

موقع حل دروسي هو موقع تعليمي يعمل على مساعدة المعلمين والطلاب وأولياء الأمور في تقديم حلول الكتب المدرسية والاختبارات وشرح الدروس والملخصات والتحاضير وتوزيع المنهج لكل المراحل الدراسية بشكل واضح ومبسط مجاناً بتصفح وعرض مباشر أونلاين على موقع حل دروسي

RODUCTION	LISTEN AND POIL
y class period	Learning Objectives
	<ol> <li>The student will be able to:</li> <li>To identify [Welcome].</li> <li>To give commands.</li> <li>To respond to commands.</li> </ol>
ching Strategies	Steps to follow
Pair work	A-Warming up and revision
Work group	Warm up:
Problem solving	Play a game with the student.
Brain storming	Check the homework and answer the questions.
Role play	Do physical exercise.
Discussion	
Inductive	
Co-operative learning	
Discovery	B- Presentation
courses needed	
Student book	
Work book	
Teacher's guide	
ching aids	C- Practice
Board	I greet the students and say "welcome".
Drawing	I write the date and the title on the board.
Cards	I introduce myself to the class and encourage them to do the same.
Real objects	* Page 2 and 3:
Data show	1 listen and point.
Interactive CD	I ask them to greet each other and say "welcome".
micraciive ob	<ul> <li>I ask the students to listen and then play the CD twice.</li> </ul>
luation Tools	<ul> <li>I read the sentences twice.</li> <li>I ask the students to look at the activity1 in the book.</li> </ul>
Oral Tests	I practice the commands with each other.
Written Tests	I give commands to the students and they do it.
Observation	<ul> <li>I ask the students to give each other commands and respond with action.</li> <li>I ask the students to do the tasks.</li> </ul>
Discussion	I check their answer and correct their mistakes.
Exercise	
Activities	D- Feedback
	1. Greet each other.
	2. Command your friend to open the door.
	3. Your friend opened the door as you said. What would you say to him
me assignment	workbook page ( ) exercise ( )

y class period	Learning Objectives
	<ul> <li>The student will be able to:</li> <li>To ask about one's name.</li> <li>To respond to the question [what's your name?].</li> <li>To greet someone using [Hello].</li> </ul>
aching Strategies	Steps to follow
Pair work	A-Warming up and revision
Work group	Warm up:
Problem solving	Play a game with the student.
Brain storming	Check the homework and answer the questions.
Role play	Do physical exercise.
Discussion	
Inductive	
Co-operative learning	
Discovery	B- Presentation
Discovery	
annua nacalad	The students are going to learn
courses needed	New vocabulary
Student book	Name, what's your name?, car, boy, girl, yellow, red, blue, green, purple, p
Work book	
Teacher's guide	
aching aids	C- Practice
Board	<ul> <li>I greet the students and say "hello".</li> </ul>
Drawing	I revise the previous lesson and check the homework.
Cards	I write the date and the title on the board.
Real objects	1 listen and do.
Data show	I play the CD twice and ask them to listen.
Interactive CD	I ask them to read the dialogue.
	2 practice the talks in pairs.
aluation Tools	I ask the students: "what's your name?"      I get the students to respond
Oral Tests	<ul> <li>I get the students to respond.</li> <li>I ask them to make dialogues and ask each other about the nan</li> </ul>
Written Tests	3 practice with actions.
Observation	I ask the students to make the dialogue with actions.
	4 greeting game.
Discussion	I ask the students to practice [hello].
Exercise	I ask the students to practice [field].      I ask the students to greet five students quickly.
	I go round the class to I check that they can greet each other correctly.
Activities	D- Feedback
	Ask about one's name. What's your name?
	Greet someone using Hello.
me assignment	workbook page ( ) exercise ( )
The second secon	

1/ MY FRIEND		RHYTHMS AND SOUND
y class	period Learni	ng Objectives
	The student will be able to:  1. To ask "How are you?" and answer.  2. To practice saying [Goodbye].  3. To ask [How are you?] and respond	
aching Strate		to follow
Pair work	A-Warming up and revision	
Work group	Warm up:	
Problem solvin	61 1 11 1 1 1 1	h a
Brain storming	Check the homework and answer the Do physical exercise.	ne questions.
Role play	Do physical exercise.	
Discussion		
Inductive		
Co-operative	learning	
Discovery	B- Presentation	
courses need	led	
Student book		
Work book		
Teacher's gui	ide	
aching aids	C- Practice	
Board	1 listen and chant.	
Drawing	I ask the students to listen to the CI	D twice.
Cards	I ask the students to read. I ask the	em to sing the song.
Real objects	2 listen and pronounce.	
Data show	<ul> <li>I explain the task and I play the CE</li> <li>I read the words.</li> </ul>	Ditwice.
Interactive CD	<ul> <li>I explain [I'm, fine, thank you].</li> <li>I ask them to repeat. I go round the</li> </ul>	e class to I check that they say the
aluation Tools	words correctly.  3 listen and chant.	
Oral Tests	I explain the task.	
Written Tests	I play the CD twice.	
Observation	I read the song. I ask them to repet they say the song correctly.	at. I go round the class to check that
Discussion	4 greeting relay.	
Exercise	<ul> <li>I define the greeting [how are you?</li> <li>I ask the students to pass the greet</li> </ul>	
ZAGIGIGG	I walk around the class to make sure the correctly.	
Activities	D- Feedback	
	Ask "How are you?" and answer Greet [How are you?] and respond	your friend while he is going home. A

