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| My clothes |
| Time : 2 Lessons | Unit : 8 |
| Class : 4th Grade  |
| Summary:This unit presents some clothes and respond to instruction which is related to it. It also focuses on writing letters I, l & t.Structure of the unit : |
| The General Objectives : |
| Learn the core vocabulary assigned for this unit.Oral Production.Recognizing & writing letters.Responding to instruction.Recognising, naming & sequencing letters a-z.Practicing left to right pencil movement. |
| Essential Questions | Enduring Understandings  |
| What is this?Match the word with the correct flashcards .What I spy?Is it a cap?Is it a coat?Are they clothes?What are they?They’re clothes.Complete:The name is …… The sound is …….I spy something starts with t.Write in the air.What’s this?Match flashcards with words.Put on your shirt.Put on your cap.Put on your ....... | **The students will understand that :**Identifying my clothes vocabularies.The ability to ask & answer questions with what are they?Recognizing and writing letters i,l & t.. Practicing my clothes vocabularies.Responding to instruction. |
| Skills | Knowledge |
| Recognize the words correctly with Repeating.Give answers to the questions.Recognize the sounds. Practice left to right pencil movement.Respond to instruction. | **Students will know :**The meaning of new Vocabulary ( shirt – T-shirt – cap – ghotrah – shoes – thobe – coat - trousers )Asking & answering question with what are they.Recognizing & writing theses sounds( i, l & t)Practicing left to right pencil movement.Responding to instruction ( put on your  |
| Other evidence  |
| **The result of :**1-Ansewers during the class.2-Homeworks.3-Reading and Listening with understanding.4-Short quizzes.5-Oral answers.6-Written work.7-Do the actions. |
| Activities |
| **The Teacher will :**Present the general objectives with the students.Discuss the essential questions with the students for the unit.Identify the meaning of new words.Use the flashcards, Posters, Board and Podcast.Encourage students to evaluate their colleges.Encourage students to speak, listen and read during the unit.Give feedback to the learners.Ask questions.Link between activities & enduring understandings.Present standers to the students.Present the pronunciation of the new sounds & how to write them.Miming the actions. |
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| **The students will :**Listen to the podcast with response and understanding.Give answers and points of views about essential questions. Read the new vocabularies.Read & write the new sounds.Evaluate themselves & their colleges.Guess the meaning of new vocabularies.Act to their colleges.Do the actions.Work in group.Say my clothes vocabularies.Responding to instruction. |
| **Examples for Activities** |
| What 's this?Is it a …………..?Match the words with flashcards.What is this sound?What are they?Listen and find.Listen, read & say.Listen & do.Listen & match.Cover & say. Trace & say.Read word box.Read grammar focus.Complete : The name is …………. The sound is …………….Draw on the air.Draw on her friend back.Put on your …….. |
| Students' role in the activities | **Teacher's role in the activities** |
| Answer questions.Correct their mistakes.Read words.Play.Point to the pictures.Do the actions.Say toy’s vocabularies.Count.Ask questions.Answer questions.Write on their colleague back.Write on the air.Circle the letters.Read word box.Read grammar box.Match flashcards with words.Respond to instruction. | Use Poster, Flashcards, podcasts and board.Motivate the students to think.Motivate the students to drown in activities.Identify the required from activities.Ask questions.Correct mistakes.Act. |
| Organized table of classes' number

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| 1Listening :* Listen & find .
* Listen , read & say.
* Listen & do.
 | 2Activates :* Listen, read. Listen & match.
* Cover & say.
* Circle & say.
* Trace & say.
* Listen & number.
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|  | **My clothes** |

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