

Lesson plan [4th grade\ unit two]

Unit: Two	Day & Date	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.
Lesson: One	Class: 4 th	4th	4th	4th	4th	4th	4th
Shift:	Period:	.....	.....	.....	.....	.....	.....
Behavioral Objectives		New Vocabulary		New Structure		New Functions	
At the end of the period students are expected to: <ol style="list-style-type: none"> pronounce the names of rooms in a house correctly say where people are (in a house) label some pictures with correct numbers while listening to a text take notes about what room while listening to sound effects related to few rooms act out few mini-dialogues properly 		living room \ kitchen \ bathroom \bedroom \ garden		This is the (name of room). Where's (Dad)? He's\She's in the (kitchen). Who's in (the kitchen)?		Informing\ Saying at what rooms some people are	
Resources SB\ BB\ recording\ flashcards\ wordcards\ Unit 2 Poster							
Warm up	Greeting\ Chinese whispers: T. puts the class into teams, each sitting in a row from the back to the front of class. T. gives a chalk to the first child at the front and gives a paper on which he\she wrote sth. in English to the first child in each team at the back of the class. They look without showing anyone and whisper the message to the person next in line until it reaches the person at the front. He/ She then writes it on the board. The team which finishes first – and is correct – is the winner.						
Pre-requisite	Leaning the structures: This is Where is? Who's in						
Obj. no.	Procedures and evaluation			Skills		Organization	Time
1	Introductory: T. displays Unit 2 Poster and asks: What can you see? T. elicits as much as possible in English (family members, TV, doll, bed, etc.) T. praises the children's efforts. T. displays Unit 2 flashcards (rooms) and says <i>Listen</i> . T. plays recording, pointing to the rooms. T.asks children to repeat individually and corally.			Pronouncing new vocab. correctly		T.Ss. Individual & choral work	5min.
2	T. points to the flashcards to elicit the names. T. presents wordcards: He's \ She's \ in \ the \ living room \ kitchen\ bathroom \ bedroom \ garden and asks the children to match the room wordcards to the flashcards. T. says: She's in the bedroom. T. distributes the wordcards to five children and asks them to stand in line to make the sentence. The class confirm and read it aloud and T. puts it on the board. T. asks the class to make as many sentences as they can with the wordcards.			Speaking (producing simple sentences including new vocab.)		T.Ss. Individual work	5min.
3	Activity (1): T. asks the children to read the room labels aloud. T. says <i>Listen</i> and plays recording. On first listening, the children find the rooms mentioned. T. says <i>Listen</i> and plays recording again. T. pauses after Hala talks about the first room. T. asks: Where are they? to elicit: The living room. T. says <i>Write</i> and models writing 1 in the box by living room. T. plays recording from the beginning, pausing after each description for the children to write the number by the appropriate room and T. elicits answers. The children correct their work. T. asks which room Hala doesn't show Fiona, eliciting mum and dad's bedroom. T. asks Who's in there? and teach No one.			Listening for labeling pictures with correct numbers of rooms		T.Ss. Individual work	10min.

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Lesson plan [4th grade\ unit two]

<p>4</p>	<p>Activity (2): T. says <i>Listen</i> and <i>Say</i> and plays the first part of the recording, pausing after the sound effect for each room for the children to say which room it is. T. plays recording for Activity 1 again and asks children to listen carefully to find out which rooms the people are in. T. encourages them to take notes. Children check in pairs. T. plays the second part of the recording for Activity 2, pausing after each question so that the children can answer.</p>	<p>Listening for taking notes</p>	<p>T.Ss. Individual & pair work</p>	<p>10min.</p>
<p>5</p>	<p>Activity (3): T. asks pairs of children to read the speech bubbles aloud. T. asks the questions in the second part of the Activity 2 recording, in random order. T. says <i>Say</i> and puts the children in pairs: they take it in turn to ask and answer the questions.</p>	<p>Speaking (acting out few mini-dialogues)</p>	<p>T.Ss. pair work</p>	<p>10min.</p>
<p>Teachers' comments:</p>		<p>Supervisor's signature:</p>		
<p>Homework: Copying new vocab.</p>		<p>Head teacher's signature:</p>		

