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**Kingdom Of Saudi Arabia Educating Management Of Area……………**

**Ministry Of Education School Name………………**

**Class \ 5th Primary Studying Term \ Second**

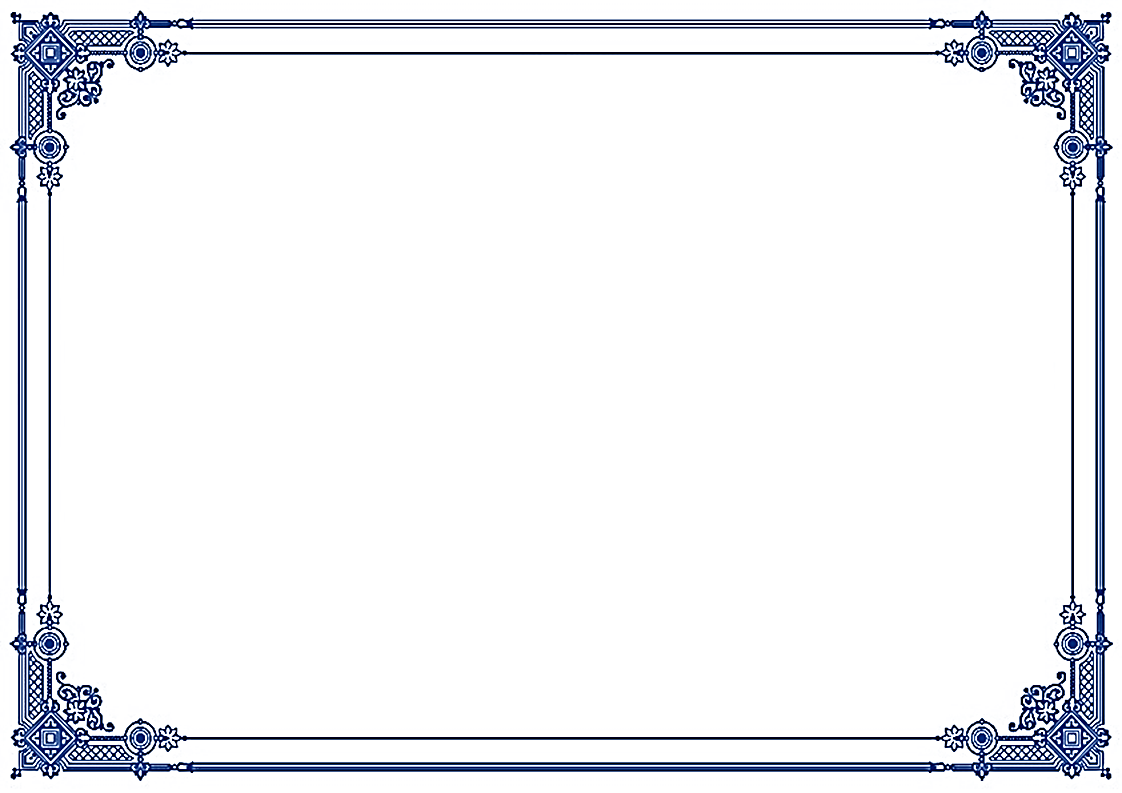
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| Weekly Class Schedule | | | | | | | |
| **Seventh** | **Sixth** | **Fifth** | **Fourth** | **Third** | **Second** | **First** | **Shares**  **Days** |
|  |  |  |  |  |  |  | **SUN.** |
|  |  |  |  |  |  |  | **MON.** |
|  |  |  |  |  |  |  | **TUE** |
|  |  |  |  |  |  |  | **WED.** |
|  |  |  |  |  |  |  | **THUE** |

Preparation Of

We Can ( 4 )

