\zs\\zsAa\AW

Key words : snake, elephant, lion, koala, monkey, hippo, giraffe, ostrich, zebra, crocodiles.

Activity 1

Key learning point

p. 2 talk time

p. 3 fun time

How ?

Active learning, think-pair-share, shows, cube, sketch to stretch, pair work.

T\S led ? T

Activity 2

Key learning point

P. 4 rhythms and sounds

p. 5 fun time

How ?

Find the fib, rally coach, role play, learning by game, pair work.

T\S led ? T

Activity 3

Key learning point

p. 6 words

p. 7 fun time

How ?

changing roles each times, group work, find in the class, color the suitable one.

T\S led ? T

differentiation

p. 6 ,7 ex 1,2,3

Differentiation

p. 2 ,3 ex 1,2,3,4

differentiation

p. 4 ,5 ex 1,2,3

Independent learning ( homework)

Workbook P. 63 to 70

Next learning steps

Unit 2 from here to there

Reflection

In this unit Ss learn some wild animals and their adjectives.

Closer

Play the Animal Tow Hints game.

Starter

Introduce the unit by encourage Ss remember animals they know and take before.

Assessing progress

Match the sounds to their words.

Assessing progress

Chant animal chant.

Assessing progress

Name at least six wild animals.

Unit assessment

Say something about wild animals.

Unit : 1 Wild Animals

Learning Objective : Ss will be able to

Know: some names of wild animals, vowels like /e/ , /i/ , /u/ , /u\_e/ and so on.

Do: chant animal chant, talk about animals and their adjectives, distinguish between sounds.

Unit Goals: In this unit, students learn names of some wild animals and their adjectives. They chant animal chant. They can distinguish between sounds like /e/ , /i/ , /u/ , /u\_e/ and so on.

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Key words : turn left, turn right, walk straight, stop, wait , go, traffic signal, truck, bus, car, motorbike, taxi, bicycle, ambulance.

Activity 1

Key learning point

p. 10 talk time

p. 11 fun time

How ?

Active learning, think-pair-share, shows, cube, sketch to stretch, pair work.

T\S led ? T

Activity 2

Key learning point

P. 12 rhythms and sounds

p. 13 fun time

How ?

Find the fib, rally coach, role play, learning by game, pair work.

T\S led ? T

Activity 3

Key learning point

p. 14 words

p. 15 fun time

How ?

changing roles each times, group work, find in the class, color the suitable one.

T\S led ? T

differentiation

p. 14 ,15 ex 1,2,3

Differentiation

p. 10 ,11 ex 1,2,3,4

differentiation

p. 12 ,13 ex 1,2,3

Independent learning ( homework)

Workbook P. 71 to 78

Next learning steps

Unit 3 my house

Reflection

In this unit Ss learn expressing directions and knowing some vehicles.

Closer

Play what I draw and review words of unit.

Starter

Introduce the unit by asking how they come to school, by what?

Assessing progress

Match sound to their pictures.

Assessing progress

Name at least three vehicles.

Assessing progress

chant when you see a red light chant.

Unit assessment

Give direction to a friend , saying turn left, turn right and walk straight.

Unit : 2 From Here to There

Learning Objective : Ss will be able to

Know: directions, a traffic signal, names of vehicles, sounds like bl, cl, fl.

Do: say turn left, turn right and walk straight, chant when you see a red light chant, say names of vehicles.

Unit Goals:

students learn directions and going places. They say turn left, turn right and walk straight. They know a traffic signal when we should stop , wait or go. Learning names of vehicles. Focusing on some sounds like bl, cl, fl.

 \zs\\zsAa\AWWA\

Key words : house, chair, table, cupboard, bed, fridge, bathroom, bedroom, kitchen, dining room, living room.

Activity 1

Key learning point

p. 18 talk time

p. 19 fun time

How ?

Active learning, think-pair-share, shows, cube, sketch to stretch, pair work.

T\S led ? T

Activity 2

Key learning point

P. 20 rhythms and sounds

p. 21 fun time

How ?

Find the fib, rally coach, role play, learning by game, pair work.

T\S led ? T

Activity 3

Key learning point

p. 22 words

p. 23 fun time

How ?

changing roles each times, group work, find in the class, color the suitable one.

T\S led ? T

differentiation

p. 22 ,23 ex 1,2,3,4

Differentiation

p. 18 ,19 ex 1,2,3,4

differentiation

p. 20 ,21 ex 1,2,3,4

Independent learning ( homework)

Workbook P. 79 to 86

Next learning steps

Unit 4 my things

Reflection

In this unit Ss learn asking where and name of furniture.

