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

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

**Class \ 4th Primary Studying Term \ Second**

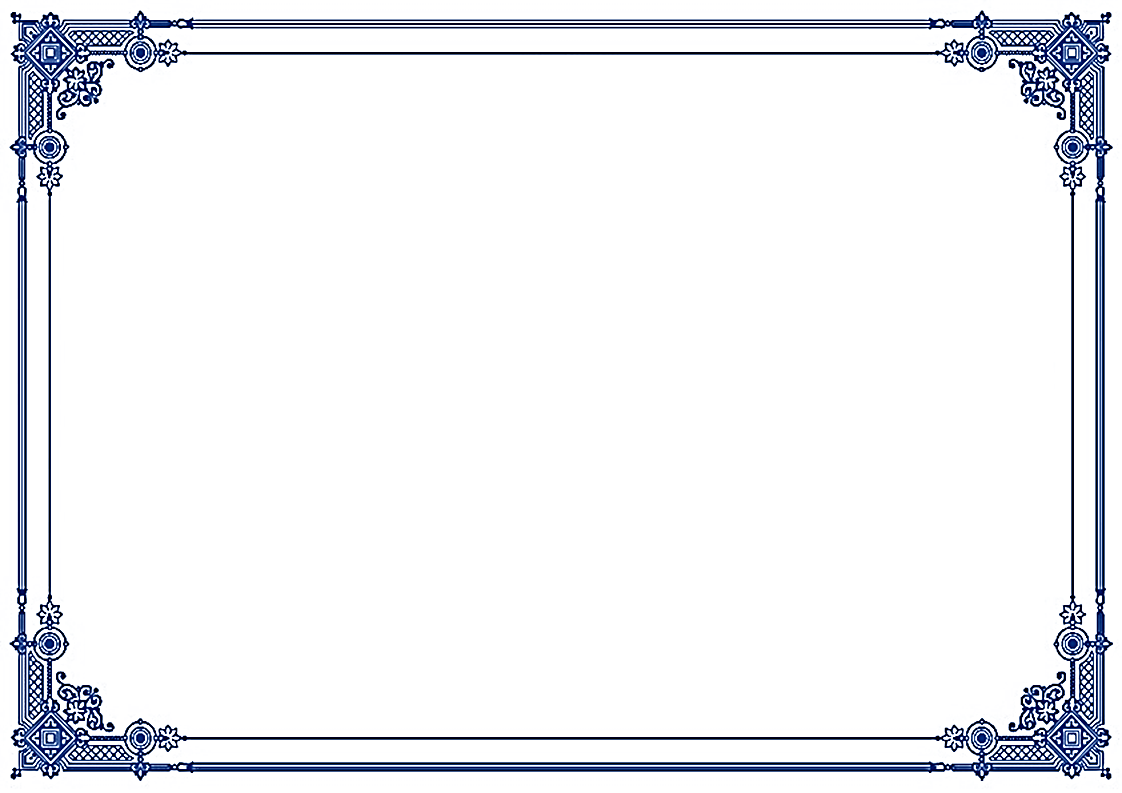
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| Weekly Class Schedule | | | | | | | |
| **Seventh** | **Sixth** | **Fifth** | **Fourth** | **Third** | **Second** | **First** | **Shares**  **Days** |
|  |  |  |  |  |  |  | **SUN.** |
|  |  |  |  |  |  |  | **MON.** |
|  |  |  |  |  |  |  | **TUE**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

Preparation Of

We Can ( 2 )