Subject Teacher The Principle

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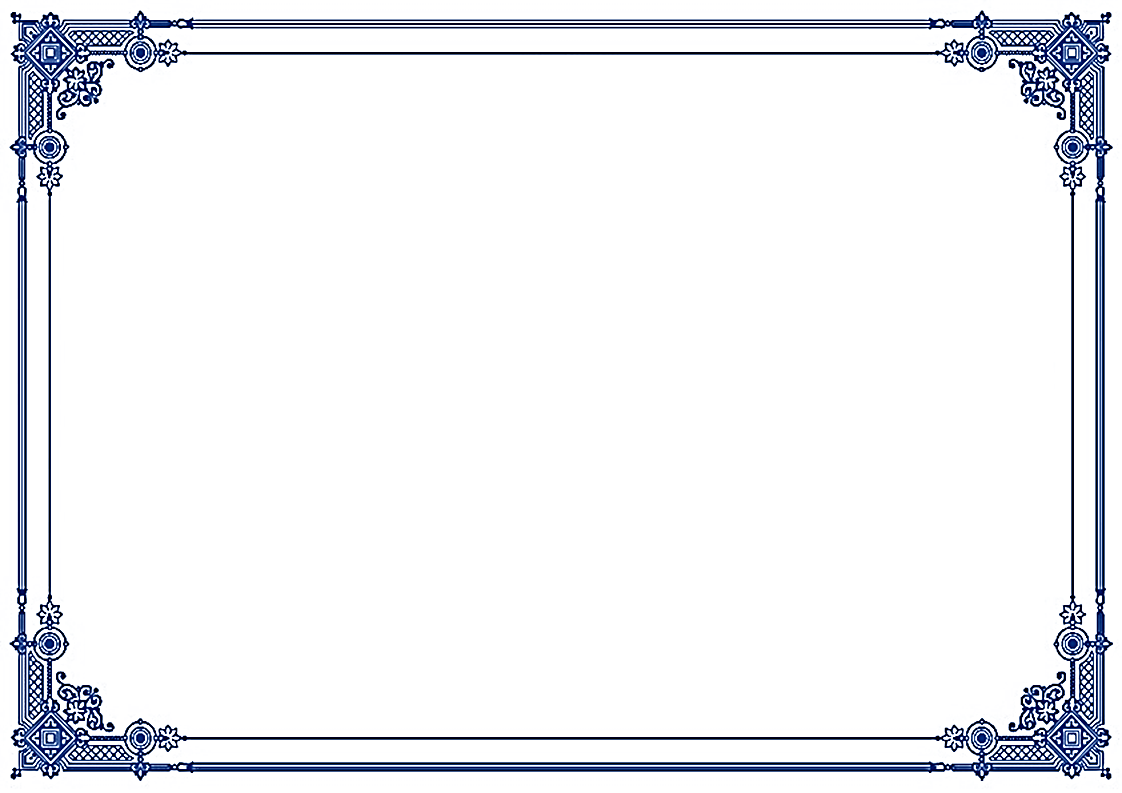
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**General Objective of Teaching English in Primary Stage**

* + 1. **Learn the basics of the English language that would form the foundation for**

