

Date	Class	Period

Subject Matter
Unit: 1 At the Pet Shop
Lesson: 1 Conversation Time
S.B & W.B Page 1

Warm up : Review. Divide the class into pairs. Pairs take turns standing up and introducing themselves to the class using the language from “Do You Remember?” For example: *I’m Mark. This is Rania. We’re twelve. I’m talking. I’m listening*



Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson, students will be able to :</i></p> <ul style="list-style-type: none"> - Ask about people’s appearance - describe people’s appearance - identify speakers in a conversation 	<ul style="list-style-type: none"> ✓ <i>Student’s Book</i> page 1 ✓ <i>Work book</i> page 1 ✓ <i>Black Board</i> - <i>CD player</i> 	<p>Language Focus: What’s wrong? / I can’t find my mum. / What does she look like? / She’s tall and thin. She’s wearing a red dress. / Is that your mum? / Yes! There she is. Thanks. / Mum!</p> <p>Function: Asking about and describing people’s appearance</p>	<ul style="list-style-type: none"> ❖ <i>Brain Storming</i> ❖ <i>Problem Solving</i> ❖ <i>Role-play</i> ❖ <i>self-learning</i> 	<p>Introduce the Conversation</p> <ol style="list-style-type: none"> Clarify word meaning. Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation Divide the class into Groups A and B, and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line, and so on. <p>Talk About the Picture</p> <p>Scene 1: Look! Can you see a little boy and a little girl? Yes! There they are! The little boy is sad. He’s crying. The little girl is sad, too, but she isn’t crying.</p> <p>Scene 2 : The man wants to know what their mum looks like.</p> <p>Scene 3 : The little girl is happy now. The little boy runs to his mum, crying.</p> <p>2. Ask the following questions while pointing to or touching the pictures (bold words) and pantomiming the actions or adjectives (italicized words).</p> <p>Scene 1: Can you point to the little boy? Can you point to the little girl?</p> <p>Scene 2 : Is the little boy crying? Is the little girl crying?</p> <p>Scene 3 : Can you point to the boy’s mum? What’s she wearing? Is the little girl sad now?</p> <p>Practise the Conversation</p> <p>A. Listen and repeat. Play the recording (first version of the conversation). Students listen and repeat.</p> <p>B. Listen and point to the speakers. Play the recording (second version of the conversation)</p> <p>C. Role-play the conversation with a partner. Students choose a partner and role-play the conversation.</p> <p>D. Review. Listen and repeat. Volunteers try to read or guess the Puppets’ conversation.</p>	<p>Workbook Page 1</p> <p>A. Number the sentences in the correct order. <u>Answer Key</u> 1 What’s wrong? 2 I can’t find my mum. 3 What does she look like? 4 She’s tall and thin. She’s wearing a red dress. 5 Is that your mum? 6 Yes! There she is. Thanks. 7 Mum!</p> <p>B. Fill in the blanks. Use some words twice. <u>Answer Key</u> 1. find 2. dad 3. he 4. like 5. He’s 6. blue 7. shirt 8. short 9. dad 10. Yes 11. he</p>	<p><u>5 MS</u></p> <p><u>10Ms</u></p> <p><u>15Ms</u></p>
Activity	<ol style="list-style-type: none"> Say It Together. Divide the class into Groups A and B, The two groups take turns roleplaying appropriate lines of the conversation in unison, speaking and responding to the student directly across from them. Combine the Conversations. 			Home-assignment	<p>Punctuate the following: my name s ali</p>	

Self-evaluation :

Date	Class	Period

Subject Matter
Unit: 1 At the Pet Shop
Lesson: 2 Word Time
S.B & W.B Page 2

Warm up : Conversation Review: The Three Directors.
 (See Game 12, page 141.) Students open their Student's Books to page 1 and read the conversation after the teacher or recording. Then play the game using the conversation.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson, students will be able to :</i></p> <ul style="list-style-type: none"> - identify new words "Pets" - read the new words - write the new words 	<ul style="list-style-type: none"> ✓ Student's Book page 2 ✓ Work book page 2 ✓ Black Board - CD player 	<p>Vocabulary : Pets (kitten, puppy, rabbit, canary, fish, turtle, lizard, parrot)</p>	<ul style="list-style-type: none"> ❖ Brain Storming ❖ Problem Solving ❖ Cooperative learning ❖ self-learning 	<p>Introduce the Words Pets (kitten, puppy, rabbit, canary, fish, turtle, lizard, parrot)</p> <p>Talk About the Picture This is a pet shop. Look at this boy! He's trying to catch some fish. The fish are not happy ! Uh-oh! A woman is running to the boy. She's angry ! Where's the lizard? It's on the rock. Oh, look, here's a turtle. Can you see the birds? There are three. And there are some little rabbits here. There is a little parrot over there.</p> <p>Practise The words : A. Listen and repeat. B. Point and say the words. C. Listen and point. A turtle./A puppy./A kitten./ Oo! A canary! A fish./ A lizard. / A parrot. / A rabbit. <u>Now listen and point to the speakers.</u> Now listen and point to the speakers. A: I can't find my sister. (young girl and shop assistant) B: What does she look like? A: She's wearing a blue dress. She's tall. A: Is that your bird? (young girl and woman with bird in hair) B: No, it isn't. A: Do you like puppies? (Mona and Kareem) B: Yes, I do D. Write the words. (See pages 32–34.)</p>	<p>Workbook Page 2 A. Read and circle. Answer Key 1. puppy 2. fish 3. canary 4. rabbit 5. turtle 6. parrot 7. kitten 8. Lizard B. Read and write. Answer Key 1. It's a kitten. 2. It's a canary. 3. It's a fish. 4. It's a rabbit. 5. It's a lizard. 6. It's a turtle. 7. It's a parrot. 8. It's a puppy.</p>	<p>5 MS 10Ms 20Ms</p>
Activity	Personalize the Picture. Write man, woman, girl, boy, baby, and dog on the board. Point to and read each word. Students repeat. Divide the class into groups of four to six. Give each group a large piece of paper and crayons or markers.			Home-assignment	<p>What's this? </p> <p>What's wrong? </p>	