Subject Teacher The Principle

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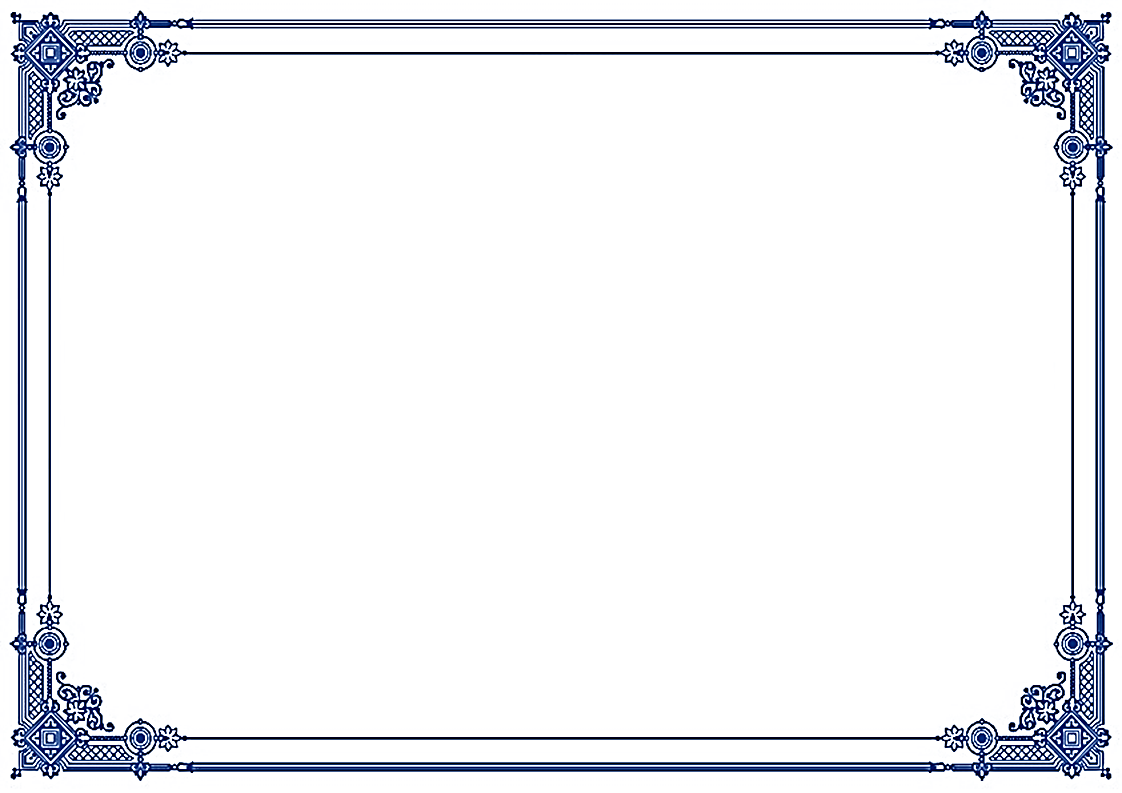
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**General Objective of Teaching English in Primary Stage**