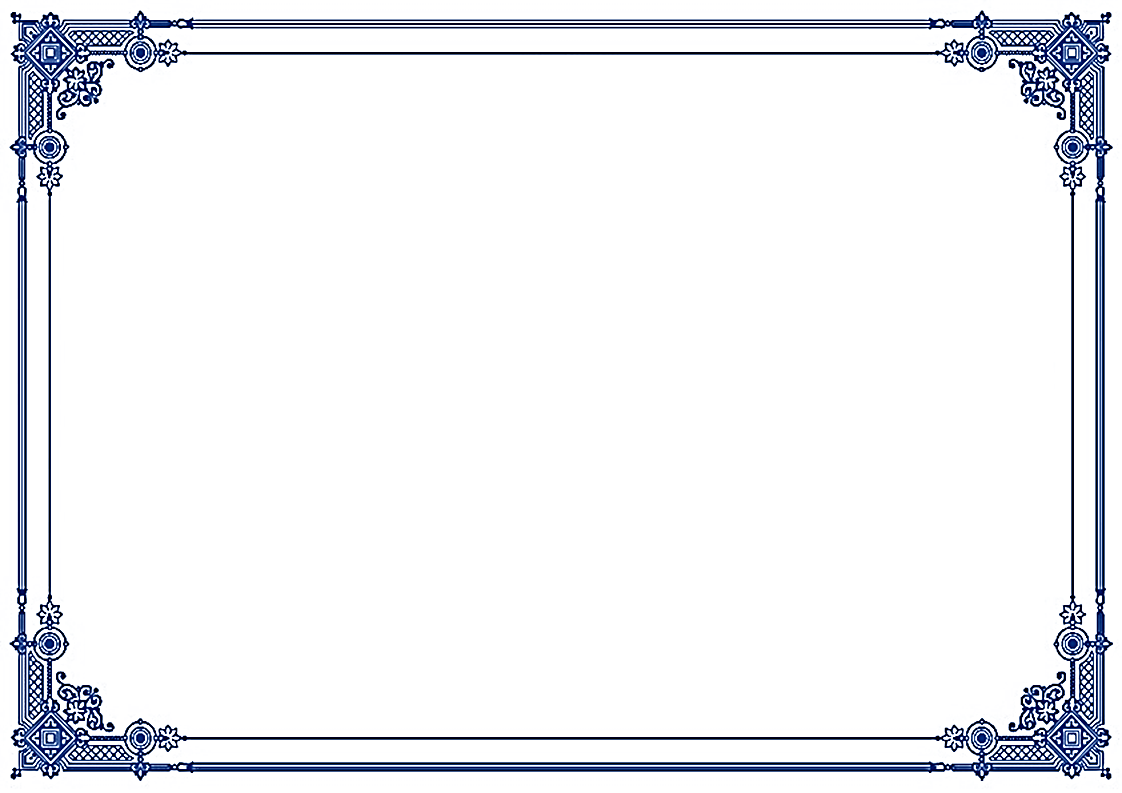
**its mastery in the future.**

* + 1. **Use the basic structures of English sentences.**
    2. **Learn the core vocabulary assigned for this stage.**
    3. **Listen and understand simple English language.**
    4. **Express themselves orally using simple English language.**
    5. **Read and understand simple written English language materials.**
    6. **Write simple guided sentences in English language.**
    7. **Appreciate the importance of English language as an international language of communication, for introducing Islam, the Islamic nation's culture and the cultural achievements of Muslims to other nations.**
    8. **Appreciate the importance of English language as an international language of communication to benefit from the achievements of other cultures in accordance with Islam**



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| **Studding Year** | **Studding Term** | **Subject** | **Class** |
|  | **Second** | **We Can 4** | **5th Primary** |

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| **WEAK** | **DATE** | **SUBJECT** | **WEAK** | **DATE** | **SUBJECT** | **WEAK** | **DATE** | **SUBJECT** |
| **1** |  | Unit 1  Wild Animals | **7** |  | Unit 3  My House | **13** |  | Unit 5  My Day , Animals , Places |
| **2** |  | Unit 1  Wild Animals | **8** |  | Unit 3  My House | **14** |  | Unit 5  My Day , Animals , Places |
| **3** |  | Revision | **9** |  | Revision | **15** |  | Revision |
| **4** |  | Unit 2  From Here to There | **10** |  | Unit 4  My Things | **16** |  | Revision |
| **5** |  | Unit 2  From Here to There | **11** |  | Unit 4  My Things | **17** |  | Final test |
| **6** |  | Revision | **12** |  | Revision | **18** |  | Final test |

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**مسرد تحضير مادة اللغة الإنجليزية**

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| **اليوم** | **التاريخ** | **الصف** | **الحصة** | **عنوان الدرس** | **التوقيع** |
| الأحد | / / 14هـ |  |  |  |  |
| الاثنين | / / 14هـ |  |  |  |  |
| الثلاثاء | / / 14هـ |  |  |  |  |
| الأربعاء | / / 14هـ |  |  |  |  |
| الخميس | / / 14هـ |  |  |  |  |

**The principal**

**...............................**

**Teacher:**

**………………………..**

**Supervisor:**

**...............................**

*Class: 5th Elementary*

*Material: We Can! 4*

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

cute, big, elephant, lion, monkey, snake, giraffe, tiger, hippo, bear

*Presentation:*

1 Listen and say. Students look at the picture, say the names of the animals they see and describe them . Students listen to the CD and say the talk along.

2 Practice the talks in pairs. Students practice the conversation while looking at the picture.

3 Act out the talks in pairs. Students act out the talks in pairs. Students look at the picture and talk about the animals. In pairs, students act out the talks in front of the class.

4 Find the animal. Students look at the pictures of the animals, listen to the CD track and try to find out how to play the game. In pairs, students ask and answer where animals are. Then they switch parts.