Self-evaluation :

Date	Class	Period

Subject Matter
Unit: 1 At the Pet Shop
Lesson: 3 Practice Time
S.B & W.B Page 3

Warm up : Read and circle the odd one:

1) dad	zero	mum	man
2) kitten	window	puppy	rabbit
3) help	fish	meat	cereal
4) car	turtle	puppy	lizard

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson, students will be able to :</i></p> <p>- practise declarative statements with want, positive and negative</p> <p>- express wants</p>	<p>✓ <i>Student's Book</i> page 3</p> <p>✓ <i>Work book</i> page 3</p> <p>✓ <i>Black Board</i></p> <p>- <i>CD player</i></p>	<p>Structures: Declarative statements with want, positive and negative [(I) want/don't want a (fish). (He) wants/doesn't want a (rabbit).]</p> <p>Function: Expressing wants</p>	<p>❖ <i>Brain Storming</i></p> <p>❖ <i>Problem Solving</i></p> <p>❖ <i>Cooperative learning</i></p> <p>❖ self-learning</p> <p>❖ Pair work</p>	<p><u>Introduce the Patterns:</u></p> <p>1. Pronoun Review. 2. (I) want a (fish). (I) don't want a (rabbit). 3. (He) wants a (fish). (He) doesn't want a (rabbit). 4. Practise for Fluency.</p> <p><u>Practise the Patterns:</u></p> <p>A. Listen and repeat. B. Listen and repeat. Then practice with a partner. C. Look at page 2. Point to the picture and practice with a partner. D. Listen and sing along. Students turn to the Unit 1 song I Want a Fish on page 57.</p>	<p><u>Workbook</u></p> <p style="text-align: center;">Page 3</p> <p>A. Read and tick True or False. <u>Answer Key</u> 1. False 2. True 3. True 4. True 5. False</p> <p>B. Look and write. 1. I want a puppy. I don't want a canary. 2. She wants a fish. She doesn't want a kitten.</p> <p>C. Your turn. Draw and write. <u>Answer Key</u> Answers will vary.</p>	<p><i>15MS</i></p> <p><i>15Ms</i></p>
Activity	True Sentences. A volunteer says I want a (rabbit). He/She then shakes his/her head and says I don't want a (turtle). Seated students point to the volunteer, look at the teacher, and say (He) wants a (rabbit). (He) doesn't want a (turtle).			Home-assignment	<u>Look and write THREE sentences:</u>	

Self-evaluation :



Date	Class	Period

Subject Matter
Unit: 1 At the Pet Shop
Lesson: 4 Phonics Time
S.B & W.B Page 4

Warm up : **Pattern Review: Sing Along.** Play the Unit 1 song I Want a Fish. Students listen. Play the song again and have students sing along.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson, students will be able to :</i></p> <ul style="list-style-type: none"> - distinguish between short and long u - associate the sound of letters with the written form 	<ul style="list-style-type: none"> ✓ Student's Book page 4 ✓ Work book page 4 ✓ Black Board - CD player - Picture Cards 	<p>Sound Focus: short u, long u (bug, run, up, blue, glue, tune)</p>	<ul style="list-style-type: none"> ❖ Brain Storming ❖ Problem Solving ❖ Cooperative work 	<p>Introduce the Sounds short u, long u (bug, run, up, blue, glue, tune)</p> <p>Practise the Sounds Students open their Student's Books to page 4.</p> <p>A. Listen and repeat. Focus students' attention on the consonant blend review words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books</p> <p>B. Do they both have the same u sound? Listen and write ✓ or ×.</p> <ol style="list-style-type: none"> 1. duck, bus duck, bus 2. tube, Sue tube, Sue 3. cup, flute cup, flute 4. sun, bug sun, bug <p>Answer Key: 1. ✓ 2. ✓ 3. × 4. ✓</p> <p>C. Read the sentences.</p> <p>D. Listen and match.</p> <ol style="list-style-type: none"> 1. tube, tube 2. flute, flute 3. duck, duck 4. June, June 5. luck, luck 6. up, up 	<p>Workbook Page 4</p> <p>A. Does it have short u or long u? Read and circle. Answer Key short u: run, gum, bus, up, cup long u: Sue, glue, flute, June</p> <p>B. Read and circle the words with the same u sound. Answer Key 1. tune, June 2. gum, run 3. duck, up 4. sun, gum 5. run, duck 6. Sue, June</p> <p>C. Look and write. Answer Key 1. glue 2. up 3. June 4. tune 5. gum 6. run</p>	<p><u>5 MS</u></p> <p><u>20Ms</u></p>
Activity	Check Short u or Long u. Write short u on the left side of the board, and long u on the right side. Divide the class into Teams A and B, Suggested Words: fun, tune, Sue, buzz, dune, plume, rug, jut, mud, rule, flute, dug			Home-assignment	Circle the odd one out : 1- sun glue flute tune 3- kitten puppy lizard cup 2- duck canary parrot cat 4- bus car truck up	

Self-evaluation :

Date	Class	Period

Subject Matter
Unit: 2 At the Supermarket
Lesson: 1 Conversation Time
S.B & W.B Page 5