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

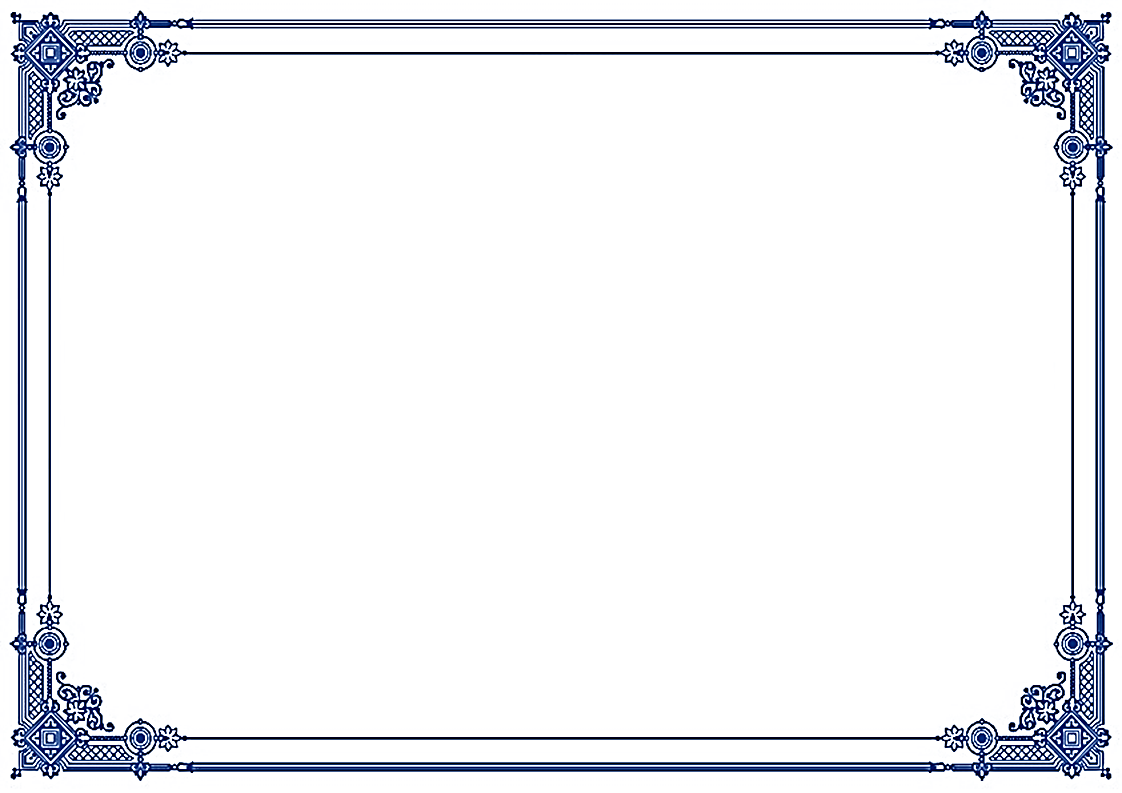
**its mastery in the future.**

* + 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 2** | **4th Primary** |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WEAK** | **DATE** | **SUBJECT** | **WEAK** | **DATE** | **SUBJECT** | **WEAK** | **DATE** | **SUBJECT** |
| **1** |  | Unit 1  Toys and Things | **7** |  | Unit 3  Animals | **13** |  | Unit 5  Feelings and Things |
| **2** |  | Unit 1  Toys and Things | **8** |  | Unit 3  Animals | **14** |  | Unit 5  Feelings and Things |
| **3** |  | Revision | **9** |  | Revision | **15** |  | Revision |
| **4** |  | Unit 2  Food | **10** |  | Unit 4  Days and Weather | **16** |  | Revision |
| **5** |  | Unit 2  Food | **11** |  | Unit 4  Days and Weather | **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:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

how many, marble, head, shoulder, mouth, arm, leg, hand

*Presentation:*

1 Listen and say. Students look at the picture and count how many toys the girl has and how many Safroota has. 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 in their schoolbags and count how many books, pencils, crayons, etc. they have. Use their school things to act out the talks.

4 Number Guessing Game. Students look at the picture of the game, listen to the CD track and try to figure out how to play the game. Show the students all ten marbles. Count them together.

***Discussion***

***Brainstorm***

I ask students some questions to evaluate their understanding to the new words and how to use them.

Pupils will be able to:

Ask and answer *How many … do you have?*

Talk about toys

Count from 1 to 10

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

**School Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Toys and Things | Unit 1 |
|  |  |  |  |  | Date | Talk Time | Lesson 1 |
| - | - | - | - | - | Class - Share | How many do you have? | Warm Up |

*Class:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

robot, bear, around, ground

*Presentation:*

Chant and do. Hold up the page with the robot bear, point to him and ask, “What’s this?” Point to the first robot bear and say, “Turn around.” Hand the robot bear to a student and ask them to make the robot bear turn around. 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, point and pronounce. Play the CD track. Students listen and pronounce it along with the CD.

Pass the Robot Bear Game. Students stand in a circle. Play the CD and pass the robot bear from one student to the next while reciting the chant. Play the track again each time so the children can practice reciting the chant along with the CD.

***Discussion***

***Brainstorm***

I ask students to recite the chant along with the CD.

Pupils will be able to:

Give and follow commands

Pronounce the words correctly

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

**School Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Toys and Things | Unit 1 |
|  |  |  |  |  | Date | Rhythms and Sounds | Lesson 2 |
| - | - | - | - | - | Class - Share | How many marbles do you have? | Warm Up |

*Class:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

puppet, puzzle, coloring book, dollhouse, robot

*Presentation:*

Listen and point.

Quickly go over the vocabulary on the poster. Listen to the CD track and have the students point to the toys as they hear them.

Listen and say.