***Discussion***

***Brainstorm***

I ask students to ask where animals are

Pupils will be able to:

Talk about animals.

Ask and answer where animals are.

Describe animals

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Wild animals | Unit 1 |
|  |  |  |  |  | Date | Talk Time | Lesson 1 |
| - | - | - | - | - | Class - Share | What are the animals you know? | Warm Up |

*Class: 5th Elementary*

*Material: We Can! 4*

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

catch – toes – trunk – tail – head – nose – monkey – elephant – tiger – snake – bear – octopus - rope

*Presentation:*

Chant and mime. Hold up the page with the animals, point to them and ask, “What’s this?” Play the track and have the students listen to the chant. Play the track again and have everyone chant and mime the actions together.

Listen, point and match. Play the CD track. Students listen and pronounce the words along with the CD. In pairs, students match the words to the pictures.

What animal is it? Game. Play the CD. In pairs, students listen to the sounds, ask and answer *What animal is it?* Play the track again so the children can practice asking and answering the question.

***Discussion***

***Brainstorm***

I ask students to listen to the CD and talk about the animals they hear.

Pupils will be able to:

Talk about animals

Say body parts of the animals

Say the sounds for *o* and *o\_e*

Ask and answer *What animal is it?*

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Wild animals | Unit 1 |
|  |  |  |  |  | Date | Rhythms and Sounds | Lesson 2 |
| - | - | - | - | - | Class - Share | Where is the lion? | Warm Up |

*Class: 5th Elementary*

*Material: We Can! 4*

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

stripe, scary, smart, chimpanzee, hippo, crocodile, trunk

*Presentation:*

Listen, point and say. Students look at the pictures and say the animals. Play the CD. Student listen and repeat. In pairs, students practice describing each animal.

Practice the sentences in pairs. Students look at the animals in exercise 1. In pairs, students practice saying two sentences to describe each animal.

Animal two hints game. Students look at the picture, listen to the CD track and try to find out how to play the game. In pairs, one student describe the animal without saying its name, and the other try to guess the name of the animal.

***Discussion***

***Brainstorm***

I ask students to play the *Animal Two Hints Game* in front of the class.

Pupils will be able to:

Describe animals.

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Wild animals | Unit 1 |
|  |  |  |  |  | Date | Words in Action | Lesson 3 |
| - | - | - | - | - | Class - Share | What animal is it? | Warm Up |

*Class: 5th Elementary*

*Material: We Can! 4*

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

head, read, feather, peach, meat, bread, tub, cube, cup, uniform, bus, duck, huge

*Presentation:*

Listen, point and say. Then listen, read, and number 1 or 2. Play the CD. The students listen and point to the pictures and words as the words are said. Play the CD again and have the children number the pictures. In pairs, students practise saying the words.

Listen, point and say. Then match with u or u-e. Play the CD. The students listen and point to the pictures and words as the words are said. Play the CD again and have the children match the pictures with the correct sound. In pairs, students practise saying the words.

Listen, say and match. Play the CD. The students listen and point to the pictures and words as the words are said. Play the CD again and have the children match the pictures with the correct sound. In pairs, students practise saying the words.

Read and number. Then listen and check. Play the CD. The students listen and point to the pictures and words as the words are said. Play the CD again and have the children number the pictures. In pairs, students practise saying the words.

***Discussion***

***Brainstorm***

I ask students to say the words in front of the class.

Pupils will be able to:

Say, read and write the sounds for *ea* ( head ), *ea* ( beach )

Say, read and write the sounds for *u* ( bus ), *u-e*  
( cube )

Say, read and write the sounds for *oo* ( book ), *oo* ( boot )

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Wild animals | Unit 1 |
|  |  |  |  |  | Date | Phonics | Lesson 4 |
| - | - | - | - | - | Class - Share | Where is the lion? | Warm Up |

*Class: 5th Elementary*

*Material: We Can! 4*

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

train station, straight, turn left, turn right, step, stop

*Presentation:*

1 Listen and point. Students look at the picture and say what they can see . Students listen to the CD and say the talk along. In pairs, students practise the talks.

