from activities A and B. **Answers:** fun, run, sun

**Dictation:** call out the sound /u/ and the other sounds already covered for the children to write. Call out some words from the word Bank. Word Bank: sun, mug, rug, cup, hut, mud, nut, sum, dusk, drum, truck.

**Song:** tell the students to listen to the song.

U u  
/u/ - /u/ up go umbrellas.  
/u/ - /u/ up go umbrellas.  
/u/ - /u/ up go umbrellas...  
... when it starts to rain!

## LESSON PLAN      WEEK 8      SESSION 3      SOUND /L/

**Objective:** By the end of the lesson, students should be able to read words with the sound /L/.

**Review:** revise the sound /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/.

**Action:** Pretend to lick a lollipop, and say llllllllllll.

**Activity A (Blending):** blend the words leg, lips, umbrella, lemon. (Say the sounds with the children, blend them and read the words.)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: **pencil, ball, chair, candle, apple.** The children listen for the words that have the /l/ sound and circle them.

**Answers:** pencil, ball, candle, apple.

**Extension activity:** The teacher asks the students to blend and then read the words. The students say the odd ones. **Answers:** pen, bed.

**Dictation:** Call out the sound /l/ and the other sounds already covered for the children to write. Word Bank: lap, lad, leg, lip, lot, clip, ill, hill, lemon, apple, candle, ball, all, tall.

**Song:** tell students to listen to the song.

L III  
We lick our lollipops.  
We lick our lollipops.  
/l/ - /l/ - /l/ - /l/  
We lick our lollipops.

## LESSON PLAN      WEEK 8      REVIEW

### **Practice structure/ Speaking: Activity A**

The teacher tells the students to look at the pictures. The teacher asks the questions and the students answer orally.

#### **Questions & answers:**

How old is Aicha?      She is seven years old.  
When is her birthday?      Her birthday is on February 13.

How old is Ahmed?      He is eight years old.  
When is his birthday?      His birthday is on April 8.

How old is Assia?      She is four years old.  
When is her birthday?      Her birthday is on May 23.

How old is Houmed?      He is nine years old.  
When is his birthday?      His birthday is on March 18.

#### **Writing: activity B**

The teacher asks the students to complete the tables.

### **Speaking: Activity C**

The teacher asks the students to write the months and days.

#### **Answers:**

1. January.
2. Saturday.
3. Friday.
4. December

**Objective:** By the end of the lesson, the students should be able to understand school instructions and react accordingly.

**Presenting structure/repeating: Activity A:**

The teacher asks the students to listen and repeat the instructions.

**Writing: Activity B**

The teacher tells the children to match the pictures with the instructions.

**Answers: Picture 1:** close the book. **Picture 2:** open the book. **Picture 3:** open the door.

**Practicing: Activity C**

The teacher tells the students to perform the actions in pairs.

**Objective:** By the end of the lesson, students should be able to read words with the sound /f/.

**Review:** revise the sounds /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/.

**Action:** let your hands come together gently, as if an inflatable fish is deflating and say fffffff.

**Activity A (Blending):** Blend the words fan, flag, frog, fox, fat. (Say the sounds with the children, blend them and read the words).

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: run, gift, drum, lift, fly. The children listen for the words that have the /f/ sound and circle them. **Answers:** gift, lift, fly.

**Extension activity:** The students have to complete the words with the /f/ sound.

**Answers:** fat, fan.

**Dictation:** call out the sound /f/ and the other sounds already covered for the children to write. Call out some words from the word Bank. Word Bank: fit, fat, fun, fan, frog, flag, fox, fly, lift, gift.

**Song:** tell the students to listen to the song.

<p>F fphff          My friends and I          went to the beach          with my floating fish.          I got a hole...          the air came out.          /ffff/!</p>
--

**Objective:** By the end of the lesson, students should be able to read words with the sound /b/.

**Review:** revise the sound /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/.

**Action:** Pretend to hit a ball with a bat, and say b, b, b, b.

**Activity A (Blending):** blend the words bag, cub, book, bed. (Say the sounds with the children, blend them and read the words.)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: bat, cub, cat, rabbit. The children listen for the words that have the /b/ sound and circle them. **Answers:** bat, cub, rabbit.

**Extension activity:** The teacher asks the students to complete the words with the /b/ sound.

**Answers:** bus, burger, banana.

**Dictation:** Call out the sound /b/ and the other sounds already covered for the children to write. Word Bank: bat, bag, cab, bed, book, cub, boss, rabbit, cab, big, bin, bug, but, bill, bell, back, black, brick, block, bus, brick.

**Song:** tell students to listen to the song.

<p>B b          Bring your bat and          bring your ball.          /b! /b!          Bring your bat and          bring your ball...          to the park to play!</p>
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## LESSON PLAN WEEK 9 REVIEW

**Practice structure/ Speaking: Activity A**

The teacher tells the students to listen and repeat.

**Practicing: activity B**

The teacher asks students to practice in pairs and perform the instructions in activity A.

**Writing: Activity c**

The teacher asks the pupils to look at the pictures and match the instructions with the pictures.

**Answers: Picture 1:** open the door. **Picture 2:** close the door. **Picture 3:** raise your hand.

**Picture 4:** write the lesson.

**Objective:** By the end of the lesson, the students should be able understand school instructions and react accordingly.

**Presenting structure/repeating: Activity A:**

The teacher asks the students to listen and repeat.

**Writing: Activity B**

The teacher tells the children to circle the action that you cannot do at school.

**Answers:** Picture 2.

**Writing: Activity C**

The teacher tells the students to tick the things they can do in a school and cross the things they cannot do.

**Answers:**

<b>Picture 1:</b> fight in the school	x
<b>Picture 2:</b> raise your hand	✓
<b>Picture 3:</b> sleep in the classroom	x
<b>Picture 4:</b> read in the classroom	✓

**Objective:** By the end of the lesson, students should be able to read words with the sound /ai/.

**Review:** revise the sounds /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/.

**Action:** cup your hand over your ear, as if you are hard of hearing, and say ai, ai, ai?

**Activity A (Blending):** Blend the words rain, tail, snail, brain, email. (Say the sounds with the children, blend them and read the words)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: maid, pain, dog, nail, man. The children listen for the words that have the /ai/ sound and circle them.

**Answers:** maid, pain, nail.

**Extension activity:** The students have to complete the words below with the /ai/ sound.

**Answers:** train, rainbow, sail.

**Dictation:** call out the sound /ai/ and the other sounds already covered for the children



to write. Call out some words from the word Bank. Word Bank: trail, maid, aid, tail, bait, aim, mail, snail, brain, email, rain, main, saint, pain, nail; train, sail.