Teacher

	Iges period	WORDS Learning Objectives
у с	lass period	Learning Objectives  The student will be able to:
		1. To ask "What's this color?".
		2. To respond to the question "What's this color?"
		3. To recognise the colors.
aching	Strategies	Steps to follow
Pair w	ork	A-Warming up and revision
Work g	roup	Warm up:
	m solving	Play a game with the student.
	torming	Check the homework and answer the questions.
Role p		Do physical exercise.
Discus	-	
Induct		
	erative learning	
Discov		B- Presentation
course	s needed	The students are going to learn
	nt book	New vocabulary
Work b		"What's this color?", rainbow, red, yellow, pink, blue, purple, orange, green touch, race, fast
	er's guide	
aching	130000000000000000000000000000000000000	C- Practice
Board	alas	1 Chant and point.
Drawing		I play the CD twice and ask the students to repeat.
Cards	9	I use the flashcards to present the colors.
Real o	biects	I point to a flashcard of [Red] and say [Red].
Data s		I ask the students to repeat.
Interactive CD		I do the same with the other flashcards of colors.
		<ul> <li>I define the question [What's this color?].</li> <li>I ask and encourage them to respond.</li> </ul>
aluatio	n Tools	2 <u>Listen and chant.</u>
Oral Te	ests	I explain the task and then, I play the CD twice and I give them time
Writter	Tests	repeat. I read the rainbow chant and ask them to chant.
Observ	vation	1 Color race.
	•	Listen and touch as fast as you can!
Discus	sion	I revise the colors. I revise the question [What's this color?] I ask the students listen to the CD twice.
Exercis	se	I ask them to touch the color as fast as possible.
Activit	ies	D- Feedback
		Ask about the color of your friend's pencil.
		I hold a flashcard of [Red] and I ask "What's this color?".
	signment	Mention three colors
	SALIA IA IA IA IA IA IA	workbook page ( ) exercise ( )

M1/ MY FRIENDS **PHONICS** period **Learning Objectives** day class The student will be able to: To recognize the letters of the alphabet. 2. To recognize colors. 3. To write their names. Teaching Strategies Steps to follow Pair work A-Warming up and revision Work group Warm up: -- Play a game with the student. Problem solving -- Check the homework and answer the questions. **Brain storming**  Do physical exercise. Role play Discussion Inductive Co-operative learning Discovery **B- Presentation** The students are going to learn... Recourses needed New vocabulary Student book Alphabet, color, letters, name, draw, picture Work book Teacher's guide Teaching aids C- Practice Board 1 Chant and point. I revise the alphabet. Drawing I revise the colors. Cards I play the CD twice. Real objects I ask them to repeat the chant. Data show I walk around the class to make sure that the students are saying the Interactive CD chant correctly. 2 Color and letters. **Evaluation Tools** I revise the colors. I ask the students to color the letters in activity 1. Oral Tests \* Page 11: 3 Make a name card. **Written Tests** Write your name, draw some pictures, and show your card. Observation I revise the question [What's your name?]. I ask the students to write their names in a card. Discussion I ask them to draw some pictures beside the name. Exercise I walk around the class to make sure that the students are making the card correctly. **Activities** D- Feedback Sing the song of the alphabet. Read and color the letters. Write your name. Home assignment workbook page ( ) exercise ( )