Listen to the CD track and have the students point to the toys and say them along with the CD.

Listen and find.

Listen to the CD track and have the students find each toy or thing and point to it. Listen again and point to the toys on the poster as the students point to the ones in their books.

One Robot, Two Robots…

Review the numbers. Play the CD track and have the students listen. Bring four students to the front of the class. The first put his/her hand on the table and say, “One robot.” The second put a hand on top of the first student’s hand and say, “Two robots.” and so on. Students look at the Grammar Toolbox. Practice the One Robot, Two Robots chant.

***Discussion***

***Brainstorm***

I ask students to practice the *One Robot, Two Robots* chant.

Pupils will be able to:

Talk about toys

Say the names of some clothes

Make plurals

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

**School Leader:**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| THUR. | WED. | TUE. | MON. | SUN. | Day | Toys and Things | Unit 1 |
|  |  |  |  |  | Date | Words | Lesson 3 |
| - | - | - | - | - | Class - Share | Hello! How are you? | Warm Up |

*Class:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

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**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

kiwi, lion, monkey, nest, numbers 1: 10

*Presentation:*

Listen and say.

Play the CD. The students listen and point to the pictures and words as the words are said. Go over the letter names and how to say the sounds. Play the CD again and have the children point to the pictures and words as they say the letters.

Trace and copy.

Demonstrate on the board how to write the capital letter “K”. The students write “K”. Repeat the same process for all of the capital letters.

Listen and write.

Play the CD track. Pause the CD after the word “lion” is said. Tell the students to write the letter for /l/, /l/ lion. Continue with the rest of the letters.

Listen, count and chant.

Say the numbers at random and have the students count. Play the CD and have the students listen and point. Play the CD again and have the students listen and chant.

***Discussion***

***Brainstorm***

I ask students to write the capital forms of the letters *k, l, m, n*.

Pupils will be able to:

Say the sounds for the letters *k, l, m, n*

Write the capital forms of the letters

Count from 1 to 10

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

**School Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Toys and Things | Unit 1 |
|  |  |  |  |  | Date | Phonics | Lesson 4 |
| - | - | - | - | - | Class - Share | Hello! How are you? | Warm Up |

*Class:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

pizza, macaroni, like, salad, onions, kabsa, soup

*Presentation:*

1 Listen and say.

Students look at the picture. Say, Point to the food and ask, “What’s this?” Play the CD track. Students listen. Listen to the CD again and say the sentences along with the CD.

2 Practice the talks in pairs.

Students, in pairs, practice the talks. Then, students switch parts and practice again.

3 Act out the talks in pairs.

In pairs, students act out the talks in front of the class.

4 Listen. Shout I like! or I don’t like!

Students look at the pictures. Play the CD track. Students take out a piece of paper and draw a smiley face on one piece and a frowny face on another. Students listen to the CD and say "I (don't ) like …… !" and hold up their faces.

***Discussion***

***Brainstorm***

I ask students to act out the talks about food.

I ask students to say two foods that they like.

Pupils will be able to:

Talk about food

Express likes / dislikes

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

**School Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Food | Unit 2 |
|  |  |  |  |  | Date | Talk Time | Lesson 1 |
| - | - | - | - | - | Class - Share | Do you like pizza? | Warm Up |

*Class:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

cookies, jar

*Presentation:*

Listen and chant.

Students open their books. Point to Safroot and ask, “Who’s this?” Play the CD track and listen to the chant. Play the CD again. Students chant along.

Listen again and clap the rhythm.

Listen to the CD again. Students clap out the rhythm.

Cookie Jar Game

Students look at the picture of the game. Play the CD. Students listen. Play the game with the class.

***Discussion***

***Brainstorm***

I ask students to chant the *Cookie Jar* Chant.

I ask students to say “Who took the cookies from the cookie jar?” three times really fast.

Pupils will be able to:

Ask and answer questions with Who

Count from 1 to 10

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

**School Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Food | Unit 2 |
|  |  |  |  |  | Date | Rhythms and Sounds | Lesson 2 |
| - | - | - | - | - | Class - Share | Chanting *We Can!* chant | Warm Up |

*Class:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

Apple, pizza, salad, soup, orange, rice, sandwich , apricot, kabsa

*Presentation:*

Listen, point, and say.