Closer

Play games the unit like the Two Hands game.

Starter

Introduce the unit by telling a story about girl invites her friends and shows her house.

Assessing progress

Name three pieces of furniture.

Assessing progress

Ask where? when you want to know where someone is.

Assessing progress

Chant where's the boy? chant.

Unit assessment

Show someone around your house.

Unit : 3 My House

Learning Objective : Ss will be able to

Know : some pieces of furniture, prepositions like on, in, under, behind.

Do: show someone around the house, chant where's the boy?, say three names of furniture, spell some three-letter words.

Unit Goals: students learn showing someone around their house. Chanting where's the boy?. Knowing pieces of furniture. Learning some of prepositions like on, in, under, behind. Saying the spilling of some three-letter words.

 \zs\\zsAa\AWWA\

Key words : how many, pencil, glue, eraser, scissors, candy, wallet, watch, comic books, MP3 players.

Activity 1

Key learning point

p. 26 talk time

p. 27 fun time

How ?

Active learning, think-pair-share, shows, cube, sketch to stretch, pair work.

T\S led ? T

Activity 2

Key learning point

P. 28 rhythms and sounds

p. 29 fun time

How ?

Find the fib, rally coach, role play, learning by game, pair work.

T\S led ? T

Activity 3

Key learning point

p. 30 words

p. 31 fun time

How ?

changing roles each times, group work, find in the class, color the suitable one.

T\S led ? T

differentiation

p. 30 ,31 ex 1,2,3

Differentiation

p. 26 ,27 ex 1,2,3,4

differentiation

p. 28 ,29 ex 1,2,3

Independent learning ( homework)

Workbook P. 87 to 94

Next learning steps

Unit 5 my day, animals, places

Reflection

In this unit Ss learn how to ask about things and borrow them.

Closer

Playing as ask to borrow some things in class.

Starter

Introduce the unit by asking about contents of their bags and discuss them.

Assessing progress

read the story a funny day.

Assessing progress

Chant things on my disk chant.

Assessing progress

Count from 1 to 30.

Unit assessment

Ask what's this?, what are these? and answer.

Unit : 4 My Things

Learning Objective : Ss will be able to

Know: things on the disk, how to ask about something, the story " A Funny Day".

Do: count from 1 to 100, chant thing on my disk chant, ask to borrow some things in class, ask what's this?, what are these?.

Unit Goals:

Acting out and talk about candy, chant things on my disk chant, count from 1 to 100, ask to borrow some things in class, ask what's this?, what are these?, read the story a funny day.

 \zs\\zsAa\AWWA\

Key words : what time do you .., sunny, cloudy, rainy, snowy, fly, jump, swim, speak, doctor, teacher, businessman, that, those, pilot, cook, farmer.

Activity 1

Key learning point

p. 34 talk time

p.35 fun time

How ?

Active learning, think-pair-share, shows, cube, sketch to stretch, pair work.

T\S led ? T

Activity 2

Key learning point

P. 36 rhythms and sounds

p. 37 fun time

How ?

Find the fib, rally coach, role play, learning by game, pair work.

T\S led ? T

Activity 3

Key learning point

p. 38 words

p. 39 fun time

How ?

changing roles each times, group work, find in the class, color the suitable one.

T\S led ? T

differentiation

p. 38 ,39 ex 1,2,3,4,5

Differentiation

p. 34 ,35 ex 1,2,3,4,5,6

differentiation

p. 36 ,37 ex 1,2,3,4

Independent learning ( homework)

Workbook P. 95 to 102

Next learning steps

The end.

Reflection

In this unit Ss learn talk and discuss things and people.

Closer

Learning irregular plurals and use that, those.

Starter

Introduce the unit by pair work, each girl asks her friend about her day, then share with class.

Assessing progress

Talk about places in town using there is and there are.

Assessing progress

Ask what someone does?

Assessing progress

Talk about the weather.

Unit assessment

Ask her friend about her day and answer.

Unit : 5 My Day, Animals, Places

Learning Objective : Ss will be able to

Know : the time, everyday activities, the weather, some jobs, that and those, irregular plural, there is and there are.

Do: Ask and answer about day and activities, chant and talk about animals using an and can't, name some jobs and ask about them, use have and has, make the sound for ee and ea.

Unit Goals:

Tell the time, talk about everyday activities, talk about animals using can and can't, talk about the weather, describe someone appearance, jobs, use irregular plural and that, those.