**Song:** tell the students to listen to the song.

Ai  
My ear hurts.  
I was in pain.  
/ai/ ? /ai/ ?  
My ear hurts.  
I was in pain.  
What do you try to say?

## LESSON PLAN    WEEK 10    SESSION 3    SOUND /J/

**Objective:** By the end of the lesson, students should be able to read words with the sound /j/.

**Review:** revise the sound /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/.

**Action:** Pretend to wobble on a plate, and say j, j, j, j.

**Activity A (Blending):** blend the words jump, jam, job, jail. (Say the sounds with the children, blend them and read the words.)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: jet, judge, frog, jacket. The children listen for the words that have the /j/ sound and circle them.

**Answers:** jet, judge, jacket.

**Extension activity:** The teacher asks the students to color the stickers that have the /j/ sound.

**Answers:** jet, job, jog.

**Dictation:** Call out the sound /j/ and the other sounds already covered for the children to write. Word Bank: jump, jam, job, jail, jacket, jet, judge, jot, job, jog, jug, jot, jail, jacket, just.

**Song:** tell students to listen to the song.

J j  
Jelly and jam,  
Jelly and jam,  
Jiggling on the plate.  
Oh, what will I do with it?  
/j/ - /j/ - /j/ - /j/ - /j/.

## LESSON PLAN    WEEK 10    REVIEW

### **Writing: Activity A**

The teacher tells the students to write the instructions in the right box. The first one is given as an example.

#### **Answers:**

**Picture 1:** Give me my pen.

**Picture 2:** Open the book.

**Picture 3:** Be quiet.

**Picture 4:** Sit down.

**Picture 5:** stand up.

**Picture 6:** close the door

### **Practicing: activity B**

The teacher asks students to practice in pairs and perform the instructions in activity A.

### **Writing: Activity c**

The teacher asks the pupils to blend and then read the words in each group. The students say which ones are odd.

**Answers:** all, fly.

**Objective:** By the end of the lesson, the students should be able to understand school instructions and react accordingly.

**Presenting structure/repeating: Activity A:**

The teacher asks the students to listen and repeat the instructions.

**Writing: Activity B**

The teacher tells the children to circle the action that you can't do at school.

**Answers: Picture 2:** eat in the classroom.

**Practicing: Activity C**

The teacher tells the students to match the pictures with the instructions.

**Answers: Picture 1:** let us go to the school. **Picture 2:** write the lesson.

**Picture 3:** welcome to the class.

**Objective:** By the end of the lesson, students should be able to read words with the sound /oa/.

**Review:** revise the sounds /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/.

**Action:** Bring your hand to your mouth, as if something has gone wrong, and say oh!

**Activity A (Blending):** Blend the words goat, coat, road, boat. (Say the sounds with the children, blend them and read the words)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: toast, work, clock, coat. The children listen for the words that have the /oa/ sound and circle them. Answers: coat, toast

**Extension activity:** The students have to color the stickers that have the /oa/ sound. Answers: float, boat, loaf.

**Dictation:** call out the sound /oa/ and the other sounds already covered for the children to write. Call out some words from the word Bank. Word Bank: goat, coat, road, boat, goal, oak, float, coal, load, soap, foam, loaf.

**Song:** tell the students to listen to the song.

Oa

Oh, did you see  
the billy goat?

/oa/ - /oa/ - /oa/,

/oa/ - /oa/ - /oa/.

Oh, did you see

the billy goat,

under the old oak tree?

**Objective:** By the end of the lesson, students should be able to read words with the sound /ie/.

**Review:** revise the sound /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/.

**Action:** Stand to attention and salute, saying aye, aye.

**Activity A (Blending):** blend the words pie, tie, fried, cried. (Say the sounds with the children, blend them and read the words.)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: toast, flies, shoes, quiet. The children listen for the words that have the /ie/ sound and circle them. **Answers:** tied, quiet, flies.

**Extension activity:** The teacher asks the students to complete the words with the /ie/ sound. Then repeat the words.

**Answers:** lied, tied, spied, died, tie, pie.

**Dictation:** Call out the sound /ie/ and the other sounds already covered for the children to write. Word Bank: pie, tie, quiet, flies, die.

**Song:** tell students to listen to the song.

Ie  
 The captain said, “ /ie/ - /ie/! ”  
 The captain said, “ /ie/ - /ie/! ”  
 “ Stand up straight !  
 Don’t be late! ”  
 The captain said, “ /ie/ - /ie/”

**Practice structure/ Speaking: Activity A**

The teacher tells the students to write the instructions in the right box.

**Answers:**

Do list	Don't do list
Come in Work in pairs Raise your hand Come to the board Be quiet Open page	Don't climb the school fence Don't fight at school Don't throw papers on the floor Don't write on the walls

**Practicing: activity B**

The teacher asks the students to blend and then read the words in each group. The students say which ones are odd.

**Answers:** rain jet

**Objective:** By the end of the lesson, the students should be able to name people and give details about them.

**Presenting structure/Repeat: Activity A**

The teacher asks the students to listen and repeat.

**Writing: Activity B**

The teacher tells the children to match the sentences with the pictures.

**Answers: Picture 1:** that is a girl. **Picture 2:** this is a doctor. **Picture 3:** that is a table.

**Picture 4:** this is a dog.

**Writing: Activity C**

The teacher tells the students to classify the pictures in activity b into the following.

**Answers:**

people	Animal	object
Picture 1, Picture 2	Picture 3	Picture 4

**Objective:** By the end of the lesson, students should be able to read words with the sound /ee/.

**Review:** revise the sounds /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/.

**Action:** Put your hands on your head, and flap them up and down like the ears of a donkey, saying eeyore, eeyore.

**Activity A (Blending):** Blend the words tree, bee, beef, green. (Say the sounds with the children, blend them and read the words)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: knee, arm, street, feet. The children listen for the words that have the /ee/ sound and circle them.

**Answers:** knee, street, feet.

**Extension activity:** The students have to complete the words below with the /ee/ sound.

**Answers:** seed, greed, seek, keep, bee, speed.

**Dictation:** call out the sound /ee/ and the other sounds already covered for the children to write. Call out some words from the word Bank. Word Bank: bee, deep, beef, feet, heel, jeep, keen, free, greed, green, tree, speed, knee, seed.

**Song:** tell the students to listen to the song.

Ee or  
See the donkey  
in its stall.  
“Eeyore!  
/ee/ - /or/”  
is its call.