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Lesson: Two	Class: 4th	4th	4th	4th	4th	4th	4th
Shift:	Period:
Behavioral Objectives			New Vocabulary	New Structure	New Functions	Resources	
At the end of the period students are expected to: <ol style="list-style-type: none"> match the names of rooms to their pictures write where some people are in a house guess where someone is in a game 			###	###	###	SB\ BB\ \flashcards	
Warm up	Greeting\ Missing letters game: T. puts the class into teams and writes up the words [living room / kitchen / bathroom / bedroom / garden] with a missing letter for each. The teams complete the words by working out the missing letters together.						
Pre-requisite	Learning the names of rooms & the structure: She\He is in						
Obj. no.	Procedures and evaluation				Skills	Organization	Time
	Checking HW and giving feedback						
1	Activity (1): T. reviews names of rooms using flash cards. T. elicits the rooms pictured again and asks children to read the words aloud. T. says <i>Read</i> and <i>Match</i> and checks that the children are matching the text and pictures correctly. The children check their work in pairs. T. elicits answers and asks a child to write answers on the board. The children correct their work.				Recognizing relation between the names of rooms to their pictures	T.Ss. Individual & pair work	5min. 10min.
2	Activity (2): T. elicits the rooms pictured and asks children to read the words in the word box aloud. T. asks: Where's Amal? T. elicits: She's in the living room. T. says <i>Write</i> and models writing the sentence in the book. T. says <i>Write</i> and monitors and helps as necessary. The children check their work in pairs. T. says <i>Say</i> and elicits answers, using the same approach. T. asks different children to prompt and respond each time. T. writes the sentences on the board and the children correct their work.				Writing sentences about where some people are	T.Ss. Individual & pair work	15min.
3	Review: T. asks a child to choose a room (without telling anyone) and to do a mime of something you do in the room. The rest of the class try to say where he/she is (e .g.) He's in the living room. The first child to work it out does the next mime. T. repeats until lots of children have had a go.				Guessing where someone is in a game.	T.Ss. Individual work	10min.
Teachers' comments:				Supervisor's signature:			
Homework: ###				Head teacher's signature:			

Lesson plan [4th grade\ unit two]

Unit: Two	Day & Date	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.	
Lesson: Three	Class: 4th	4th	4th	4th	4th	4th	4th	
Shift:	Period:	.....	.....	.....	.....	.....	.....
Behavioral Objectives		New Vocabulary		New Structure		New Functions	Resources	
At the end of the period students are expected to: <ol style="list-style-type: none"> 1. identify new vocab. & phrases 2. mark sentences ✓ or ✗ after listening 3. respond to questions (where and what some people are doing) after listening 4. act out few mini-dialogues 		reading a newspaper\ having a shower\ watching TV\ cooking\ sleeping\ playing with toys		What's she\he doing? She\He is ...		Talking about what some people are doing	SB\ BB\ recording\ flashcards\ wordcards\ Unit 2 Poster	
Warm up	Greeting\The memory game: T. displays some flash cards on BB and gives the children 20 seconds to memories them, then takes them down. Children try to remember the missing item every time.							
Pre-requisite	Learning names of rooms\ Learning the structure: She\He is in the							
Obj. no.	Procedures and evaluation				Skills		Organization	Time
1	Review: T. displays Unit 2 Poster and asks: What can you see? and elicit as much as possible in English (family members, TV, doll, bed, etc.) T. asks: Where are the boys? to elicit :In the kitchen. T. repeats with the other family members/rooms.				Speaking (recalling content of previous periods)		T.Ss.	2min.
	Introductory: T. says <i>Listen</i> and plays recording, pointing to the activity on the poster and asks children to repeats. T. displays Unit 2 flashcards (activities) and elicits the activities. T. presents wordcards: He's / She's/ reading a newspaper/ having a shower/ watching TV/ cooking/ sleeping/ playing with toys/ and distributes the wordcards for: He's watching TV. to four children and asks them to stand in line to make the sentence. The class confirm and read it aloud. T. puts the sentence on the board and asks children to make as many sentences as they can with the wordcards.				Identifying new vocab. \ Using them in sentences		T.Ss. Individual & pair work	10min.
	Activity (1): T. says <i>Read</i> and asks pairs of children to read the speech bubbles. Then he\ she asks other children to read the picture labels. T. asks a child to read sentence 1 aloud. T. says <i>Listen</i> and plays recording, pausing at the end of the first section. T. reads sentence 1 aloud again. T. asks: Is Mum in the garden? to elicit: Yes. T. asks: Is she reading a book? to elicit: No. T. models writing a cross in the book. T. says <i>Listen</i> and <i>Write</i> . T. continues playing recording, pausing at the end of each section so that the children can write ✓ or ✗. The children check their work in pairs and T. elicits answers, asking children for the correct version of the sentences which are wrong. The children correct their work.				Listening for deciding if a few sentences ✓ or ✗		T.Ss. Individual & pair work	5min.