Warm up : Phonics Review: What's Different? Say three words, two with the same vowel sound and one with a different vowel sound.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson, students will be able to :</i></p> <ul style="list-style-type: none"> - ask for help - ask about location - describe location - identify speakers in a conversation 	<ul style="list-style-type: none"> ✓ <i>Student's Book</i> page 5 ✓ <i>Work book</i> page 5 ✓ <i>Black Board</i> - <i>CD player</i> 	<p>Language Focus: Excuse me. Can you help me? / Sure. / Where's the rice? / It's in Aisle 3. It's next to the bread. / How about the chips? / I don't know. Let's look. / Great! Thanks.</p> <p>Function: Asking for help; asking about and describing location</p>	<ul style="list-style-type: none"> ❖ <i>Brain Storming</i> ❖ <i>Problem Solving</i> ❖ <i>Role-play</i> ❖ <i>self-learning</i> 	<p>Introduce the Conversation</p> <ol style="list-style-type: none"> 1. Clarify word meaning. 2. Bring two students to the front of the classroom. Stand behind each student and model his/her lines of the conversation 3. Divide the class into Groups A and B, and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line, and so on. <p>Talk About the Picture</p> <p>Scene 1: This is a supermarket. There is a lot of food at the supermarket. Scene 2 : What's wrong? This man can't find the rice. But this girl can help him. She tells him where the rice is. It's in Aisle Three. It's next to the bread. Scene 3 : What about the chips? Where are they? Scene 1: Can you point to the man? Can you point to the girl? Scene 2 : Can the man find the rice? Scene 3 : Where's the rice? Do you like rice?</p> <p>Practise the Conversation</p> <p>A. Listen and repeat. Play the recording (first version of the conversation). Students listen and repeat.</p> <p>B. Listen and point to the speakers. Play the recording (second version of the conversation)</p> <p>C. Role-play the conversation with a partner. Students choose a partner and role-play the conversation.</p> <p>D. Review. Listen and repeat. Volunteers try to read or guess the Puppets' conversation.</p>	<p>Workbook Page 5</p> <p>A. Read and connect. <i>Answer Key</i> Excuse me. Can you help me? Sure. (second picture) Where's the rice? It's in Aisle 3. It's next to the bread. (first picture) How about the chips? I don't know. Let's look. (fourth picture) Great! Thanks. (third picture) B. Read and circle. <i>Answer Key</i> It's <u>next</u> to the bread. It's <u>on</u> the salad. It's <u>next</u> to the cake.</p>	<p><u>5 Ms</u></p> <p><u>10Ms</u></p> <p><u>15Ms</u></p>
Activity	<ol style="list-style-type: none"> 1. Put the Lines in Order. (See Game 7, page .) Play the game using the target conversation. 2. Combine the Conversations. Combine the Unit 1 conversation with the target conversation on the board in the following way: A: What's wrong? B: I can't find the rice. A: It's in Aisle 3. It's under the bread. B: How about the chips? A: I don't know. Let's look. 			Home-assignment	<p>Listen and complete :</p> <ol style="list-style-type: none"> 1: What's 2: I can't find the 3: How the chips? 4: I don't know. Let's 	

Self-evaluation :

Date	Class	Period

Subject Matter
Unit: 2 At the Supermarket
Lesson: 2 Word Time
S.B & W.B Page 6

Warm up : Conversation Review: Living Conversation.
 Students open their Student's Books to page 5.
 Say the conversation. Students repeat after each line. Divide the class into Groups A and B. Then divide the board into four large vertical columns.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson, students will be able to :</i></p> <ul style="list-style-type: none"> - identify new words " Food items " - read the new words - write the new words 	<ul style="list-style-type: none"> ✓ Student's Book page 6 ✓ Work book page 6 ✓ Black Board - CD player 	<p><u>Vocabulary :</u> Food items (meat, pasta, fish, butter, cereal, ketchup, egg/eggs, vegetable/v (egetables</p>	<ul style="list-style-type: none"> ❖ Brain Storming ❖ Problem Solving ❖ Cooperative learning ❖ self-learning 	<p><u>Introduce the Words</u> Food items (meat, pasta, fish, butter, cereal, ketchup, egg/eggs, vegetable/vegetables</p> <p><u>Talk About the Picture</u> This is a supermarket. There are some people here. Look, here's Sokkara. Where's the ketchup? Oh, there it is! And what is this man doing? He's looking at some meat. Ali is playing with some eggs. His mum isn't happy. Here are Mona and Kareem. They want cereal.</p> <p><u>Practise The words :</u> A. Listen and repeat. B. Point and say the words. C. Listen and point. Eggs! Mm. Cereal! ketchup. butter. Meat. Fish. Vegetables. Pasta. Now listen and point to the speakers. A: Ali? (woman and her son near the eggs) B: Yes, mum. A: Don't play with the eggs, you'll break them. B: Ok, mum, sorry. A: What's this? (Kareem and Mona) B: It's cereal, I like it. A: Excuse me. Where's the cereal? (woman and shop assistant mid - scene) B: It's in Aisle 1. It's next to the pasta.</p> <p>D. Write the words. (See pages 32–34.)</p>	<p><u>Workbook</u> Page 6 A. Read and write the letter.</p> <p><u>Answer Key</u> 1. b 2. d 3. a 4. g 5. c 6. e 7. h 8. f</p>	<p><i>5 Ms</i></p> <p><i>10Ms</i></p> <p><i>20Ms</i></p>
Activity	Personalize the Picture. Write man, woman, girl, boy, baby, and dog on the board. Point to and read each word. Students repeat. Divide the class into groups of four to six. Give each group a large piece of paper and crayons or markers.			Home-assignment	Workbook Page 6 Ex: B. Read and circle. Ex: C. Look and write.	

Self-evaluation :

Date	Class	Period

Subject Matter
Unit: 2 At the Supermarket
Lesson: 3 Practice Time
S.B & W.B Page 7

Warm up : Read and circle the odd one:

1) meat	eggs	puppy	pasta
2) kitten	window	puppy	rabbit
3) help	fish	meat	cereal
4) eggs	books	vegetables	carrots