## LESSON PLAN WEEK 12 SESSION 3 SOUND /OR/

**Objective:** By the end of the lesson, students should be able to read words with the sound /or/.

**Review:** revise the sound /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/.

**Action:** Put your hands on your head, and flap them up and down like the ears of a donkey, saying eeyore, eeyore.

**Activity A (Blending):** blend the words fork, sport, storm, born. (Say the sounds with the children, blend them and read the words.)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: work, doctor, pen, torch. The children listen for the words that have the /or/ sound and circle them. **Answers:** work, doctor, port, torch.

**Extension activity:** The teacher says the words: short, bee, horse. The students listen and color the pictures with the /or/ sound. **Answers:** short, horse.

**Dictation:** Call out the sound /or/ and the other sounds already covered for the children to write. Word Bank: fork, sport, storm, born, work, doctor, port, torch, horse; lord, cork, form; corn, fort, port, sport, storm.

**Song:** tell students to listen to the song.

Ee or  
See the donkey  
in its stall.  
“Eeyore!  
/ee/ - /or/”  
is its call.

## LESSON PLAN WEEK 12 REVIEW

**Practice structure/Repeating: Activity A**

The teacher tells the students to listen and repeat.

**Practicing: activity B**

The teacher asks students to complete the sentences with their personal information. The teacher should give them an example.

Each student should do the same with his classmates.

**Writing: Activity C**

The teacher asks the pupils to look at the pictures and cross out the different word.

**Answers:** duck

**Objective:** By the end of the lesson, the students should be able to name colors.

**Presenting structure/repeating: Activity A:**

The teacher asks the students to listen and repeat.

**Writing: Activity B**

The teacher tells the children to listen to the song. The teacher can sing if the audio is unavailable.

THE BALLOON SONG

Red, red balloon, floating in the sky  
Blue, blue balloon, drifting up so high  
White, white balloon, flying through the air  
Green, green balloon, you can see it everywhere  
The balloon song, balloon song, this is the balloon song  
Brown, brown balloon, blowing in the wind  
Black, black balloon, floating by me again

**Practicing: Activity C**

The teacher tells the students to ask questions to their partners about colors. The teacher will ask more questions about classroom objects.

For example: what is the color of the table?

**Objective:** By the end of the lesson, students should be able to read words with the sound /z/.

**Review:** revise the sounds /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/, /ee/, /or/.

**Action:** Put your arms out at your sides and flap them like a bee, saying zzzzzzzz.

**Activity A (Blending):** Blend the words zebra, zero, zipper, jazz. (Say the sounds with the children, blend them and read the words)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: zig zag, crab, pizza, motorbike, zebu, tie. The children listen for the words that have the /z/ sound and circle them.

**Answers:** zig zag, pizza, zebu.

**Extension activity:** The students have to color the pictures that have the /z/ sound.  
**Answers:** zebra, zero, zipper.

**Dictation:** call out the sound /z/ and the other sounds already covered for the children to write. Call out some words from the word Bank. Word Bank: zip, jazz, zebra, jazz, zero pizza, zebu.

**Song:** tell the students to listen to the song.

Z e  
Did you ever hear  
a bee buzz,  
a bee buzz,  
a bee buzz?  
Did you ever hear  
a bee buzz,  
“ZZZ”! , like this?

## LESSON PLAN    WEEK 13    SESSION 3    SOUND /w/

**Objective:** By the end of the lesson, students should be able to read words with the sound /w/.

**Review:** revise the sound /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/, /ee/, /or/, /z/.

**Action:** Blow onto your open hand, as if you are the wind, and say wh, wh, wh,wh.

**Activity A (Blending):** blend the words watch, water, wind, whale. (Say the sounds with the children, blend them and read the words.)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: web, cheese, telephone wing, wheel, wall, dragon. The children listen for the words that have the /w/ sound and circle them. Answers: web, wing, wheel, wall.

**Extension activity:** The teacher asks the students to match the pictures with the right words.

**Answers:** **Picture 1:** whale **Picture2:** water **Picture 3:** wolf **Picture 4:** white

**Dictation:** Call out the sound /w/ and the other sounds already covered for the children to write. Word Bank: web, watch, water, wig, wind, whale, well, sweet, wing, wheel, wall, waist.

**Song:** tell students to listen to the song.



W

I see the clouds moving,

/w/ -/w/ - /w/.

I see the kites flying,

/w/ -/w/ - /w/.

I see the trees bending,

/w/ -/w/ - /w/.

The wind is blowing strong!

## LESSON PLAN    WEEK 13    REVIEW

### Practice structure/Speaking: Activity A

The teacher tells the students to listen to the conversation and practice with their partners.

### Practicing: activity B

The teacher tells the students to complete the dialogue then practice with their partners.

#### Answers:

**A:** Hi. How are ...you.....?

**B:** I am fine. What is your .....favorite..... color?

**A:** I ...like..... red. And you?

**B:** ...My... favorite color is green. The tree is green.

**A:** Tell me what .....color..... is the milk?

**B:** The color of the milk is ...white..... .

### Writing: Activity c

The teacher says the words. The students listen for the words that contain the /z/ sound and circle them.

**Answers:** jazz, frozen, zipper.

**Objective:** By the end of the lesson, the students should be able to name family members.

**Presenting structure/repeating: Activity A:**

The teacher asks the students to listen and repeat.

**Listening: Activity B**

The teacher tells the children to listen to conversation. The teacher asks questions like what is Ali's mother's name in order to check if they have understood.

**Practicing/ Speaking: Activity C**

The teacher tells the students to ask questions to their partners about their families. One student asks questions and the other one answers, and then they swap roles.

## LESSON PLAN

## WEEK 14 SESSION 2 SOUND /NG/

**Objective:** By the end of the lesson, students should be able to read words with the sound /ng/.

**Review:** revise the sounds /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/, /ee/, /or/, /z/.

**Action:** Imagine you are a weightlifter, and pretend to lift a heavy weight above your head, saying ngngng.

**Activity A (Blending):** Blend the words swing, king, song, lung. (Say the sounds with the children, blend them and read the words)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: ring, car, strong, flower, sing. The children listen for the words that have the /ng/ sound and circle them. **Answers:** ring, strong, sing.

**Extension activity:** The students have to listen and complete with the sounds /r/, /w/, /l/, /k/, /h/.

**Answers:** king, wing, hang, lung, ring.

**Dictation:** call out the sound /ng/ and the other sounds already covered for the children to write. Call out some words from the word Bank. Word Bank: swing, king, song, lung, ring, strong, sing, long, ping-pong, gang, hang, strong.