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Lesson plan [4th grade\ unit two]

<p>3</p>	<p>Activity (2): T. says <i>Listen</i> and plays recording for Activity 1 again. The children listen to remind themselves of the facts for each character. T. tells the children they are now going to be asked questions about the people in Activity 1. They listen to the recording for Activity 2 twice. On first listening, they should note down short answers to the questions. T. says <i>Listen</i> and plays recording for Activity 2, pausing after each question so the children can note answers. T. plays recording for Activity 2 again so the children can check their answers. T. says <i>Listen</i> and <i>Say</i> and plays recording for Activity 2 again, pausing so the children answer orally in the gaps.</p>	<p>Listening for noting down short answers to some questions\ Listening for specific information</p>	<p>T.Ss. Individual work</p>	<p>8min.</p>
<p>4</p>	<p>Activity (3): T. asks pairs of children to read the speech bubbles aloud. T. asks the questions in Activity 2 recording again, in random order. T. gets the children to work in pairs, taking it in turns to ask and answer questions about the people in Activity 1.</p>	<p>Speaking (acting out few mini-dialogues)</p>	<p>T.Ss. pair work</p>	<p>10min.</p>
<p>Teachers' comments:</p>		<p>Supervisor's signature:</p>		
<p>Homework: Complete: She's in the kitchen. She's He's in the He's watching TV. & alike.</p>		<p>Head teacher's signature:</p>		

Lesson plan [4th grade\ unit two]

Unit: Two	Day & Date	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.
Lesson: Four	Class: 4th	4th	4th	4th	4th	4th	4th
Shift:	Period:	.....	.....	.....	.....	.....	.....
Behavioral Objectives			New Vocabulary	New Structure	New Functions	Resources	
At the end of the period students are expected to: <ol style="list-style-type: none"> circle correct versions from the options given in few sentences write some given words\phrases under suitable pictures complete the missing parts in a song by given phrases sing the song while doing the actions included in it 			###	###	###	SB\ BB\ recording	
Warm up	Greeting\ Charades: T. puts the class into two teams. Each team takes it in turn to send a person to the front. That person mimes an activity from previous period (e.g. cooking, having a shower, etc.). His/ Her team has 10 seconds to name the activity. A correct guess wins a point. If they get it wrong, the other team has a go at answering. T. repeats with room names getting Ss. mime actions done there.						
Pre-requisite	Learning vocab. and structures of previous periods						
Obj. no.	Procedures and evaluation				Skills	Organization	Time
1	Activity (1): T. asks the children to look at page 12 and elicits the activities pictured. T. says Read and asks children to read the sentences aloud and elicits the correct versions from the options given. T. says Read and Circle and checks that the children are circling the correct words and elicits answers. T. writes them on the board or uses the wordcards. The children correct their work.				Identifying correct versions from the options given in few sentences	T.Ss. Individual work	5min.
2	Activity (2): T. elicits what the people pictured are doing. T. asks children to read aloud the words in the word box. T. says Write and asks the children to label the pictures, using the words in the word box. The children check their work in pairs and T. elicits answers. The children correct their work.				Writing some given words\phrases under suitable pictures	T.Ss. Individual & pair work	10min.
3	Activity (3): T. asks children to read the text aloud and elicits the missing phrases. T. says Write and checks that the children are completing the text of the song. T. says Listen and plays recording, so that the children can check their work. T. works out actions together for the activities. T. says Sing and Do and asks the children to sing along and do the actions. T. repeats with class.				Writing (completing missing parts in a song by some given phrases)\ Speaking (singing the song while doing the actions included in it)	T.Ss. Individual work	25min.
Teachers' comments:				Supervisor's signature:			
Homework: a worksheet similar to activity 1				Head teacher's signature:			