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson , students will be able to :</i></p> <p>- practise Yes/No questions with want</p> <p>- ask about wants</p>	<p>✓ <i>Student's Book</i> page 7</p> <p>✓ <i>Work book</i> page 7</p> <p>✓ <i>Black Board</i></p> <p>- <i>CD player</i></p>	<p>Structures: Yes/No questions with want [Do (you) want eggs)? Yes, (I) do./ No, (I) don't. (I) want (pasta)./ Does (she) want (eggs)? Yes, (she) does./No, (she) doesn't. (She) wants (pasta).]</p> <p>Function: Asking about wants</p>	<p>❖ <i>Brain Storming</i></p> <p>❖ <i>Problem Solving</i></p> <p>❖ <i>Cooperative learning</i></p> <p>❖ self-learning</p> <p>❖ Pair work</p>	<p>Introduce the Patterns:</p> <ol style="list-style-type: none"> Pronoun Review. Do (you) want (eggs)? Yes, (I) do. Do (you) want (eggs)? No, (I) don't. Does (she) want (eggs)? Yes, (she) does. Does (she) want (eggs)? No, (she) doesn't. (She) wants (pasta). Practise for Fluency. <p>Practise the Patterns:</p> <p>A. Listen and repeat.</p> <p>B. Listen and repeat. Then practice with a partner.</p> <p>C. Look at page 6. Point to the picture and practice with a partner.</p> <p>D. Listen and sing along.</p> <p>Students turn to the Unit 1 song Do You Want Pasta? on page 29.</p>	<p>Workbook</p> <p><u>Page 7</u></p> <p>A. Read and match.</p> <p>Answer Key</p> <ol style="list-style-type: none"> Does he want fish? No, he doesn't. He wants eggs. Do they want meat? Yes, they do. Does it want pasta? No, it doesn't. It wants fish. <p>B. Look at the picture above. Write.</p> <p>Answer Key</p> <ol style="list-style-type: none"> No, she doesn't. She wants fish. Do they want eggs? No, they don't. They want vegetables. Does he want fish? Yes, he does. 	<p><u>15MS</u></p> <p><u>15Ms</u></p>
Activity	True Sentences. A volunteer says I want a (rabbit). He/She then shakes his/her head and says I don't want a (turtle). Seated students point to the volunteer, look at the teacher, and say (He) wants a (rabbit). (He) doesn't want a (turtle).			Home-assignment	Workbook Page 6 Ex: C. Read and write.	

Self-evaluation :

Date	Class	Period

Subject Matter
Unit: 2 At the Supermarket
Lesson: 4 Phonics Time
S.B & W.B Page 8

Warm up : **Pattern Review: Sing Along.** Play the Unit 1 song I Want a Fish. Students listen. Play the song again and have students sing along.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson, students will be able to :</i></p> <ul style="list-style-type: none"> - distinguish between short and long vowels - associate the sound of letters with the written form 	<ul style="list-style-type: none"> ✓ <i>Student's Book</i> page 8 ✓ <i>Work book</i> page 8 ✓ <i>Black Board</i> - <i>CD player</i> - <i>Picture Cards</i> 	<p><u>Sound Focus:</u> short and long vowel review (cat, bed, pin, gum, cake, bee, bike, home, lute)</p>	<ul style="list-style-type: none"> ❖ <i>Brain Storming</i> ❖ <i>Problem Solving</i> ❖ <i>Cooperative work</i> 	<p><u>Introduce the Sounds</u> short and long vowel review (cat, bed, pin, box, gum, cake, bee, bike, home, lute)</p> <p><u>Practise the Sounds</u> Students open their Student's Books to page 8.</p> <p>A. Listen and repeat. Focus students' attention on the consonant blend review words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books</p> <p>B. Listen and match 1. red, red 2. coat, coat 3. jam, jam 4. tea, tea 5. nut, nut 6. kite, kite</p> <p><u>Answer Key:</u> 1. short e 2. long o 3. short a 4. long e 5. short u 6. long i</p> <p>C. Read the sentences. D. Listen and circle. 1. pet, pet 1. short e 2. time, time 2. long i 3. hot, hot 4. wait, wait 5. bus, bus</p>	<p><u>Workbook</u> Page 8 A. Read and fill in the chart. <u>Answer Key</u> long a: rain, cake short a: cat, ant long e: bee, feet short e: bed, pen long i: kite, night short i: sick, pin long o: coat, home short o: sock, box long u: glue, blue short u: run, cup</p>	<p><u>5 Ms</u></p> <p><u>20Ms</u></p>
Activity	Name the Sound, Say a Word. Write bed, bee, bike, box, coat, cake, dog, duck, kite, pin, home, red, and run on the board. Point to each word and have students read it. Then divide the class into two or three teams. Name a vowel sound			Home-assignment	<u>Workbook Page 6</u>	Ex: B. Read and circle the words with long vowel sounds. C. Find and circle three words with short vowel sounds.

Self-evaluation :

Date	Class	Period

Subject Matter
Unit: 3 At Mona's House
Lesson: 1 Conversation Time
S.B & W.B Page 9

Warm up : Phonics Review: Where's the Bee? Divide the class into Groups A and B. Stand the Unit 2 Phonics Time Word Cards on the chalktray. Point to each card and have students read it. Then bring a volunteer (S1) to the board. S1 holds up two of cards. Seated students read the cards.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson, students will be able to :</i></p> <ul style="list-style-type: none"> - Make an invitation - accept an invitation - turn down an invitation - identify the speakers in a conversation 	<ul style="list-style-type: none"> ✓ Student's Book page 9 ✓ Work book page 9 ✓ Green Board - CD player 	<p>Language Focus: Let's go to the cinema on Thursday. / I can't. How about Friday? / Sorry, I'm busy. Is Saturday okay? / No. What about Sunday? / Sure! / Sounds good! Function : Making an invitation; accepting/ turning down an invitation</p>	<ul style="list-style-type: none"> ❖ Brain Storming ❖ Problem Solving ❖ Role-play ❖ Discussion 	<p>Introduce the Conversation</p> <ol style="list-style-type: none"> 1. Clarify word meaning. 2. Bring four students to the front of the classroom. Stand behind each student and model his/her lines of the conversation 3. Divide the class into Groups A and B, and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line, and so on. <p>Talk About the Picture</p> <p>Scene 1: Hoda is climbing a tree. Scene 2: These boys and girls are sitting at the table. The boys are playing a game. Scene 3: This girl is painting a picture of flowers.</p> <p>Practise the Conversation</p> <p>A. Listen and repeat. Play the recording (first version of the conversation). Students listen and repeat.</p> <p>B. Listen and find the speakers. Play the recording (second version of the conversation)</p> <p>C. Role-play the conversation with three other students. Students choose a partner and role-play the conversation.</p> <p>D. Review. Listen and repeat. Volunteers try to read or guess the Puppets' conversation.</p>	<p>Workbook Page 9</p> <p>A. Unscramble and write the sentences.</p> <p>Answer Key</p> <ol style="list-style-type: none"> 1. Let's go to the cinema on Thursday. 2. I can't. How about Friday? 3. Sorry, I'm busy. Is Saturday okay? 4. No. What about Sunday? 5. Sure! 6. Sounds good! <p>B. Write the missing days of the week.</p> <p>Answer Key Monday Tuesday Wednesday Friday Saturday</p>	<p><u>5 MS</u></p> <p><u>10M</u></p> <p><u>15Ms</u></p>
Activity	<p>Combine the Conversations. Combine a conversation from Level 1 with the target conversation on the board in the following way: A: Good morning. B: Hello! Let's go to the cinema on Thursday. A: I can't. How about Friday? B: Sorry, I'm busy. Is Saturday okay?</p>			Home-assignment	<p>Listen and complete:</p> <ol style="list-style-type: none"> 1- <i>Let's go to the on Thursday.</i> 2- <i>What Sunday?</i> 3- <i>..... good!</i> 4- <i>Sorry, I'm</i> 	