Students open their books and say the names of the food on the page. Play the CD track. Students listen and point to the food as they say the words. Take the Food flashcards for the food vocabulary and place them around the room. Play the CD again. Students point to the cards as they say the words.

Listen and practice.

Students listen to the CD as they point to the food in their books. Students practice the pronunciation of each word along. Point to the apples and ask " How many apples?" to elicit "three apples". Do the same with more words.

Number Race.

Students look at page 15. Teach the new words, “cherries”, “carrots” and “potatoes”. Students listen to the CD and point to the numbers and food. Play the CD again. Students say the numbers and food vocabulary.

***Discussion***

***Brainstorm***

I ask students to point to and say five kinds of food.

I ask students to count from one to ten and back.

Pupils will be able to:

Talk about food

Count from 1 to 10

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

**School Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Food | Unit 2 |
|  |  |  |  |  | Date | Words | Lesson 3 |
| - | - | - | - | - | Class - Share | Counting numbers 1–10 | Warm Up |

*Class:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

octopus, parrot, quilt, rabbit

*Presentation:*

Listen and say. Play the CD. Students listen and point to the pictures and words. Go over the letter names and how to say the sounds. Play the CD again. Students say the letter names, sounds, and picture words.

Trace and copy.

Demonstrate how to write the capital letter “O”. Students write the letter. Repeat the same process for all of the capital letters on the page.

Listen and write.

Play the CD. Pause the CD after the word “rabbit”. Students write the letter for /r/. Make sure they wrote down the correct answer. Continue with the other letters. Put the O, P, Q and R cards on the board. Say the sound and picture word. Students choose the correct alphabet card. Continue with the rest of the answers.

Draw, count and write.

Students draw a continuous line over the interrupted line and color it. Students, in pairs, complete the words in the box.

***Discussion***

***Brainstorm***

I ask students to make the sounds of the letters O, P, Q, and R.

I ask students to write

the letters A to R.

Pupils will be able to:

Make the sounds of the letters O, P, Q, and R.

Write the letters A to R.

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

**School Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Food | Unit 2 |
|  |  |  |  |  | Date | Phonics | Lesson 4 |
| - | - | - | - | - | Class - Share | Counting numbers 1–10 | Warm Up |

*Class:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

pet, turtle, numbers ( 11 – 20 )

*Presentation:*

Listen and say.

Students look at the picture. Point to the animals in the picture and ask, “What’s this?” Play the CD. Students listen. Students listen to the CD again and say the sentences along.

Act out the talks in pairs.

In pairs, students practice the talks once with the CD, then again without the CD.

Ask two people if they have a pet.

Students draw a picture of their pet or write the word “NO” if they don’t have a pet. Ask them, “Do you have a pet?” Students answer, “Yes, I have a \_\_\_.” or, “No, I don’t.”

4 Number Race

Students look at page 19. Play the CD. Students listen and point in their books. repeat the numbers. Say a number and students say the animal as quickly as they can. Then say the word for the animals and the students say the number. Students play in pairs.

***Discussion***

***Brainstorm***

I ask students to act out the talks about pets.

I ask students to count from 11 to 20.

Pupils will be able to:

Talk about animals

Ask and answer yes / no questions

Count from 11 to 20

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

**School Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Animals | Unit 3 |
|  |  |  |  |  | Date | Talk Time | Lesson 1 |
| - | - | - | - | - | Class - Share | Do you have a pet? | Warm Up |

*Class:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

farmer, horse, name

*Presentation:*

Listen and chant. Students open their books and point to the farmer. Show the students the letters in PACO’s name and spell out the word together. Play the CD and listen to the chant. Play the CD again. Students chant along and point to the P-A-C-O letters.

Listen again and stamp the rhythm. Listen to the CD again. Students stamp out the rhythm. The students can chant along while they stamp.

Write PACO. Students look at their books and write the name PACO in capital letters. After the students have written the word, play the chant and have everyone chant as they point to the letters.