**Song:** tell the students to listen to the song.

Ng

If you strong and you know it,  
say “ /ng/! ”

If you strong and you know it,  
say “ /ng/! ”

If you strong and you know it  
and you really want to show  
it...

if you strong and you know it,  
say “ /ng/! ”

## LESSON PLAN    WEEK 14    SESSION 3    SOUND /V/

**Objective:** By the end of the lesson, students should be able to read words with the sound /v/.

**Review:** revise the sound /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/, /ee/, /or/, /z/, /w/, /ng/.

**Action:** Pretend to be driving along in a van, saying vvvvv.

**Activity A (Blending):** blend the words veil, vest, van, volcano, violin. (Say the sounds with the children, blend them and read the words.)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: vase, spoon, duck, vegetables. The children listen for the words that have the /v/ sound and circle them. Answers: vase, vegetables, village.

**Extension activity:** The teacher asks the students to draw a line to help the van find the items that have the /v/ sound.

**Answers:** volcano, violin, vest.

**Dictation:** Call out the sound /v/ and the other sounds already covered for the children to write. Word Bank: veil, vest, van, volcano, violin, vase, vegetables, village, vent, visit.

**Song:** tell students to listen to the song.

V

Drive Vic's van  
round the village.

Drive Vic's van  
round the village.

Drive Vic's van  
round the village.

-/v/ - /v/ - -/v/ - /v/ -/v/ !

## LESSON PLAN    WEEK 14    REVIEW

### **Practice structure/Speaking: Activity A**

The teacher tells the students to ask their partners about their families. One asks the questions and the other one answers. Then they swap roles.

### **Writing: activity B**

The teacher tells the students to listen then write the words with the /v/ sound in the correct order

### **Answers:**

Violin  
Glove  
Vase  
Van

### **Writing: Activity c**

The students have to fill in the gaps to have the /ng/ sound.

**Answers:** bang, song, rung, wing, hang.  
Sing, long, ring, lung, ping.

## LESSON PLAN WEEK 15 SESSION 1

**Objective:** By the end of the lesson, the students should be able to name body parts.

**Presenting structure/repeating: Activity A:**

The teacher asks the students to listen and repeat.

**Practicing: Activity B**

The teacher tells the children to follow the instructions and do the same gestures.

Then each pupil should give an instruction to his partner and his classmate should do the action required

**Writing: Activity C**

The teacher tells the students to match pictures to the right words.

**Answers:**

**Picture 1:** ear **Picture 2:** finger **Picture 3:** nose **Picture 4:** hand

**Picture 5:** eye **Picture 6:** mouth **Picture 7:** foot

## LESSON PLAN

## WEEK 15 SESSION 2

## SOUND /OO/

**Objective:** By the end of the lesson, students should be able to read words with the sound /oo/( little oo).

**Review:** revise the sounds /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/, /ee/, /or/, /z/ /w /, /ng/, /v/.

**Action:** Move your head back and forth, like the cuckoo in a cuckoo clock, calling u,u,u.

**Activity A (Blending):** Blend the words tooth, wood, book, wool. (Say the sounds with the children, blend them and read the words) only “book” has the short sound.

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: foot, glass, hand, hook. The children listen for the words that have the /oo/ sound and circle them. **Answers:** foot, hook.

**Extension activity:** The students have to write the missing sound for each word. Answers: tool, cook, hook, book, foot, food.

**Dictation:** call out the sound /oo/ and the other sounds already covered for the children to write. Call out some words from the word Bank. Word Bank: look, foot, wool, tool, book, hook, cook, good, wood, tooth.

**Song:** tell the students to listen to the song.

Oo  
Who wants to  
be a cuckoo?  
Who wants to  
be a cuckoo?  
Who wants to  
be a cuckoo?  
/oo/ - /oo/, /oo/ - /oo/, /oo/ - /  
oo/ !

## LESSON PLAN    WEEK 15    SESSION 3    SOUND /OO/

**Objective:** By the end of the lesson, students should be able to read words with the sound /oo/( long oo).

**Review:** revise the sound /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/, /ee/, /or/, /z/, /w/, /ng/, /v/, /oo/.

**Action:** move your head back and forth, like the cuckoo in a cuckoo clock, calling oo, oo, oo.

**Activity A (Blending):** blend the words moon, spoon, food, roof. (Say the sounds with the children, blend them and read the words.)

**Activity B:** The students have to fill in the words in the right column.

**Answers:**

short oo	long oo
Look, good, cook, foot, hook	Zoo, food, noon, roof, room

**Extension activity:** The teacher asks the students to write the name of each picture with long /oo/ and little /oo/ sound.

**Answers:** spoon, foot, tooth, moon, cook, book.

**Dictation:** Call out the sound /oo/ and the other sounds already covered for the children to write. Word Bank: zoo, hoop, zoom, moon, boot, cool, boom, food, noon, roof, soon, spoon, stool.

**Song:** tell students to listen to the song.

Oo  
Who wants to  
be a cuckoo?  
Who wants to  
be a cuckoo?  
Who wants to  
be a cuckoo?  
/oo/ - /oo/, /oo/ - /oo/, /oo/ - /oo/ !

## LESSON PLAN WEEK 15

## REVIEW

### **Practice structure/Speaking: Activity A**

The students listen and practice.

### **Writing: activity B**

The students have to match the pictures to the right words.

### **Answers:**

**Picture 1:** boot

**Picture 2:** book

**Picture 3:** tools

**Picture 4:** moon

**Picture 5:** spoon

**Picture 6:** food

**Objective:** By the end of the lesson, the students should be able to name classroom objects.

**Presenting structure/repeating: Activity A:**

The teacher asks the students to listen and repeat.

**Writing: Activity B**

The teacher tells the students to draw<sup>2</sup>the objects in the boxes.

**Writing: Activity C**

The students have to fill in the words with the missing sound.

**Answers:** schoolbag, scissors, pencil, sharpener, book

**Objective:** By the end of the lesson, students should be able to read words with the sound /y/.

**Review:** revise the sounds /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/, /ee/, /or/, /z/, /w/, /ng/, /v/, /oo/, /OO/.

**Action:** Pretend to eat a yogurt from a spoon, saying y, y, y, y, y.

**Activity A (Blending):** Blend the words yoyo, yacht, yogurt, yolk. (Say the sounds with the children, blend them and read the words)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: yell snail, yak, drum. The children listen for the words that have the /y/ sound and circle them. Answers: yell; yak.

**Extension activity:** The students have to tick the pictures that have the /y/ sound.

**Answers:** yarn, yoyo, yolk, yak.

**Dictation:** call out the sound /y/ and the other sounds already covered for the children to write. Call out some words from the word Bank. Word Bank: yak, yell, yacht, yoyo, yogurt, yolk, yam, yarn.