Self-evaluation :

Date	Class	Period

Subject Matter
Unit: 3 At Mona's House
Lesson: 2 Word Time
S.B & W.B Page 10

Warm up : Listen and complete:
 1- Let's go to the on Thursday.
 2- What Sunday?
 3- good!
 4- Sorry, I'm

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson , students will be able to :</i></p> <ul style="list-style-type: none"> - identify new words " Everyday actions " - read the new words - write the new words 	<ul style="list-style-type: none"> ✓ Student's Book page 10 ✓ Work book page 10 ✓ Green Board - CD player - Picture Cards 	<p><u>Vocabulary :</u> Everyday actions (have a snack, exercise, use a computer, watch videos, do homework, listen to music, clean up, wash the car)</p>	<ul style="list-style-type: none"> ❖ Brain Storming ❖ Problem Solving ❖ Cooperative learning ❖ self-learning 	<p><u>Introduce the Words</u> Everyday actions (have a snack, exercise, use a computer, watch videos, do homework, listen to music, clean up, wash the car) <u>Talk About the Picture</u> Look, Mona's father is washing the <i>car</i>. His <i>neighbour</i> is listening to music. Inside the house, Hoda and her friend are watching videos. And here is Mona's grandmother. Can you see her? She's cleaning up. Tarek, Mona's brother, is doing homework. Mona is in the next room. She's using her computer.. <u>Practise The words :</u> A. Listen and repeat. B. Point and say the words. C. Listen and point. <i>Listen to music. Exercise.Have a snack Do homework.Watch videosWash the car.Clean up. Use a computer</i> <u>Now listen and point to the speakers.</u> A: <i>I'm thirsty. I want water. Do you want water?</i> (women exercising) B: Yes, I do. A: <i>Honey, where's the cheese?</i> (man and woman in kitchen) B: <i>It's on the shelf.</i> A: <i>Oh. There it is. Thanks.</i> A: <i>Hi! How are you, Kareem?</i> (Kareem and man washing car) B: <i>Fine, thanks. How are you?</i> A: <i>I'm fine.</i>D. Write the words. (See pages 32-34.)</p>	<p><u>Workbook</u> Page 10 A. Read and circle Answer Key 1. exercise 2. have a snack 3. use a computer 4. clean up</p>	<p><i>5 MS</i> <i>10Ms</i> <i>20Ms</i></p>
Activity	Personalize the Picture. Write man, woman, girl, boy, baby, and dog on the board. Point to and read each word. Students repeat. Divide the class into groups of four to six. Give each group a large piece of paper and crayons or markers.			Home-assignment	WorkbookPage 10 EX: B. Unscramble and write. Then number. ? EX: C. Read and write.	

Date	Class	Period

Subject Matter
Unit: 3 At Mona's House
Lesson: 3 Practice Time
S.B & W.B Page 11

Warm up : Read and circle the odd one:

1) dad	zero	mum	man
2) kitten	window	puppy	rabbit
3) help	fish	meat	cereal
4) car	turtle	puppy	lizard

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson, students will be able to :</i></p> <p>- practise <i>Wh</i>- questions with <i>when</i>; simple present</p> <p>- ask about daily routine</p>	<p>✓ <i>Student's Book</i> page 11</p> <p>✓ <i>Work book</i> page 11</p> <p>✓ <i>Green Board</i></p> <p>- <i>CD player</i></p> <p>- <i>Picture cards</i></p>	<p><u>Structures:</u> <i>Wh</i>- questions with <i>when</i>; simple present [When do (you) (exercise)? (I) (exercise) (in the morning)./ When does (she) (exercise)? (She) (exercises) (at night).].]</p> <p><u>Function:</u> Asking about daily routine</p>	<p>❖ <i>Brain Storming</i></p> <p>❖ <i>Problem Solving</i></p> <p>❖ <i>Cooperative learning</i></p> <p>❖ self-learning</p> <p>❖ Pair work</p>	<p><u>Introduce the Patterns:</u></p> <p>1. Pronoun Review. 2. I (exercise) (in the morning). 3. (When do (you) (exercise)? (I) (exercise) (in the morning). 4. When does (he) (exercise)? (He) (exercises) (at night). 5. Practise for Fluency.</p> <p><u>Practise the Patterns:</u></p> <p>A. Listen and repeat. B. Listen and repeat. Then practice with a partner. C. Look at page 10. Point to the picture and practice with a partner. D. Listen and chant. Students turn to the Unit 1 song I Want a Fish on page 30.</p>	<p><u>Workbook</u> Page 11 A. Read and circle. 1. When do they do homework? They do homework in the morning. 2. When does she wash the car? She washes the car in the afternoon. 3. When does it have a snack? It has a snack at night. 4. When does he watch videos? He watches videos in the evening.</p>	<p><i>15MS</i></p> <p><i>15Ms</i></p>
Activity	<p>Make the Sentences. Do the activity using <i>I, He, She, They, you, he, she they</i> grammar cards and Unit 3 Word Time Word Cards and Grammar Cards.</p>			Home-assignment	<p><u>Workbook</u>Page 10 EX B. Write the questions and answers.</p>	