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Lesson plan [4th grade\ unit two]

Unit: Two	Day & Date	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.
Lesson: Five	Class: 4 th	4th	4th	4th	4th	4th	4th
Shift:	Period:	.....	.....	.....	.....	.....	.....
Behavioral Objectives			New Vocabulary	New Structure		New Functions	Resources
<p>At the end of the period students are expected to:</p> <ol style="list-style-type: none"> talk about where some people are/aren't and what they're doing/not doing match some speech bubbles to correct pictures, based on listening circle correct pictures showing activities, based on listening practise asking and answering questions about where some people are/aren't and what they are/not doing 			###	He/ She isn't (in the...)\ (activity) They aren't (in the ...)\(activity)		Talking about where people are/aren't Talking about what they're doing/not doing	SB\ BB\ recording\ flashcards\ word cards\
Warm up	Greeting\ Look and guess game: T. covers a flashcard picture with paper and reveals the picture gradually. The children guess what it is from the detail. T. repeats with other flashcards.						
Pre-requisite	Learning vocab. and structures of previous periods						
Obj. no.	Procedures and evaluation			Skills		Organization	Time
1	<p>Review: T. shows Unit 2 Poster and asks: What can you see? to elicit as much as possible in English (family members, TV, doll, bed, etc .) T. asks: Where is mum? to elicit: In the garden. T. asks what is she doing? to elicit: She's reading a book. T. repeats with the other family members/rooms.</p>			Speaking (recalling vocab. and structure of previous periods)		T.Ss. Individual work	5min.
	<p>Introductory: T. asks: What's the girl doing? to elicit: She's playing with her toys. T. shows the bathroom, bedroom, garden and living room flashcards and draws a cross by bathroom and garden. T. says <i>Listen</i> and plays recording, pointing to the flashcards. T. shakes his\her head to emphasize the meaning of the negative isn't. T. repeats with class. T. displays all the room flashcards, writes a cross by three of them and asks: Where's Ali? to elicit positive and negative sentences (He's in/He isn't in ...). T. repeats with Rania. T. presents wordcards: isn't / they / aren't plus word cards from Unit 2 Period 1. T. hands out the room flashcards to five children and points to each one in turn. As he\she points, they shake their head and T. elicits: He/ She isn't in + room of the flashcard they are holding. T. distributes the wordcards for: He isn't in the garden to six children and asks them to stand in line to make a sentence. The class confirm and read it aloud. T. puts the sentence on the board and displays the other wordcards too. T. asks children to change the sentence to say: They aren't in the kitchen. T. repeats, using he/she/they in random order and different rooms.</p>			Speaking (describing activities in pictures using negative progressive)		T.Ss. Individual work	10min.

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Lesson plan [4th grade\ unit two]