**Song:** tell the students to listen to the song.

Y y  
I like to eat, eat, eat,  
yogurt and bananas.  
I like to eat, eat, eat  
yogurt and bananas.  
I like to eat, eat, eat  
yogurt and bananas  
... /y/- /y/ -/y/ -/y/ - /y/ !



**Objective:** By the end of the lesson, students should be able to read words with the sound /x/.

**Review:** revise the sound /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/, /ee/, /or/, /z/, /w/, /ng/, /v/, /oo/, /OO/, /y/.

**Action:** Pretend to take an x-ray with an x-ray camera, saying ks, ks, ks, ks .

**Activity A (Blending):** blend the words fox, box, six, wax. (Say the sounds with the children, blend them and read the words.)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: axe, monkey, xylophone, mushroom, x-ray. The children listen for the words that have the /x/ sound and circle them. Answers: axe, xylophone, x-ray.

**Extension activity:** The teacher asks the students to color the pictures that have the sound /x/. **Answers:** box, six, axe, x-ray, wax.

**Dictation:** Call out the sound /x/ and the other sounds already covered for the children to write. Word Bank: fox, box, six, mix, wax, exit, next, axe.

**Song:** tell students to listen to the song.

<p>X x          /ks/ - /ks/ take an x-ray          /ks/ - /ks/ take an x-ray          /ks/ - /ks/ take an x-ray          ... x-ray of my hand</p>
---

### Listening/Writing: Activity A

The teacher tells the students to listen and circle the correct ending sound for each picture.

**Answers:**

Fox, bug, bed, box, dog.

### Writing: activity B

The teacher tells the students to fill with the /y/ sound.

**Answers:**

Yak, yarn, yacht, young, yoyo, yolk.

### Writing: Activity c

The students match the pictures with the right words.

**Answers:**

**Picture 1:** eraser **Picture 2:** ruler **Picture 3:** pen **Picture 4:** pencil case **Picture 5:** notebook

## LESSON PLAN

## WEEK 17

## SESSION 1

**Objective:** By the end of the lesson, the students should be able to name the different shapes.

**Presenting structure/repeating: Activity A:**

The teacher asks the students to listen and repeat.

**Writing: Activity B**

The teacher tells the children to circle the similar shape.

**Writing: Activity C**

The teacher tells the students to color, trace and connect.

## LESSON PLAN

## WEEK 17 SESSION 2 SOUND /CH/

**Objective:** By the end of the lesson, students should be able to read words with the sound /ch/.

**Review:** revise the sounds /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/, /ee/, /or/, /z/, /w/, /ng/, /v/, /oo/, /OO/, /y/, /x/.

**Action:** Move your arms at your sides, as if you are a train, and say ch, ch, ch, ch.

**Activity A (Blending):** Blend the words chimpanzee, rich, cheese, chair. (Say the sounds with the children, blend them and read the words)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: chicken, chocolate, ant, cherry, mouse. The children listen for the words that have the /y/ sound and circle them.

**Answers:** chicken, chocolate, cherry.

**Extension activity:** The students have to match the pictures with the right word.

**Answers: Picture 1:** chair **Picture 2:** chicken **Picture 3:** cheese **Picture 4:** cherry

**Dictation:** call out the sound /ch/ and the other sounds already covered for the children to write. Call out some words from the word Bank. Word Bank: rich, cheese, chair, chat, chest, chess, lunch, cherry, chair, chicken.

**Song:** tell the students to listen to the song.

Ch  
Trains are chugging  
up the hill  
/ch/ - /ch/ - /ch/,  
/ch/ - /ch/ - /ch/,  
Trains are chugging  
up the hill  
/ch/ - /ch/ - /ch/,  
/choo/- /choo/ !

## LESSON PLAN    WEEK 17    SESSION 3    SOUND /SH/

**Objective:** By the end of the lesson, students should be able to read words with the sound /sh/.

**Review:** revise the sound /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/, /ee/, /or/, /z/, /w/, /ng/, /v/, /oo/, /OO/, /y/, /x/, /ch/.

**Action:** Place your index finger over your lips, and say sh shshshshshs.

**Activity A (Blending):** blend the words shark, shop, fish, sheep, shell. (Say the sounds with the children, blend them and read the words.)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: shoe, ball, t-shirt, , ship, plane. The children listen for the words that have the /sh/ sound and circle them. **Answers:** shoe, t-shirt, ship.

**Extension activity:** The teacher asks the students to connect the letter with the /sh/ sound. The first one is given as an example.

**Answers:** fish, shop, shell, ship, brush.

**Dictation:** Call out the sounds /sh/ and the other sounds already covered for the children to write. Word Bank: ship, shell, shop, shot, cash, fish, shin, ash, dish, rush, dish, sheet, sheep, shark, shoe.

**Song:** tell students to listen to the song.

Sh  
  
Hush! Hush! Hush!  
Don't make a sound.  
Be as quiet  
as you can be.  
The baby's asleep  
And I am tired out.  
Sh! /sh/ - /sh/ - /sh/ !

**Writing: Activity A**

The teacher tells the students to look at the pictures and fill in the blanks.

**Answers:**

- Picture 1:** shirt
- Picture 2:** shoe
- Picture 3:** dish
- Picture 4:** shop
- Picture 5:** ship
- Picture 6:** fish
- Picture 7:** sheep

**Writing: activity B**

The teacher tells the students to choose the correct sound and write it on the line.

**Answers:**

Chair, sheep, ship, cherry.

**Writing: Activity c**

The students have to match the pictures with the right words.

**Answers:**

- Picture 1:** square
- Picture 2:** triangle
- Picture 3:** rectangle
- Picture 4:** star

**Objective:** By the end of the lesson, the students should be able to name the different shapes.(part2)

**Presenting structure/repeating: Activity A:**

The teacher asks the students to listen and repeat.

**Writing: Activity B**

The teacher tells the children to color the shapes with the given color.

**Writing: Activity C**

The teacher tells the students to match the shapes with the right word.

**Answers:** 1. Star, 2. heart, 3. crescent

**Objective:** By the end of the lesson, students should be able to read words with the unvoiced /th/ sound.

**Review:** revise the sounds /s/,/a/,/t/,/i/,/p/,/n/,/c/,/k/,/e/,/h/,/r/, /m/,/d/,/g/,/o/,/u/, /l/,/f/,/b/,/ai/, /j/,/oa/,/ie/,/ee/, /or/,/z/,/w/, /ng/,/v/,/oo/,/OO/,/y/,/x/,/ch/,/sh/.