Date	Class	Period

Subject Matter
Unit: 3 At Mona's House
Lesson: 4 Phonics Time
S.B & W.B Page 12

Warm up : **Pattern Review: Sing Along.** Play the Unit 1 song I Want a Fish. Students listen. Play the song again and have students sing along.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson, students will be able to :</i></p> <ul style="list-style-type: none"> - distinguish between short and long u - associate the sound of letters with the written form 	<ul style="list-style-type: none"> ✓ Student's Book page 12 ✓ Work book page 12 ✓ Black Board - CD player - Picture Cards 	<p>Sound Focus: short u, long u (bug, run, up, blue, glue, tune)</p>	<ul style="list-style-type: none"> ❖ Brain Storming ❖ Problem Solving ❖ Cooperative work 	<p>Introduce the Sounds short u, long u (bug, run, up, blue, glue, tune)</p> <p>Practise the Sounds Students open their Student's Books to page 4.</p> <p>A. Listen and repeat. Focus students' attention on the consonant blend review words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books</p> <p>B. Do they both have the same u sound? Listen and write ✓ or ×.</p> <ol style="list-style-type: none"> duck, bus duck, bus tube, Sue tube, Sue cup, flute cup, flute sun, bug sun, bug <p>Answer Key: 1. ✓ 2. ✓ 3. × 4. ✓</p> <p>C. Read the sentences.</p> <p>D. Listen and match.</p> <ol style="list-style-type: none"> tube, tube flute, flute duck, duck June, June luck, luck up, up 	<p>Workbook Page 12</p> <p>A. Does it have short u or long u? Read and circle. Answer Key short u: run, gum, bus, up, cup long u: Sue, glue, flute, June</p> <p>B. Read and circle the words with the same u sound. Answer Key 1. tune, June 2. gum, run 3. duck, up 4. sun, gum 5. run, duck 6. Sue, June</p> <p>C. Look and write. Answer Key 1. glue 2. up 3. June 4. tune 5. gum 6. run</p>	<p><u>5 MS</u></p> <p><u>20Ms</u></p>
Activity	Check Short u or Long u. Write short u on the left side of the board, and long u on the right side. Divide the class into Teams A and B, Suggested Words: fun, tune, Sue, buzz, dune, plume, rug, jut, mud, rule, flute, dug			Home-assignment	Circle the odd one out : 1- sun glue flute tune 3- kitten puppy lizard cup 2- duck canary parrot cat 4- bus car truck up	

Self-evaluation :

Date	Class	Period

Subject Matter
Review 1
Story Time
S.B & W.B Page 13

Warm up : 2. Review Units 1–3 Conversations, Vocabulary, and Patterns. Students turn to each Conversation Time page (pages 1, 5, and 9), Word Time page (pages 2, 6, and 10), and Practice Time page (pages 3, 7, and 11). Elicit each conversation, vocabulary item, and pattern

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson, students will be able to :</i></p> <ul style="list-style-type: none"> - revise units 1–3 conversations, vocabulary, and patterns 	<ul style="list-style-type: none"> ✓ Student's Book page 13 ✓ Work book page 13 ✓ Green Board - CD player 	<p>Review Focus: Units 1–3 conversations, vocabulary, and patterns</p>	<ul style="list-style-type: none"> ❖ Brain Storming ❖ Problem Solving ❖ Role-play ❖ Discussion 	<p><u>Work with the Pictures</u> Scene 1: Does Sokkar want to watch videos? Does Sokkara want to watch videos? Scene 2: When does Sokkara clean up? When do you clean up? Scene 3: When does Sokkara do her homework? When do you do your homework? Scene 4: Does Sokkar want to watch videos on Monday? Does Sokkara want to have a snack? Scene 5: When does Sokkar exercise? Scene 6: Who says “Let’s exercise and eat, too”?</p> <p><u>Work with the Text</u> Point to Sokkar’s speech bubble in Scene 1. A volunteer tries to read what Sokkar is saying. If he/she reads correctly, do the same with Sokkara’s speech bubble. If he/she does not readcorrectly, ask another student.</p> <p><u>Practise the Story</u> A. Listen and repeat. B. Look at A. Listen and point. C. Listen. Circle True or False. 1. Sokkar exercises in the morning. Sokkar exercises in the morning. 2. Sokkara exercises in the afternoon. Sokkara exercises in the afternoon. 3. Sokkara cleans up in the afternoon. Sokkara cleans up in the afternoon. 4. Sokkara does homework in the evening. Sokkara does homework in the evening. 5. Sokkar doesn’t exercise. Sokkar doesn’t exercise. Answer Key: 1. False 2. False 3. True 4. True 5. True D. Role-play these scenes.</p>	<p><u>Workbook</u> <u>Page 13</u></p> <p>A. Read and write ✓. <i>Answer Key</i> 1. I can’t. How about Friday? 2. Where’s the pasta? 3. She’s wearing a green shirt. 4. Is that your dad?</p>	<p><u>5 MS</u></p> <p><u>10M</u></p> <p><u>15Ms</u></p>
Activity	<p>Make a New Story. Each student divides a piece of paper into six equal parts and comes up with his/her own version of the story by drawing original scenes and new characters.</p>			Home-assignment	<p><u>Workbook Page 1 3 EX</u> : B. Look and write.</p>	

Self-evaluation :