2 Practice and act out the talks in pairs. Students practice the conversation while looking at the pictures.

3 Listen, point and say. Then write the missing letters. Play the CD. Students listen and repeat. In pairs, students try to complete the words. Students read the sentence in pairs.

4 Which way are you looking? Students look at the picture, listen to the CD track and try to find out how to play the game. In pairs, students play the game. Then they switch parts.

***Discussion***

***Brainstorm***

I ask students to ask for and give directions.

Pupils will be able to:

Ask for and give directions.

Say and ask about how they go to school.

Say the sounds for the letters *st*

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | From here to there | Unit 2 |
|  |  |  |  |  | Date | Talk time | Lesson 1 |
| - | - | - | - | - | Class - Share | Where is the school? | Warm Up |

*Class: 5th Elementary*

*Material: We Can! 4*

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

Stop, wait, ship, chip, slip, sheep, cheese, sleep,

*Presentation:*

Chant and do the actions. Hold up a traffic lights model, point to each signal and say what it means. Hand the model to a student and ask them to say what signals mean. Play the track and have the students listen to the chant. Play the track again and have everyone chant and do the actions together.

Listen, say and number. Then write the missing letters. Play the CD. The students listen and point to the pictures and words as the words are said. Play the CD again and have the children number the pictures. In pairs, students practise saying the words. Play the CD again and have the children write the missing letters.

Traffic signal game Students look at the picture, listen to the CD track and try to find out how to play the game. In groups, students play the game.

***Discussion***

***Brainstorm***

I ask students to play *the Traffic Signal Game.*

Pupils will be able to:

Say what the traffic signals mean.

Say the sounds for *sh, ch* and *sl*

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | From here to there | Unit 2 |
|  |  |  |  |  | Date | Rhythms and Sounds | Lesson 2 |
| - | - | - | - | - | Class - Share | How do you go to school? | Warm Up |

*Class: 5th Elementary*

*Material: We Can! 4*

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

truck, bus, train, motorbike, car, bicycle, taxi, police car, ambulance

*Presentation:*

Listen, point and say. Students look at the pictures and say what they can see . Students listen to the CD and say the names of the vehicles. In pairs, students practise saying the names of the vehicles.

Practice the words in pairs. Then race your partner. In pairs, students practise saying the names of the vehicles. In pairs, students say the vehicles in front of the class.

Take a trip! Students look at the picture, listen to the CD track and try to find out how to play the game. In groups, students play the game. Students report to the class where they end up.

***Discussion***

***Brainstorm***

I ask students to play the game and report to the class where they end up.

Pupils will be able to:

Say the names of vehicles

Make imperatives

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | From here to there | Unit 2 |
|  |  |  |  |  | Date | Words in action | Lesson 3 |
| - | - | - | - | - | Class - Share | Stop! Wait! Go! | Warm Up |

*Class: 5th Elementary*

*Material: We Can! 4*

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

Black, clock, flag, glass, plant, bed, bus, plant, bicycle

*Presentation:*

Listen, say and match. Then write the missing letters. Play the CD. The students listen and point to the pictures and words as the words are said. Play the CD again and have the children match the pictures with the sounds they begin with. In pairs, students practise saying the words. Play the CD again and have the children write the missing letters. In pairs, students check their work.

Picture puzzle. Students look at the pictures and say what they can see. Play the CD. Students write the missing letters. In pairs, students check their work, then write the number of each word next to the corresponding pictures. Check answers with the class.

***Discussion***

***Brainstorm***

I ask students to say the sounds and the words they begin with.

Pupils will be able to:

Say, read and write the sounds for *bl* ( black ),  
*cl* ( clock ), *fl* ( flag ),  
*gl* ( glass ), *pl* ( plant )

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | From here to there | Unit 2 |
|  |  |  |  |  | Date | Phonics | Lesson 4 |
| - | - | - | - | - | Class - Share | Where are you? | Warm Up |

*Class: 5th Elementary*

*Material: We Can! 4*

*Studying Year:*

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**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

living room, bathroom, bedroom, kitchen, dining room, front door, around

*Presentation:*

1 Listen and say. Students look at the pictures and say what they can see. Students listen to the CD and say the talk along. In pairs, students practice the talks.

2 Practice the talks in pairs. Students practice the conversation while looking at the picture. In pairs, students practice the talks in front of the class.