**Action:** Pretend to be a rude clown and stick out your tongue further for th (as in thumb).

**Activity A (Blending):** Blend the words throat, toothbrush, thumb, cloth, teeth. (Say the sounds with the children, blend them and read the words)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: bath, north, castle, tooth, waterfall. The children listen for the words that have the /th/ sound and circle them.

**Answers:** bath, north, tooth.

**Extension activity:** The students have to listen and repeat.

**Dictation:** call out the sound /th/ and the other sounds already covered for the children to write. Call out some words from the word Bank. Word Bank: thank, thin, thing, cloth, three, teeth, throat, thumb, bath, north, mouth, booth.

**Song:** tell the students to listen to the song.

<p>Th          Did you ever hear          a rude clown          make this sound          and that sound ?          Did you ever hear          a rude clown          say /th/ - /th/, /th/ - /th/ ?</p>
--

**Objective:** By the end of the lesson, students should be able to read words with the voiced sound /th/.

**Review:** revise the sound /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/, /ee/, /or/, /z/, /w/, /ng/, /v/, /oo/, /OO/, /y/, /x/, /ch/, /th/.

**Action:** Pretend to be a rude clown and stick out your tongue a little for th (as in this).

**Activity A (Blending):** blend the words that, they, rhythm. (Say the sounds with the children, blend them and read the words.)

**Activity B :** The students have to fill in the words with the /th/ sound.

**Answers:**

1. earth 2. thumb 3. mouth 4. throne

**Extension activity:** The students listen to the words then repeat.

**Dictation:** Call out the sound /th/ and the other sounds already covered for the children to write. Word Bank: than, them, this, that, then, with, smooth.

**Song:** tell students to listen to the song.

<p>Th Did you ever hear a rude clown make this sound and that sound ? Did you ever hear a rude clown say /th/ - /th/, /th/ - /th/ ?</p>
---

**Writing: Activity A**

The teacher tells the students to do the activity.

**Writing: activity B**

The teacher tells the students to fill in the words with the /th/ sound.

**Answers:** 1. three 2. thief 3. bath 4. mouth

**Writing: Activity c**

The students have to listen and repeat.

**Objective:** By the end of the lesson, the students should be able to name the different body parts .(part2)

**Presenting structure/repeating: Activity A:**

The teacher asks the students to listen and repeat.

**Writing: Activity B**

The teacher says these words: eyebrow, neck, chin, knee. The children listen to the teacher and touch these parts of their bodies.

**Writing: Activity C**

The teacher tells the students to match the words with the body parts.

**Objective:** By the end of the lesson, students should be able to read words with the /qu/ sound.

**Review:** revise the sounds /s/,/a/,/t/,/i/,/p/,/n/,/c/,/k/,/e/,/h/,/r/, /m/,/d/,/g/,/o/,/u/, /l/,/f/,/b/,/ai/, /j/,/oa/,/ie/,/ee/, /or/,/z/,/w/, /ng/,/v/,/oo/,/OO/,/y/,/x/,/ch/,/sh/, /th/,/th/.

**Action:** Make a duck's beak with your hands, and say qu, qu, qu .

**Activity A (Blending):** Blend the words quiz, queen, liquid, quack. (Say the sounds with the children, blend them and read the words)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: square, dolphin, squirrel, beach.The children listen for the words that have the / qu/ sound and circle them. **Answers:** square, squirrel.

**Extension activity:** The students have to complete with the / qu/ sound.

**Answers:** queen, quiz, quiet, quick.

**Dictation:** call out the sound /qu/ and the other sounds already covered for the children to write. Call out some words from the word Bank. Word Bank: queen, quiz, squid, liquid, squirrel, quest, quit, quick, quill, quack.

**Song:** tell the students to listen to the song.

<p>Qu qu          The duck in the pond          Quacks, “ /qu/ - /qu/ - /qu/, ”                    “ /qu/ - /qu/ - /qu/, ”          “ /qu/ - /qu/ - /qu/, ”          The duck in the pond          Quacks, “ /qu/ - /qu/ - /qu/, ”          all around the pond.</p>
--

**Objective:** By the end of the lesson, students should be able to read words with the sound /ou/.

**Review:** revise the sound /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/, /ee/, /or/, /z/, /w/, /ng/, /v/, /oo/, /OO/, /y/, /x/, /ch/, / sh/, /th/, / and / qu/

**Action:** Pretend your finger is a needle and prick your thumb, saying ou, ou, ou.

**Activity A (Blending):** blend the words mouse, house, couch, cloud. (Say the sounds with the children, blend them and read the words.)

**Activity B (sounding):** The teacher says the words corresponding to the pictures in the book: shout, table, pound, computer. The children listen for the words that have the /ou/ sound and circle them. **Answers:** shout, pound.

**Extension activity:** the students have to write the words with the /ou/ sound under the right picture.

**Answers:** picture 1: out picture 2: shout picture 3: cloud picture 4: couch

**Dictation:** Call out the sound /ou/ and the other sounds already covered for the children to write. Word Bank: mouse, house, couch, cloud, shout, pound, cloud, out,, loud, found, count, mouth, about, around.

**Song:** tell students to listen to the song.

<p>Ou          I pricked my thumb          with a needle.          /ou/ - /ou/ - /ou/ !          /ou/ - /ou/ - /ou/ !          I pricked my thumb          with a needle.          /ou/ - /ou/, ouch !</p>
--

### Writing: Activity A

The teacher tells the students to match.

**Answers:** We hear with our **ears**. / We touch with our **hand**. / We see with our **eyes**.  
 We kick with our **feet**. / We speak with our **mouth**.

### Writing: activity B

The teacher tells the students to complete the words with the /ou/ sound.

**Answers:**

1. pound 2. house 3. shout 4. mouse

### Writing: Activity c

The students have to fill in the words with the /qu/ sound.

**Answers:** queen, question, quack, quiz



**Objective:** By the end of the lesson, the students should be able to name the family members. (part2)

**Presenting structure/repeating: Activity A:**

The teacher asks the students to listen and repeat.

**Writing: Activity B**

The children listen to the teacher and match the words to the right pictures.

**Speaking: Activity C**

The teacher tells the students to talk about their family with a classmate.

**Objective:** By the end of the lesson, students should be able to read words with the /oi/ sound.

**Review:** revise the sounds /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/, /ee/, /or/, /z/, /w/, /ng/, /v/, /oo/, /OO/, /y/, /x/, /ch/, /sh/, /th/, /th// qu/, / ou/ .