Date	Class	Period

Subject Matter
Review 1
Activity Time
S.B & W.B Page 14

***Warm up* Review Units 1–3 Vocabulary and Sounds.**
 Students turn to each Word Time page (pages 2, 6, and 10) and Phonics Time page (pages 4, 8, and 12). Elicit each vocabulary item and sound.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson, students will be able to :</i></p> <p>- revise units 1–3 vocabulary and sounds</p>	<p>✓ <i>Student's Book</i> page 14</p> <p>✓ <i>Work book</i> page 14</p> <p>✓ <i>Green Board</i></p> <p>- <i>CD player</i></p> <p>- <i>Picture Cards</i></p>	<p>Review Focus: Units 1–3 vocabulary and sounds</p>	<p>❖ <i>Brain Storming</i></p> <p>❖ <i>Problem Solving</i></p> <p>❖ <i>Cooperative learning</i></p> <p>❖ <i>self-learning</i></p>	<p><u>SB PAGE 14 Review</u> Students open their Student's Books to page 14. A. Read and find the picture. Write the names. B. Read and complete the puzzle. <i>Answer Key:</i> Down 1. fish 3. rabbit 4. mouse Across 2. lizard 5. bird 6. turtle</p>	<p><u>Workbook Page 14</u></p> <p>A. Read and match. Then number the pictures. <i>Answer Key</i> 1. Does she want fish? No, she doesn't. She wants eggs. (second picture) 2. When do you watch videos? I watch videos at night. (first picture) 3. Does she want cereal? Yes, she does. (fourth picture) 4. When do they exercise? They exercise in the morning. (fifth picture) 5. He wants a puppy. He doesn't want a kitten. (third picture)</p>	<p><i>5 MS</i></p> <p><i>10Ms</i></p> <p><i>20Ms</i></p>
Activity	<p>What's Different? Say three words, two with the same vowel sound and one with a different vowel sound (Suggested Words :<i>cat, bed, bad; flute, blue, sun; bike, light, late; tune, bug, gum; pin, peg, sick; run, Sue, up; bee, meat, make</i></p>			Home-assignment	<p><u>Workbook Page 14 EX: B. Read and circle.</u></p>	

Date	Class	Period

Subject Matter
Unit: 4 Around Town
Lesson: 1 Conversation Time
S.B & W.B Page 15

Warm up : Phonics Review: Where's the Bee? Divide the class into Groups A and B. Stand the Unit 2 Phonics Time Word Cards on the chalktray. Point to each card and have students read it. Then bring a volunteer (S1) to the board. S1 holds up two of cards. Seated students read the cards.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson, students will be able to :</i></p> <ul style="list-style-type: none"> - Make an invitation - accept an invitation - turn down an invitation - identify the speakers in a conversation 	<ul style="list-style-type: none"> ✓ Student's Book page 15 ✓ Work book page 15 ✓ Green Board - CD player 	<p>Language Focus: Let's go to the cinema on Thursday. / I can't. How about Friday? / Sorry, I'm busy. Is Saturday okay? / No. What about Sunday? / Sure! / Sounds good! Function: Making an invitation; accepting/ turning down an invitation</p>	<ul style="list-style-type: none"> ❖ Brain Storming ❖ Problem Solving ❖ Role-play ❖ Discussion 	<p>Introduce the Conversation</p> <ol style="list-style-type: none"> 1. Clarify word meaning. 2. Bring four students to the front of the classroom. Stand behind each student and model his/her lines of the conversation 3. Divide the class into Groups A and B, and model each line of the conversation again. Group A repeats the first line of the conversation, Group B repeats the second line, and so on. <p>Talk About the Picture</p> <p>Scene 1: Hoda is climbing a tree. Scene 2: These boys and girls are sitting at the table. The boys are playing a game. Scene 3: This girl is painting a picture of flowers.</p> <p>Practise the Conversation</p> <p>A. Listen and repeat. Play the recording (first version of the conversation). Students listen and repeat.</p> <p>B. Listen and find the speakers. Play the recording (second version of the conversation)</p> <p>C. Role-play the conversation with three other students. Students choose a partner and role-play the conversation.</p> <p>D. Review. Listen and repeat. Volunteers try to read or guess the Puppets' conversation.</p>	<p>Workbook Page 9</p> <p>A. Unscramble and write the sentences. <u>Answer Key</u> 1. Let's go to the cinema on Thursday. 2. I can't. How about Friday? 3. Sorry, I'm busy. Is Saturday okay? 4. No. What about Sunday? 5. Sure! 6. Sounds good!</p> <p>B. Write the missing days of the week. <u>Answer Key</u> Monday Tuesday Wednesday Friday Saturday</p>	<p><u>5 MS</u></p> <p><u>10M</u></p> <p><u>15Ms</u></p>
Activity	Combine the Conversations. Combine a conversation from Level 1 with the target conversation on the board in the following way: A: Good morning. B: Hello! Let's go to the cinema on Thursday. A: I can't. How about Friday? B: Sorry, I'm busy. Is Saturday okay?			Home-assignment	Listen and complete: 1- <i>Let's go to the on Thursday.</i> 2- <i>What Sunday?</i> 3- <i>..... good!</i> 4- <i>Sorry, I'm</i>	

Self-evaluation :

Date	Class	Period

Subject Matter
Unit: 4 Around Town
Lesson: 2 Word Time
S.B & W.B Page 16

Warm up : Listen and complete:
 1- Let's go to the on Thursday.
 2- What Sunday?
 3- good!
 4- Sorry, I'm

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson, students will be able to :</i></p> <ul style="list-style-type: none"> - identify new words " Everyday actions " - read the new words - write the new words 	<ul style="list-style-type: none"> ✓ Student's Book page 16 ✓ Work book page 16 ✓ Green Board - CD player - Picture Cards 	<p><u>Vocabulary :</u> Everyday actions (have a snack, exercise, use a computer, watch videos, do homework, listen to music, clean up, wash the car)</p>	<ul style="list-style-type: none"> ❖ Brain Storming ❖ Problem Solving ❖ Cooperative learning ❖ self-learning 	<p><u>Introduce the Words</u> Everyday actions (have a snack, exercise, use a computer, watch videos, do homework, listen to music, clean up, wash the car)</p> <p><u>Talk About the Picture</u> Look, Mona's father is washing the <i>car</i>. His <i>neighbour</i> is listening to music. Inside the house, Hoda and her friend are watching videos. And here is Mona's grandmother. Can you see her? She's cleaning up. Tarek, Mona's brother, is doing homework. Mona is in the next room. She's using her computer..</p> <p><u>Practise The words :</u> A. Listen and repeat. B. Point and say the words. C. Listen and point. <i>Listen to music. Exercise. Have a snack Do homework. Watch videos Wash the car. Clean up. Use a computer</i> <u>Now listen and point to the speakers.</u> A: <i>I'm thirsty. I want water. Do you want water?</i> (women exercising) B: Yes, I do. A: <i>Honey, where's the cheese?</i> (man and woman in kitchen) B: <i>It's on the shelf.</i> A: <i>Oh. There it is. Thanks.</i> A: <i>Hi! How are you, Kareem?</i> (Kareem and man washing car) B: <i>Fine, thanks. How are you?</i> A: <i>I'm fine.</i> D. Write the words. (See pages 32-34.)</p>	<p><u>Workbook</u> Page 10 A. Read and circle Answer Key 1. exercise 2. have a snack 3. use a computer 4. clean up</p>	<p><i>5 MS</i></p> <p><i>10Ms</i></p> <p><i>20Ms</i></p>
Activity	Personalize the Picture. Write man, woman, girl, boy, baby, and dog on the board. Point to and read each word. Students repeat. Divide the class into groups of four to six. Give each group a large piece of paper and crayons or markers.			Home-assignment	Workbook Page 10 EX: B. Unscramble and write. Then number. ? EX: C. Read and write.	