3 Act out the talks in pairs. Students act out the talks in pairs. Students look at the picture and talk about the house. In pairs, students act out the talks in front of the class.

4 An old house Students look at the picture, listen to the CD and say the rooms of the house. Students listen to the CD again and try to find out the things. Students report to the class what they found.

***Discussion***

***Brainstorm***

I ask students to talk about what they found in the old house.

Pupils will be able to:

Say the rooms of the house.

Talk about their house.

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | My house | Unit 3 |
|  |  |  |  |  | Date | Talk time | Lesson 1 |
| - | - | - | - | - | Class - Share | Would you like to come in? | Warm Up |

*Class: 5th Elementary*

*Material: We Can! 4*

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

Yard, prize, fries, present, frog

*Presentation:*

Chant and point. Hold up the picture of the house, point to each room and say the word. Hand the picture to a student and ask them to say where people are. Play the track and have the students listen to the chant. Play the track again and have everyone chant together.

Listen, say and match. Then write the missing letters. Play the CD. The students listen and point to the pictures and words as the words are said. Play the CD again and have the children match the pictures to the words. In pairs, students practise saying the words. Play the CD again and have the children write the missing letters.

Traffic signal game Students look at the picture, listen to the CD track and try to find out how to play the game. In groups, students play the game.

***Discussion***

***Brainstorm***

I ask students to chat the *Where's The Boy?* chant.

Pupils will be able to:

Ask about and say where someone is.

Say the sounds for *pr, fr*

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | My house | Unit 3 |
|  |  |  |  |  | Date | Rhythms and Sounds | Lesson 2 |
| - | - | - | - | - | Class - Share | Where is Ali? | Warm Up |

*Class: 5th Elementary*

*Material: We Can! 4*

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

on, in, under, behind, next to, cloud, mountain, mouse, house

*Presentation:*

Listen, point and say. Students look at the pictures and say what they can see . Students listen to the CD and repeat the sentences . In pairs, students practise saying the sentences.

Listen, say and match. Then write the missing letters. Play the CD. The students listen and point to the pictures and words as the words are said. Play the CD again and have the children match the pictures to the words. In pairs, students practise saying the words. Play the CD again and have the children write the missing letters.

Two hands game Students look at the picture, listen to the CD track and mime the prepositions. In pairs, students play the game. One student mimes the preposition. The other tries to figure out the preposition.

***Discussion***

***Brainstorm***

I ask students to play the *Tow Hands Game* in front of the class.

Pupils will be able to:

Say where things are using prepositions

Say, read and write the sounds for *ou* ( house )

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | My house | Unit 3 |
|  |  |  |  |  | Date | Words in action | Lesson 3 |
| - | - | - | - | - | Class - Share | Where is the mouse? | Warm Up |

*Class: 5th Elementary*

*Material: We Can! 4*

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

box, ox, not, hot, sun, fun, dot, run

*Presentation:*

Read and colour o and u. Students look at the picture and say what they can see . Students listen to the CD and repeat the sentences . In pairs, students colour the letters and practise saying the story.

Listen and spell. Play the CD. Students listen. Play the CD again. Student read along. In pairs, students read the questions and the answers.

Speed reading. Play the CD. Students listen and repeat. In pairs, students practice saying the words and clapping. Students do the activity as a class.

***Discussion***

***Brainstorm***

I ask students to read the words together and clap.

Pupils will be able to:

Say, read and write the sounds for *o* ( ox ), *u* ( fun )

Spell three-letter words

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | My house | Unit 3 |
|  |  |  |  |  | Date | Phonics | Lesson 4 |
| - | - | - | - | - | Class - Share | How do you spell *ox*? | Warm Up |

*Class: 5th Elementary*

*Material: We Can! 4*

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

candy, count, numbers ( 1 – 30 ), a lot, row

*Presentation:*

1 Listen and point. Students look at the picture and say what they can see. Students listen to the CD and say the talk along. In pairs, students practice the talks.

2 Practice the talks in pairs. Students practice the conversation while looking at the picture. In pairs, students practice the talks in front of the class.

3 Act out the talks in pairs. Students act out the talks in pairs. Students look at the picture and talk about the candy. In pairs, students act out the talks in front of the class.