**Action:** Cup your hands around your mouth as if hailing a passing boat, saying oi! Ship away.

**Activity A (Blending):** Blend the words coins, voice, oil, soil. (Say the sounds with the children, blend them and read the words)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: boil, point, juice, foil, pancake. The children listen for the words that have the /oi/ sound and circle them. **Answers:** boil, point, foil.

**Extension activity:** The students have to listen and repeat.

**Dictation:** call out the sound /oi/ and the other sounds already covered for the children to write. Call out some words from the word Bank. Word Bank: coin, oil, voice, soil, foil, point, boil, coil, spoil, toilet.

**Song:** tell the students to listen to the song.

Oi

The sailors met upon the sea,

/oi/ - /oi/, /oi/ - /oi/, /oi/.

They found some oil

way down deep.

/oil/ - /oi/, “ Ship ahoy! ”

**Objective:** By the end of the lesson, students should be able to read words with the sound /ue/.

**Review:** revise the sound /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/, /ee/, /or/, /z/, /w/, /ng/, /v/, /oo/, /OO/, /y/, /x/, /ch/, / sh/, /th/, / and / qu/, / ou/

**Action:** Point to people around you, and say you, you, you.

**Activity A (Blending):** blend the words statue, glue, blue, rescue . (Say the sounds with the children, blend them and read the words.)

**Activity B (sounding):** The teacher says the words corresponding to the pictures in the book: barbecue, pyramids, queue, motorbike. The children listen for the words that have the /ue/ sound and circle them. **Answers:** barbecue, queue.

**Extension activity:** the students have to fill in with the /ue/ sound.

**Answers: picture 1:** blue **picture 2:** true **picture 3:** glue

**Dictation:** Call out the sound /ue/ and the other sounds already covered for the children to write. Word Bank: statue, glue, blue, rescue, barbecue, queue, true, value, due.

**Song:** tell students to listen to the song.

<p>U e          I'd like to have a barbecue.          /ue/- /ue/- /ue/,          /ue/- /ue/- /ue/,          I'd like to have a barbecue.          with you, and you, and you !</p>
--

**Writing: Activity A**

The students have to complete the words with the /ue/ sound.

**Answers:** Argue, Avenue, barbecue, blue

**Writing: activity B**

The teacher tells the students to write under each picture the correct word with the /oi/ sound.

**Answers: picture 1:** oil **picture 2:** coin **picture 3:** soil **picture 4:** boil **picture 5:** foil.

**Writing: Activity c**

The students have to match the pictures with the right words.

**Answers:**

**picture 1:** mother **picture 2:** father **picture 3:** baby **picture 4:** sister **picture 5:** brother

**Objective:** By the end of the lesson, the students should be able to name some words related to summer.

**Presenting structure/repeating: Activity A:**

The teacher asks the students to listen and repeat.

**Writing: Activity B**

The children have to trace.

**Speaking: Activity C**

The teacher tells the students to find the words in the grid.

**Answers:** beach, camp, fun, hot, summer, sun, swim, water/

## LESSON PLAN

## WEEK 21 SESSION 2 SOUND /ER/

**Objective:** By the end of the lesson, students should be able to read words with the /er/ sound.

**Review:** revise the sounds /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/, /ee/, /or/, /z/, /w/, /ng/, /v/, /oo/, /OO/, /y/, /x/, /ch/, /sh/, /th/, /th/, /qu/, /ou/, /oi/, /ue/ .

**Action:** Roll your hands over each other, like a mixer, and say er, er, er, er.

**Activity A (Blending):** Blend the words teacher, tower, flower, tiger. (Say the sounds with the children, blend them and read the words)

**Activity B (Sounding):** The teacher says the words corresponding to the pictures in the book: runners, tree, winter, penguin. The children listen for the words that have the /er/ sound and circle them. **Answers:** runners, winter.

**Extension activity:** The students have to write the words with the /er/ sound.

**Answers: picture 1:** tiger **picture 2:** water **picture 3:** teacher **picture 4:** flower

**Dictation:** call out the sound /er/ and the other sounds already covered for the children to write. Call out some words from the word Bank. Word Bank: tiger, ladder, flower, teacher, tower, her, summer, dinner, longer, sister, sender, zipper, waiter, cooker, corner , herb, deeper .

**Song:** tell the students to listen to the song.

Er

The mixer in the bowl

goes /er/- /er/- /er/,

/er/- /er/- /er/,

/er/- /er/- /er/,

The mixer in the bowl

goes /er/- /er/- /er/,

mixing the food together

**Objective:** By the end of the lesson, students should be able to read words with the sound /ar/.

**Review:** revise the sound /s/, /a/, /t/, /i/, /p/, /n/, /c/, /k/, /e/, /h/, /r/, /m/, /d/, /g/, /o/, /u/, /l/, /f/, /b/, /ai/, /j/, /oa/, /ie/, /ee/, /or/, /z/, /w/, /ng/, /v/, /oo/, /OO/, /y/, /x/, /ch/, / sh/, /th/, / and / qu/, / ou/, /oi/, / ue/, /er/.

**Action:** Open your mouth wide and say ah.

**Activity A (Blending):** blend the words jar, car, park, star. (Say the sounds with the children, blend them and read the words.)

**Activity B (sounding):** The teacher says the words corresponding to the pictures in the book: garden, crocodile, window, party. The children listen for the words that have the / ue/ sound and circle them. **Answers:** garden, crocodile, party.

**Extension activity:** the students have to match.

**Answers:** picture 1: star picture 2: far picture 3: jar picture 4: car

**Dictation:** Call out the sound /ar/ and the other sounds already covered for the children to write. Word Bank: jar, car, park, star, garden, party, crocodile, art, ark, bar, arm, farm, hard, park, tart , scar, scarf, shark, sharp, chart.

**Song:** tell students to listen to the song.

Ar
“open wide, ”
the doctor said.
/ar/ ! /ar/ !
“Let me look
at your sore throat.
Please say, “/ar/!” ”

**Writing: Activity A**

The students have to connect the words that have the /ar/ sound.

**Answers:** car, star, scarf

**Writing: activity B**

The teacher tells the students to Complete with the following sound / v /, / s /, / qu / or / oa /.

**picture 1: sun picture 2: goat picture 3: van picture 4: queen**

**Writing: Activity c**

The students have to fill in with the /er/ sound.

**Answers:**

**picture 1: teacher picture 2: singer picture 3: scooter picture 4: flower picture 5: ladder**

**Objective:** By the end of the lesson, the students should be able to use say some greetings, and days of the week.

**Presenting structure/Writing: Activity A:**

The teacher asks the students to choose the right answer.