Principal

Supervisor

Teacher

	almas	norted.	Learning Objectives
ıy	class	period	Learning Objectives  The student will be able to:
			To command someone.
			To respond to commands.
			<ul> <li>To listen to command and respond with action.</li> </ul>
achi	ing Strate	gies	Steps to follow
Pair	work		A-Warming up and revision
Wo	rk group		Warm up:
Prol	blem solvir	ng	Play a game with the student.
Brai	in storming	1	Check the homework and answer the questions.
Role	e play		Do physical exercise.
Disc	cussion		
Ind	uctive		
Co-	operative	learning	
Disc	covery		B- Presentation
cou	rses need	led	
Stud	dent book		
Wo	rk book		
Tea	cher's gui	de	
achi	ing aids		C- Practice
Boo	ırd		I greet the students.
Dra	wing		<ul> <li>I revise the previous lesson and check the homework.</li> <li>I write the date and the title on the board.</li> </ul>
Car	ds		* Page 12:
Rec	ıl objects		1 Listen, shout and do.
Da	ta show		I play the CD with a pause after each order.
Inte	ractive CD	)	I ask the students to repeat.
valuation Tools			<ul> <li>I ask the students to do the order. I go around the class to make sure the the students can do the order.</li> </ul>
Oral Tests			2 Practice and do in pairs.
Written Tests			I ask the students to make dialogues. I encourage them to order and d
Observation			the order.
Disc	cussion		Page 13:
Exercise			3 Do it quickly!
LAC	.0136		<ul> <li>Listen and try to keep up.</li> <li>I explain the task and play the CD twice.</li> </ul>
			I ask the students to listen and repeat. I ask the students to try to keep up
Act	ivities		D- Feedback
			Order your friend to close his eyes     Open the deer / Clap your hands
ome	assignme	ent	Open the door. / Clap your hands.  workbook page ( ) exercise ( )
Onne	daalgillill	SIII	workbook page ( ) exercise ( )

Teacher

2/ MY BODY	RHYTHMS AND SOUN
y class period	Learning Objectives
	The student will be able to:
	To identify the body parts.
	To recognize the plural body parts.
	To recognize the body parts and respond with action
ching Strategies	Steps to follow
Pair work	A-Warming up and revision
Work group	Warm up:
Problem solving	Play a game with the student.
Brain storming	Check the homework and answer the questions.
Role play	Do physical exercise.
Discussion	
Inductive	
Co-operative learning	
Discovery	B- Presentation
courses needed	The students are going to learn
	New vocabulary
Student book	Head, shoulder, knees, toes, eyes, ears, mouth, nose
Work book	
Teacher's guide	
iching aids	C- Practice
Board	1 Chant and point.
Drawing	<ul> <li>I use the flashcards to identify the body parts.</li> <li>I hold up the [Head] flashcard and ask, "What's this?"</li> </ul>
Cards	I ask the students to try to give the answer "Head".
Real objects	I repeat the previous steps with the other flashcards.
Data show	I explain the plural.
Interactive CD	<ul> <li>I explain the task. I Play the CD twice and ask them to listen.</li> <li>I go round the class to check that they say the correct body part.</li> </ul>
	2 Listen, point and pronounce.
Iluation Tools	I play the CD twice.
Oral Tests	I ask them to say the body part and I point to it's picture. I go round the
Written Tests	class to check that they find the correct pictures.
Observation	3 The teacher says. Touch what your
Discussion	I revise the body parts. I revise the plural body parts.
Exercise	<ul> <li>I ask the students to touch their nose. I make the same with [head, moust shoulders, eyes and ears].</li> </ul>
Activities	D- Feedback
	1. Mention three body parts.
	2. Mention the plural parts in the body.
	3. Touch your nose
me assignment	workbook page ( ) exercise ( )
1110 00010111110111	

	alma		La seminar Objectives
y	class	period	Learning Objectives
			The student will be able to:
			To practice polite command.
			To do classroom actions.
			To give classroom instructions.
achi	ng Strate	agies	Steps to follow
		egles	
	work		A-Warming up and revision
	k group		Warm up:
	olem solv		Play a game with the student.
Brai	n stormin	g	Check the homework and answer the questions Do physical exercise.
Role	play		Do physical exercise.
Disc	ussion		
Indu	uctive		
Co-	operative	e learning	
Disc	overy		B- Presentation
COU	rses nee	ded	
Stuc	lent bool	<	
Wor	k book		
Tea	cher's gu	vide	
achi	ng aids		C- Practice
Boa	rd		1 Listen and point.
Dra	wing		I play the CD with a pause after each item so the students can find and
Car	ds		repeat.
Rea	lobjects		<ul> <li>I read the orders and I ask the students to point to the correct picture.</li> </ul>
	a show		2 Listen again, say and do.
2000	ractive C	D.	<ul> <li>I play the CD twice with a pause after each item.</li> <li>I ask them to say and do the order.</li> </ul>
iiiic	idelive e		<ul> <li>I go round the class to check that they do the activity correctly.</li> </ul>
alua	tion Too	le	<u>Page 17:</u>
Oral Tests		13	3 Be the teacher.
Telephoresput		-	Give instructions to your partner.
1000	ten Tests		I ask the students to be the teacher.  I appeared the students to give each other instructions.
Obs	ervation		<ul> <li>I encourage the students to give each other instructions.</li> <li>I walk around the class to make sure that the students are making the active</li> </ul>
Disc	ussion		correctly
Exe	rcise		
Acti	ivities		D- Feedback
			Ask your friend to sit down.
			Please go back to your seat.
y.			Give your friend two classroom instructions
ome	assignn	nent	workbook page ( ) exercise ( )