4 Word hunt. Students look at the picture, listen to the CD track and try to find out how to play the game. In groups, students play the game.

***Discussion***

***Brainstorm***

I ask students to count from one to thirty in front of the class.

Pupils will be able to:

Ask questions using *Can I ?*

Ask and answer questions with *How many?*

Count from one to thirty

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | My things | Unit 4 |
|  |  |  |  |  | Date | Talk time | Lesson 1 |
| - | - | - | - | - | Class - Share | Can I have some candy? | Warm Up |

*Class: 5th Elementary*

*Material: We Can! 4*

*Studying Year:*

**Supervisor:**

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**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

paper, glue, scissors, eraser, smile, small, snail, snack

*Presentation:*

Chant and point. Hold up the picture, point to each item and say the word. Hand the picture to a student and ask them to say the items. Play the track and have the students listen to the chant. Play the track again and have everyone chant together.

Listen, say and match. Then write the missing letters. Play the CD. The students listen and point to the pictures and words as the words are said. Play the CD again and have the children match the pictures to the words. In pairs, students practise saying the words. Play the CD again and have the children write the missing letters.

Ask to borrow things. Students look at the picture and say what they can see. Students listen to the CD and say the talk along. In pairs, students practice borrowing things.

***Discussion***

***Brainstorm***

I ask students to chant the *Things on my desk* chant.

Pupils will be able to:

Talk about things they have.

Say, read and write the sounds for *sm* ( small ), *sn*  
( snail )

Ask to borrow something

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | My things | Unit 4 |
|  |  |  |  |  | Date | Rhythms and Sounds | Lesson 2 |
| - | - | - | - | - | Class - Share | Can I have some candy? | Warm Up |

*Class: 5th Elementary*

*Material: We Can! 4*

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

comic, wallet, watch(es), phone

*Presentation:*

1 Listen, point and say. Students look at the pictures and say what they can see. Students listen to the CD and say the sentences. In pairs, students practice reading the sentences.

2 Practice the sentences. Play the Copycat game. Students practice the conversation while looking at the picture. In pairs, students practice the talks in front of the class.

3 Point faster than your partner. Students look at the pictures and say what they can see. Students listen to the CD and say the words. In pairs, students practice reading the words.

***Discussion***

***Brainstorm***

I ask students to say words and their plurals in front of the class.

Pupils will be able to:

Talk about things using *It's … / They're …*

Ask *What's this? / What are these?*

Form plurals

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | My things | Unit 4 |
|  |  |  |  |  | Date | Words in action | Lesson 3 |
| - | - | - | - | - | Class - Share | Can I use your pen? | Warm Up |

*Class: 5th Elementary*

*Material: We Can! 4*

*Studying Year:*

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***Learning Strategy***

**EVALUATION**

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The textbook

Presentations

CD

Audio

*Vocabulary:*

spider, sweater, spring, sport, swing, swan, numbers ( 40 – 100 )

*Presentation:*

Listen, say, and number 1 or 2. Then write the missing letters. Play the CD. The students listen and point to the pictures and words as the words are said. Play the CD again and have the children write the missing letters. Play the CD again, students number the pictures. In pairs, students practise saying the words.

Read and colour all the vowels, a, e, i, o and u. Students look at the pictures and say what they can see. Students listen to the CD and say the sentences. In pairs, students practice reading the sentences. Then they colour the vowels in pairs.

Listen, count, and say the missing numbers. Then play with a friend. In pairs, students count from one to thirty. Play the CD. Students listen and draw lines between the numbers. In pairs, students say the missing numbers.

***Discussion***

***Brainstorm***

I ask students to count numbers from forty to one hundred.

Pupils will be able to:

Say, read and write the sounds for *sp* ( spider ), *sw*  
( sweater )

Say, read and write the vowels

Count numbers from forty to one hundred

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | My things | Unit 4 |
|  |  |  |  |  | Date | Phonics | Lesson 4 |
| - | - | - | - | - | Class - Share | What are these? | Warm Up |

*Class: 5th Elementary*

*Material: We Can! 4*

*Studying Year:*

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**Teaching Aids**

***Learning Strategy***

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The textbook

Presentations

CD

Audio

*Vocabulary:*

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

*Presentation:*

Listen and say. Play the CD. The students listen and point to the pictures and words as the words are said. Play the CD again and have the children write the missing letters. Play the CD again, students number the pictures. In pairs, students practice saying the words.