Guessing Game. How many animals? Students look at the picture of the game, the numbers and animals in the box and try to match them. Play the CD. Students listen and check their answers . Play the CD again for the students to check their answers, then listen and repeat. In pairs students practice saying a number and animals. In groups students practice chanting and stamping.

***Discussion***

***Brainstorm***

I ask students to count from 11 to 20 and back.

I ask students to write capital letters.

Pupils will be able to:

Talk about animals

Ask and answer questions with *How many …?*

Count from 11 to 20

Write capital letters

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

**School Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Animals | Unit 3 |
|  |  |  |  |  | Date | Rhythms and Sounds | Lesson 2 |
| - | - | - | - | - | Class - Share | Do you have a pet? | Warm Up |

*Class:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

Duck, cat, bird, fish, mouse, cow, horse, sheep, chicken

*Presentation:*

Listen and point. Students open their books and say the names of any of the animals on the page. Students listen to the CD track and point to the animals.

Listen, point, and say. Play the CD. Students listen and find the animals and then say the names of the animals along with the CD.

Listen and make the sounds. Play the CD track. Students listen to the sounds and say the name of the animal. Go over each animal and sound and practice them.

Old MacDonald. Students look at page 22, listen to the chant and point to the animals. All of the students stand up and play the CD. As a class, practice the name of the animal, the sound it makes and the gesture for that animal.

***Discussion***

***Brainstorm***

I ask students to say the names of three animals.

I ask students to make the sounds of three animals.

Pupils will be able to:

Say the names of animals.

Make the sounds of animals.

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

**School Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Animals | Unit 3 |
|  |  |  |  |  | Date | Words | Lesson 3 |
| - | - | - | - | - | Class - Share | Chanting the *PACO* chant. | Warm Up |

*Class:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

sun, tiger, umbrella, vase

*Presentation:*

Listen and say. Play the CD track. The students listen and point to the pictures and words. Go over the letter names and how to say the sounds. Play the CD again. Students point to the pictures and words as they say the letter names, sounds, and picture words.

Trace and copy. Demonstrate how to write the capital letter “S”. Students write the letter “S”. Repeat the same process for all of the capital letters on the page.

Listen and write. Play the CD track. After the word "vase" is said, students write the letter for /v/, /v/ vase. Continue playing the CD track. Check the answers as a class.

Listen, count and write. Students look at the numbers in the box and count up to 30. Play the CD. Students listen and repeat. Play the CD again. Students count and write the numbers between 20 and 30. Students write numbers up to 30.

***Discussion***

***Brainstorm***

I ask students to write the letters S, T, U, and V.

I ask students to count from 20 to 30 and back.

Pupils will be able to:

Make the sounds of the letters S, T, U, and V.

Write the letters S, T, U, and V.

Count from 20 to 30 and back.

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

**School Leader:**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| THUR. | WED. | TUE. | MON. | SUN. | Day | Animals | Unit 3 |
|  |  |  |  |  | Date | Phonics | Lesson 4 |
| - | - | - | - | - | Class - Share | Chanting the *Old MacDonald* chant | Warm Up |

*Class:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

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

*Presentation:*

Listen and say.

Students look at the picture. Play the CD. Students listen.

Practice the talk in pairs.

Students practice the talks once with the CD, and again without the CD.

Act out the talk in pairs.

In pairs, Students come to the front of the class

and act out the talk.

Hot Potato Game.

Students look at page 27 and listen to the CD. Students practise the days of the week. Once the students have practiced the days of the week, play the CD again and have them listen to the way the students on the CD talk about what day they really like. Then, try playing the game that way.

***Discussion***

***Brainstorm***

I ask students to act out the “What day do you like?”

I ask students to say what day of the week they like.

Pupils will be able to:

Say the days of the week.

Talk about the day they like.

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

**School Leader:**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| THUR. | WED. | TUE. | MON. | SUN. | Day | Days and Weather | Unit 4 |
|  |  |  |  |  | Date | Talk Time | Lesson 1 |
| - | - | - | - | - | Class - Share | What day do you like? | Warm Up |

*Class:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

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

*Presentation:*

Listen and chant. Play the CD. Students listen to the chant. Play the CD again. Students chant along. Students write the days on cards. Play the CD again. Students hold up the card/paper when they hear the day. Do this again. Students chant along.