**Answers:** good morning, good afternoon, good night, good evening, good bye.

**Writing: Activity B**

The children have to fill in the train with the days of the week.

**Answers:** Saturday, Sunday, Monday, Tuesday.

**Speaking: Activity C**

The teacher tells the students to complete and practice with a classmate.

**Answers:**

**Samia :** .....Good morning..... . How are you?

**Ahmed :** Good morning. I am fine, thanks.

**Samia :** What day is today?

**Ahmed :** Today is ...friday..... . There is no school.

**Samia:** Yes, today we go to the mosque for Jumaa prayer.

**Ahmed :** .....good bye..... Samia.

**Samia :** Good bye. See you then.

**Objective:** By the end of the lesson, students should be able to identify colors and school items.

**Presenting structure/Writing: Activity A:**

The teacher asks the students to listen and circle the right answer.

**Answers:** red, yellow, black, green.

**Speaking: Activity B**

The children have to ask their partners the color of the objects.

**Speaking: Activity C**

The children ask their partners what color they like.

**Objective:** By the end of the lesson, students should be able to identify family members.

**Writing: Activity A:**

The teacher asks the students to label each person with the correct name. **Answers:** brother, mother, grandfather, baby, sister, grandmother, sister, father.

**Speaking: Activity B**

The children have to read Ali's paragraph then they answer his question.

**Speaking: Activity C**

The children introduce themselves.

**LESSON PLAN      WEEK 22      REVIEW****Writing: Activity A**

The students have to complete the dialogue then practice in pairs.

**Answers:**

**Raisso** : What days do we go to school ?

**Ibrahim** : We go to school five days : Sunday, Monday, Tuesday, Wednesday, Thursday.

**Raisso** : What days we don't go to school ?

**Ibrahim** : We don't go to school two days : Friday and Saturday.

**Writing: activity B**

The teacher tells the students to fill in with the right color.

1. The color of the sun is yellow.
2. The color of an apple is red.
3. The color of the sea is blue.
4. The color of the milk is white.

**Speaking: Activity c**

The students read Samia's paragraph then tell your classmate about your days in school.

**These lessons are revision of what was taught earlier in the book.**

**Presenting structure/Speaking: Activity A:**

The teacher asks the students to listen and read..

**Writing: Activity B**

The children have to choose the right word and complete the sentences.

**Answers:**

What is this? This is a table

Who are they? They are students.

Who is this? This is a teacher.

What is this? This is a chair.

**Speaking: Activity C**

The teacher tells the students to count the number of items or people in each picture then read these sentences aloud.

**Answers:**

There are four tables in the classroom.

There are three students in the classroom.

There is one teacher in the classroom.

There is one board in the classroom.

**These lessons are revision of what was taught earlier in the book.**

**Listening/ Reading: Activity A:**

The teacher reads the sentences .The students listen then read the sentences .

**Writing: Activity B**

The children have to complete the sentences.

**Answers:**

In this family, there are six people. The father and the mother. They have three boys, Samir, Abdourahman and Yacin. There is only one girl in the family. Her name is Niema.

**Writing: Activity C**

The children write about their families.

## LESSON PLAN WEEK 23 SESSION 3

These lessons are revision of what was taught earlier in the book.

### Speaking: Activity A:

The teacher asks the students to listen and read the sentences.

### Writing: Activity B

The children have to write where these people are from.

#### Answers:

**Name :** Awaleh Aden

**From:** Djibouti

**Name :** Messi

**From:** Argentina

**Name :** John cena

**From :** United State of America

### Speaking: Activity C

The children say where they are from.

## LESSON PLAN WEEK 23 REVIEW

### Speaking: Activity A

The students have to listen then they practice the dialogue in pairs.

### Writing: activity B

The teacher tells the students to complete and practice with a partner.



**These lessons are revision of what was taught earlier in the book.**

**Presenting structure/Speaking: Activity A:**

The teacher asks the students to answer the questions of their classmates. One asks questions and the other one answers.

**Answers:**

**Samia** : What shape is it ? You: It is a *triangle*.

**Samia** : What shape is it ? You: It is a *square*.

**Samia** : What shape is it ? You: It is a *heart*.

**Samia** : What shape is it ? You: It is a *star*.

**Speaking: Activity B**

The children tell their teacher what they do every day.

**Writing: Activity C**

The teacher tells the students to complete the dialogue.

**Answers:**

**Zeinab**: What do we use to see ?

**Ahmed**: we use our eyes.

**Zeinab**: What do we use to chew?

**Ahmed**: we use our *teeth*.

**Zeinab**: What do we use to smell perfume?

**Ahmed**: we use our *noses*.

**These lessons are revision of what was taught earlier in the book.**

**Writing: Activity A:**

The teacher tells students to match.

**Answers:**

I put my books in my schoolbag.

I use it to trace a line with a ruler.

I use it to clear the mistakes with an eraser.

I use it to stick paper with glue.

**Writing: Activity B**

The children tell their classmates about their week end.

**Answers:**

On Friday, I wake up at 9 o'clock in the morning. I eat my breakfast then I help my mum.

At 12 o'clock, I go to mosque for Jumaa prayer.

In the afternoon, at 4 o'clock, I go to visit my grandmother. In the evening, at 8 o'clock,

I watch TV. Then at 10 o'clock I go to bed.

**Performing: Activity C**

In pairs, the children play 'the Simon says' game.

## LESSON PLAN WEEK 24 SESSION 3

These lessons are revision of what was taught earlier in the book.

### Writing: Activity A:

Help the teacher to write the instructions under each picture.

#### Answers:

**Picture 1:** clean the blackboard

**Picture 2:** raise your hand

**Picture 3:** sit down

**Picture 4:** be quiet

**Picture 5:** open your book.

### Writing: Activity B

The teacher tells the children to read the short story then they match sentences. At they end they read the sentences.

#### Answers:

1. I play football.

2. I eat spaghetti.

3. I do my homework.

### Speaking: Activity C

The children read the dialogue then they complete the blanks.

## LESSON PLAN WEEK 24 REVIEW

### Writing: Activity A

The students have to fill in the sentences with the correct word then they read.

1. The apple is sweet.

2. I live in a house.

3. A plane flies in the air.

4. A fish can swim.

5. I do homework on my desk.

### Writing: activity B

The students read the sentences then they circle the right choice.

#### Answers:

What kind of animal is Popi ? ● cat

What does Popi like to do ? ● play

What can Popi do ? ● jump very high

### Writing: activity C

The students complete the paragraphs with the words.

#### Answers:

Every morning, my mother makes the breakfast. Then my father takes me and my brother to the school. My aunt comes every afternoon in our house to help me with my homework