Practice the talks in pairs. Students look at the pictures and say what they can see. Students listen to the CD and say the sentences. In pairs, students practice reading the sentences. Then they colour the vowels in pairs.

Practice and act out In pairs, students act out the conversation. Play the CD. Students listen and practice the conversation.

***Discussion***

***Brainstorm***

I ask students to talk about their days.

Pupils will be able to:

Talk about how their day is.

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | My Day, Animals and Places | Unit 5 |
|  |  |  |  |  | Date | Talk Time | Lesson 1 |
| - | - | - | - | - | Class - Share | Tell me about your day? | Warm Up |

*Class: 5th Elementary*

*Material: We Can! 4*

*Studying Year:*

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**Teacher:**

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***Learning Strategy***

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The textbook

Presentations

CD

Audio

*Vocabulary:*

Jaws, huge, crash, chew, walk, swim

*Presentation:*

Listen, chant and match. Play the CD. The students listen and point to the pictures and words as the words are said. Play the CD again and have the children write the missing letters. Play the CD again, students number the pictures. In pairs, students practice saying the words.

Listen and Point. Students look at the pictures and say what they can see. Students listen to the CD and say the sentences. In pairs, students practice reading the sentences. Then they colour the vowels in pairs.

Listen, chant and write the words In pairs, students act out the conversation. Play the CD. Students listen and practice the conversation.

***Discussion***

***Brainstorm***

I ask students to talk about habits of animals.

Pupils will be able to:

Talk about animals.

Say the chant and practice it.

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | My Day, Animals and Places | Unit 5 |
|  |  |  |  |  | Date | Rhythms and Listening | Lesson 2 |
| - | - | - | - | - | Class - Share | What animal can you see? | Warm Up |

*Class: 5th Elementary*

*Material: We Can! 4*

*Studying Year:*

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***Learning Strategy***

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Presentations

CD

Audio

*Vocabulary:*

Doctor, officer, technical, architect, astronaut

*Presentation:*

Listen and practice. Play the CD. The students listen and point to the pictures and words as the words are said. Play the CD again and have the children write the missing letters. Play the CD again, students number the pictures. In pairs, students practice saying the words.

Ask and answer. GUESS. Students look at the pictures and say what they can see. Students listen to the CD and say the sentences. In pairs, students practice reading the sentences. Then they color the vowels in pairs.

Describe some one in your class In pairs, students act out the conversation. Play the CD. Students listen and practice the conversation.

***Discussion***

***Brainstorm***

I ask students to talk about their classmates in front of the class.

Pupils will be able to:

Talk about jobs.

Ask and answer about job details.

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | My Day, Animals and Places | Unit 5 |
|  |  |  |  |  | Date | Words in action | Lesson 3 |
| - | - | - | - | - | Class - Share | Where does the doctor work? | Warm Up |

*Class: 5th Elementary*

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***Learning Strategy***

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The textbook

Presentations

CD

Audio

*Vocabulary:*

Sleep, read, head, sheep, meat, bread

*Presentation:*

Listen, point and say. write ee or ea. Play the CD. The students listen and point to the pictures and words as the words are said. Play the CD again and have the children write the missing letters. Play the CD again, students number the pictures. In pairs, students practice saying the words.

Listen, point and say. Students look at the pictures and say what they can see. Students listen to the CD and say the sentences. In pairs, students practice reading the sentences. Then they color the vowels in pairs.

Ask and answer in pairs. In pairs, students act out the conversation. Play the CD. Students listen and practice the conversation.

***Discussion***

***Brainstorm***

I ask students to use these and those in sentences.

Pupils will be able to:

Pronounce the /ee/ sound.

Differentiate between /ee/ and /ea/.

Learn how to use these and those.

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|  | ***Homework: Do exercises on page*** |

**The Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | My Day, Animals and Places | Unit 5 |
|  |  |  |  |  | Date | Phonics | Lesson 4 |
| - | - | - | - | - | Class - Share | Say: Cheap - sheep | Warm Up |