<p>2</p>	<p>Activity (1): T. asks pairs of children to read the speech bubbles aloud and elicits the people and places pictured. T. says: <i>Listen</i> and <i>Match</i> and plays recording, pausing at the end of the first section. T. asks: Is Mum in the kitchen? to elicit: No. T. confirms: No, she isn't in the kitchen. T. asks: Is she in the bathroom? to elicit: Yes, she's in the bathroom. T. continues playing recording, pausing so that the children can match the people and places. T. says <i>Say</i> and the children check their work in pairs, taking it in turn to ask: Where's ...? and say where the people are. T. plays recording again, pausing so the children can check and correct their work. T. explains that (isn't) is used when something is not the case.</p>	<p>Listening for matching speech bubbles to correct pictures</p>	<p>T.Ss. Individual work</p>	<p>5min.</p>
<p>3</p>	<p>Activity (2): T. elicits the places (1–3) and the activities (4–6). T. says <i>Listen</i> and plays recording, pausing at the end of the first section. T. asks: Is grandfather in the living room? to elicit: No. T. confirms: No, he isn't in the living room. T. asks: Is he in the bathroom? to elicit: Yes, he's in the bathroom. T. says <i>Circle</i> and models circling the bathroom picture in the book. T. continues playing recording, pausing at the end of each section so that the children can circle the correct picture. The children check their work in pairs. T. plays recording again, pausing so the children can correct their work.</p>	<p>Listening for circling correct pictures</p>	<p>T.Ss. Individual & pair work</p>	<p>10min.</p>
<p>4</p>	<p>Activity (3): T. points to the pictures in Activity 1 and asks: Where are Hala and Amal? to elicit: They're in the kitchen. T. repeats with the other characters. T. could ask different children to ask and answer the questions. T. asks what the characters are doing, using the details in Activity 2 recording and elicit answers. T. says <i>Say</i> and the children work in pairs, taking it in turn to ask a question and to make a negative statement, and to respond.</p>	<p>Speaking (asking and answering questions about where people are and what they are\not doing)</p>	<p>T.Ss. Individual & pair work</p>	<p>10min.</p>
<p>Teachers' comments:</p>		<p>Supervisor's signature:</p>		
<p>Homework: a worksheet with spaces and choices similar to activity 3</p>		<p>Head teacher's signature:</p>		

Lesson plan [4th grade\ unit two]

Unit: Two	Day & Date	Sat.	Sun.	Mon.	Tues.	Wed.	Thurs.
Lesson: Six	Class: 4 th	4th	4th	4th	4th	4th	4th
Shift:	Period:	.....	.....	.....	.....	.....	.....
Behavioral Objectives			New Vocabulary	New Structure	New Functions	Resources	
<p>At the end of the period students are expected to:</p> <ol style="list-style-type: none"> copy two sentences with proper handwriting practise asking and answering questions about where some people are\ aren't and guessing their places in a game practise asking and answering questions about what some people are\ aren't doing and guessing their activities in a game 			###	###	Asking about where people are/aren't Asking about what people are doing/not doing	SB\ BB\ recording\ flashcards\word cards\ Unit 2 Poster	
Warm up		Greeting\ T. plays 'I spy' using unit vocab. T. says: I spy something and makes a related sound or mime. I spy something beginning with /k/. The children have to guess what the thing is (kitchen). T. repeats with other words.					
Pre-requisite		Learning vocab. and structures of previous periods					
Obj. no.	Procedures and evaluation			Skills		Organization	Time
1	Checking HW orally and on BB					T.Ss.	2min.
2	<p>Activity (1): T. says <i>Write</i> in your copybook, monitors and helps as necessary.</p> <p>Activity (2): T. says <i>Play: Where are they?</i> The children need two pens or pencils (e.g., red and blue). They choose a place for each character, ticking the relevant box with the red pen, without showing their partner (so if they want Fiona to be in the kitchen, they go along the Fiona row until they get to the kitchen column, and write a tick in the box there). T. explains that the aim of the game is to work out your partner's choices by asking and answering questions, e.g. Is Walid in the bathroom? No, he isn't (in the bathroom). They use the blue pen to note the information, writing a cross in the box if the answer is negative and a tick if the answer is Yes. The winner is the first one to correctly identify the places for all of the characters.</p>			<p>Writing (copying two sentences with proper handwriting)</p> <p>Noting information about where some people are \</p> <p>Speaking (asking and answering questions about where some people are\ aren't\ Guessing places of characters in a game)</p>		<p>T.Ss.</p> <p>Individual work</p> <p>T.Ss.</p> <p>Individual & pair work</p>	<p>8min.</p> <p>15min.</p>
3	<p>Activity (3): T. says <i>Play again:</i> What are they doing? and explains that this is the same game, but this time they need to find out what their partners' people are doing. T. plays in the same way as in Activity 2. The children give examples showing that they have achieved the targets at the bottom of the page, then tick the boxes.</p>			<p>Noting information about what some people are doing\</p> <p>Speaking (asking and answering questions about what some people are\ aren't doing)\</p> <p>Guessing characters' activities in a game</p>		<p>T.Ss.</p> <p>Individual & pair work</p>	15min.
Teachers' comments:				Supervisor's signature:			
Homework: ###				Head teacher's signature:			

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