Listen, point, and pronounce. Students listen to the CD and point to the different days. Play the CD again. Students pronounce the days of the week along with the CD.

Chant and Do. Students look at the picture on page 29. Play the CD. Students listen. Play the CD. The class do the motions and chant the chant. Play the CD. Students practice chanting and doing the motions.

***Discussion***

***Brainstorm***

I ask students to  
say the days of the week from Saturday  
to Friday with good pronunciation.

Pupils will be able to:

Say the days of the week.

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

**School Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | **Days and Weather** | Unit 4 |
|  |  |  |  |  | Date | **Rhythms and Sounds** | Lesson 2 |
| - | - | - | - | - | Class - Share | **Saying the days of the week.** | Warm Up |

*Class:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

Blackboard

The textbook

Presentations

CD

Audio

*Vocabulary:*

sunny, rainy, cloudy, snowy, windy, weather, today

*Presentation:*

Listen and point.

Students open their books, listen to the CD and point to the weather scenes. Play the CD again. Students point and say the words along with the CD.

Listen, point, and pronounce.

Play the CD. Students listen, point and pronounce the weather words along with the CD.

Weather Chant

Students look at page 31, listen to the chant and watch you as you point to the different suns in their book. Students chant along with the CD and do the actions. Practice the chant with the CD a few times.

***Discussion***

***Brainstorm***

I ask students to say three sentences about weather.

I ask students to say what the weather is like today.

Pupils will be able to:

Describe the weather

Ask and answer about the weather

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

**School Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Days and Weather | Unit 4 |
|  |  |  |  |  | Date | Words | Lesson 3 |
| - | - | - | - | - | Class - Share | Chanting the *Days of the Week* chant. | Warm Up |

*Class:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

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Presentations

CD

Audio

*Vocabulary:*

wolf, fox, yard, zebra, ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred

*Presentation:*

Listen and say. Play the CD. Students listen and point to the pictures and words. Go over the letter names and how to say the sounds. Play the CD again. Students point to the pictures and words as they say the letter names, sounds, and picture words.

Trace and copy.

Demonstrate how to write the capital letter “W”. Students write the letter “W”. Repeat the same process for all of the capital letters on the page.

Listen and write.

Play the CD. Pause the CD after the word “yard”. Students write the letter for /y/, /y/ yard. Continue playing the CD.

Listen, write and chant.

Students look at the dotted lines and count the lines over each number. Play the CD. Students listen and complete the first three numbers. Play the rest of the CD. Students chant along as they point to the numbers. Play the CD again. Students listen and repeat. In groups, students chant without the CD.

***Discussion***

***Brainstorm***

I ask students to make the sounds and write the letters W, X, Y, and Z.

I ask students to count from 10 to 100 in tens.

Pupils will be able to:

Make the sounds of the letters W, X, Y, and Z.

Write the letters W, X, Y, and Z.

Count from 10 to 100 in tens.

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

**School Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Days and Weather | Unit 4 |
|  |  |  |  |  | Date | Phonics | Lesson 4 |
| - | - | - | - | - | Class - Share | Chanting the *Weather* chant. | Warm Up |

*Class:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

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The textbook

Presentations

CD

Audio

*Vocabulary:*

Scared, sad, thirsty, hungry, happy, angry

*Presentation:*

Listen and say. Play the CD. Students listen and point to the pictures and words. Go over the letter names and how to say the sounds. Play the CD again. Students point to the pictures and words as they say the letter names, sounds, and picture words.

Trace and copy.

Demonstrate how to write the capital letter “W”. Students write the letter “W”. Repeat the same process for all of the capital letters on the page.

Listen and write.

Play the CD. Pause the CD after the word “yard”. Students pronounce the vocabularies. Continue playing the CD.

Listen, write and chant.

Students look at the dotted lines and count the lines over each number. Play the CD. Students listen and complete the first three numbers. Play the rest of the CD. Students chant along as they point to the numbers. Play the CD again. Students listen and repeat. In groups, students chant without the CD.

***Discussion***

***Brainstorm***

I ask students to make conversations about themselves.