Date	Class	Period

Subject Matter
Unit: 4 Around Town
Lesson: 3 Practice Time
S.B & W.B Page 17

Warm up : Read and circle the odd one:

1) dad	zero	mum	man
2) kitten	window	puppy	rabbit
3) help	fish	meat	cereal
4) car	turtle	puppy	lizard

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson, students will be able to :</i></p> <p>- practise <i>Wh</i>- questions with <i>when</i>; simple present</p> <p>- ask about daily routine</p>	<p>✓ <i>Student's Book</i> page 17</p> <p>✓ <i>Work book</i> page 17</p> <p>✓ <i>Green Board</i></p> <p>- <i>CD player</i></p> <p>- <i>Picture cards</i></p>	<p><u>Structures:</u> <i>Wh</i>- questions with <i>when</i>; simple present [When do (you) (exercise)? (I) (exercise) (in the morning)./ When does (she) (exercise)? (She) (exercises) (at night).].]</p> <p><u>Function:</u> Asking about daily routine</p>	<p>❖ <i>Brain Storming</i></p> <p>❖ <i>Problem Solving</i></p> <p>❖ <i>Cooperative learning</i></p> <p>❖ self-learning</p> <p>❖ Pair work</p>	<p><u>Introduce the Patterns:</u></p> <p>1. Pronoun Review. 2. I (exercise) (in the morning). 3. (When do (you) (exercise)? (I) (exercise) (in the morning). 4. When does (he) (exercise)? (He) (exercises) (at night). 5. Practise for Fluency.</p> <p><u>Practise the Patterns:</u></p> <p>A. Listen and repeat. B. Listen and repeat. Then practice with a partner. C. Look at page 10. Point to the picture and practice with a partner. D. Listen and chant. Students turn to the Unit 1 song I Want a Fish on page 30.</p>	<p><u>Workbook</u> <u>Page 11</u> A. Read and circle. 1. When do they do homework? They do homework in the morning. 2. When does she wash the car? She washes the car in the afternoon. 3. When does it have a snack? It has a snack at night. 4. When does he watch videos? He watches videos in the evening.</p>	<p><i>15MS</i></p> <p><i>15Ms</i></p>
Activity	<p>Make the Sentences. Do the activity using <i>I, He, She, They, you, he, she they</i> grammar cards and Unit 3 Word Time Word Cards and Grammar Cards.</p>			Hassignment	<p><u>Workbook</u>Page 10 EX B. Write the questions and answers.</p>	

Date	Class	Period

Subject Matter
Unit: 4 Around Town
Lesson: 4 Phonics Time
S.B & W.B Page 18

Warm up : **Pattern Review: Sing Along.** Play the Unit 1 song I Want a Fish. Students listen. Play the song again and have students sing along.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson, students will be able to :</i></p> <ul style="list-style-type: none"> - distinguish between short and long u - associate the sound of letters with the written form 	<ul style="list-style-type: none"> ✓ Student's Book page 18 ✓ Work book page 18 ✓ Black Board - CD player - Picture Cards 	<p>Sound Focus: short u, long u (bug, run, up, blue, glue, tune)</p>	<ul style="list-style-type: none"> ❖ Brain Storming ❖ Problem Solving ❖ Cooperative work 	<p>Introduce the Sounds short u, long u (bug, run, up, blue, glue, tune)</p> <p>Practise the Sounds Students open their Student's Books to page 4.</p> <p>A. Listen and repeat. Focus students' attention on the consonant blend review words at the top of the page. Play the recording. Students listen and repeat, pointing to the pictures and words in their books</p> <p>B. Do they both have the same u sound? Listen and write ✓ or ×.</p> <ol style="list-style-type: none"> 1. duck, bus duck, bus 2. tube, Sue tube, Sue 3. cup, flute cup, flute 4. sun, bug sun, bug <p>Answer Key: 1. ✓ 2. ✓ 3. × 4. ✓</p> <p>C. Read the sentences.</p> <p>D. Listen and match.</p> <ol style="list-style-type: none"> 1. tube, tube 2. flute, flute 3. duck, duck 4. June, June 5. luck, luck 6. up, up 	<p>Workbook Page 12</p> <p>A. Does it have short u or long u? Read and circle. Answer Key short u: run, gum, bus, up, cup long u: Sue, glue, flute, June</p> <p>B. Read and circle the words with the same u sound. Answer Key 1. tune, June 2. gum, run 3. duck, up 4. sun, gum 5. run, duck 6. Sue, June</p> <p>C. Look and write. Answer Key 1. glue 2. up 3. June 4. tune 5. gum 6. run</p>	<p><u>5 MS</u></p> <p><u>20Ms</u></p>
Activity	Check Short u or Long u. Write short u on the left side of the board, and long u on the right side. Divide the class into Teams A and B, Suggested Words: fun, tune, Sue, buzz, dune, plume, rug, jut, mud, rule, flute, dug			Home-assignment	Circle the odd one out : 1- sun glue flute tune 3- kitten puppy lizard cup 2- duck canary parrot cat 4- bus car truck up	

Self-evaluation :