Pupils will be able to:

Make conversations about themselves.

Act out talks in pairs.

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

**School Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Feelings and Things | Unit 5 |
|  |  |  |  |  | Date | Talk Time | Lesson 1 |
| - | - | - | - | - | Class - Share | Are you happy? | Warm Up |

*Class:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

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The textbook

Presentations

CD

Audio

*Vocabulary:*

Scared, sad, thirsty, hungry, happy, angry

*Presentation:*

Listen and say. Play the CD. Students listen and point to the pictures and words. Go over the letter names and how to say the sounds. Play the CD again. Students point to the pictures and words as they say the letter names, sounds, and picture words.

Trace and copy.

Demonstrate how to write the capital letter “W”. Students write the letter “W”. Repeat the same process for all of the capital letters on the page.

Listen and write.

Play the CD. Pause the CD after the word “yard”. Students pronounce the vocabularies. Continue playing the CD.

Listen, write and chant.

Students look at the dotted lines and count the lines over each number. Play the CD. Students listen and complete the first three numbers. Play the rest of the CD. Students chant along as they point to the numbers. Play the CD again. Students listen and repeat. In groups, students chant without the CD.

***Discussion***

***Brainstorm***

I ask students to make about themselves.

chant, ask “Are/you/he/she/we/they …?”,

and get the answer.

Pupils will be able to:

Make conversations about themselves.

Act out talks in pairs.

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

**School Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Feelings and Things | Unit 5 |
|  |  |  |  |  | Date | Rhythms and Sounds | Lesson 2 |
| - | - | - | - | - | Class - Share | Are you hungry? | Warm Up |

*Class:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

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The textbook

Presentations

CD

Audio

*Vocabulary:*

Scared, sad, thirsty, hungry, happy, angry

*Presentation:*

Listen and say. Play the CD. Students listen and point to the pictures and words. Go over the letter names and how to say the sounds. Play the CD again. Students point to the pictures and words as they say the letter names, sounds, and picture words.

Listen and say.

Play the CD. Pause the CD after the word “yard”. Students pronounce the vocabularies. Continue playing the CD.

Listen, write and chant.

Students look at the dotted lines and count the lines over each number. Play the CD. Students listen and complete the first three numbers. Play the rest of the CD. Students chant along as they point to the numbers. Play the CD again. Students listen and repeat. In groups, students chant without the CD.

***Discussion***

***Brainstorm***

I ask students to make conversations using possessives.

Pupils will be able to:

Make conversations using possessives.

Act out talks in pairs.

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

**School Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Feelings and Things | Unit 5 |
|  |  |  |  |  | Date | Words | Lesson 3 |
| - | - | - | - | - | Class - Share | Are these your shoes? | Warm Up |

*Class:* ***4th Elementary***

*Material:* ***We Can! 2***

*Studying Year:*

**Supervisor:**

**Teacher:**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

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Presentations

CD

Audio

*Vocabulary:*

Tap, cap, tape, save, rice, rope, rose, tub, tube

*Presentation:*

Listen and say. Play the CD. Students listen and point to the pictures and words. Go over the letter names and how to say the sounds. Play the CD again. Students point to the pictures and words as they say the letter names, sounds, and picture words.

Listen and Circle.

Play the CD. Pause the CD after the word “yard”. Students pronounce the vocabularies. Continue playing the CD. Answer the questions.

Listen and check.

Students look at the dotted lines and count the lines over each number. Play the CD. Students listen and complete the first three numbers. Play the rest of the CD. Students chant along as they point to the numbers. Play the CD again. Students listen and repeat. In groups, students chant without the CD.

***Discussion***

***Brainstorm***

I ask students to recognize and say b/p, f/v, sh, ch, th, and a/a\_e, i/i\_e, o/o\_e, u/u\_e

Pupils will be able to:

Listen and pronounce the vocabs.

Put the words in sentences.

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

**School Leader:**

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| THUR. | WED. | TUE. | MON. | SUN. | Day | Feelings and Things | Unit 5 |
|  |  |  |  |  | Date | Phonics | Lesson 4 |
| - | - | - | - | - | Class - Share | Say: Bear, Tap | Warm Up |