/ MY BODY	PHONIC
y class period	Learning Objectives
	The student will be able to:
	To point to and say all the big letters from a to z.
	To point to and say all the small letters from a to z
	To write the short, tall and tail letters
aching Strategies	Steps to follow
Pair work	A-Warming up and revision
Work group	Warm up:
Problem solving	Play a game with the student.
Brain storming	Check the homework and answer the questions.
Role play	Do physical exercise.
Discussion	
Inductive	
Co-operative learning	
Discovery	B- Presentation
courses needed	
Student book	
Work book	
Teacher's guide	
THE PARTY OF THE P	C- Practice
Board	
Drawing	<ul> <li>1 Chant and point at the big letters.</li> <li>I ask the students to open their books.</li> </ul>
Cards	I play the CD twice.
Real objects	I ask the student to repeat the chant.
20.0	<ul> <li>I walk around the class to make sure that the students are saying the</li> </ul>
Data show	chant correctly.
Interactive CD	2 Chant again and point at the small letters.
destination facilities	<ul> <li>I say the song again and I ask them to repeat.</li> </ul>
aluation Tools	<ul> <li>I ask them to point at the small letters.</li> </ul>
Oral Tests	3 Short, tall and tail letters.
Written Tests	<u>Listen and do.</u>
Observation	<ul> <li>I introduce the short letters with examples.</li> <li>I introduce the tall letters with examples.</li> </ul>
Discussion	<ul> <li>I introduce the fall letters with examples.</li> <li>I introduce the fail letters with examples.</li> </ul>
Exercise	I play the CD twice.
	<ul> <li>I read the letters and I ask the students to repeat and do the shape.</li> <li>I walk around the class to make sure that the students are saying the letter</li> </ul>
Activities	D- Feedback
	Write five big letters.
	Write five small letters.
	Write two short, tall and tail letters.
me assignment	workbook page ( ) exercise ( )

Teacher

/ My Family / class period	Talk T Learning Objectives
/ class period	
	The student will be able to:
	To introduce someone using [This is].  To great people.
	<ul> <li>To greet people.</li> <li>To introduce one friend to another friend</li> </ul>
ohing Stratogics	Clause de Callann
ching Strategies Pair work	Steps to follow  A-Warming up and revision
Work group	Warm up:
Problem solving	Play a game with the student Check the homework and answer the questions.
Brain storming	Do physical exercise.
Role play	
Discussion	
Inductive	
Co-operative learning	
Discovery	B- Presentation
	The students are going to learn
ourses needed	New vocabulary
Student book	This is, brother, nice to meet you, sister, introduce, too
Work book	
Teacher's guide	
ching aids	C- Practice
Board	1 Listen and say.
Drawing	I play the CD with a pause after each item so that the students have ti
Cards	to repeat.
Real objects	I explain the greeting [Nice to meet you.].  I explain [This is].
Data show	I ask the students to read.
Interactive CD	2 Practice the talk in threes.
	I ask them to make the same dialogue that in activity 1 in pairs.
luation Tools	3 Act out the talk in threes.
Oral Tests	I ask the students to act the dialogue in activity 1.
Written Tests	I monitor and make sure the students are saying the dialogue correctly.
Observation	4 Let's shake hands.
NI	<ul> <li>Make threes. Introduce each other.</li> <li>I play the CD twice. They listen and repeat.</li> </ul>
Discussion	I play the CD twice. They listen and repeat.     I read the dialogue.
Exercise	I ask the students to make the same dialogue.
Activities	<ul> <li>I make sure that the students can say the dialogue correctly.</li> <li>D- Feedback</li> </ul>
Clivilles	Put [This is] in a correct sentence.
	Greet your friend.
	Introduce your friend to another friend.
me assignment	workbook page ( ) exercise ( )

Teacher

	alarea .	Y	Logratina Objectives
y	class p	period	Learning Objectives
		-	The student will be able to:
			To count from one to five.
			To identify the family members.
			<ul> <li>To shout "No more monkeys jumping on the bed".</li> </ul>
achi	ing Strategi	ies	Steps to follow
	work		A-Warming up and revision
Wor	rk group		Warm up:
	blem solving	2	Play a game with the student.
	in storming	,	Check the homework and answer the questions.
	e play		Do physical exercise.
	cussion		
	uctive		
	operative le	agrning	
	covery	Janning	B- Presentation
			b- riesemanon
-	rses neede	ea .	
	dent book		
100000	k book		
-	cher's guid	е	
	ing aids		C- Practice
Boa			1 Chant and do.
0.000	wing		I play the CD.  I play the CD again with a pause after each sentence so that students
Car	0.50.70		have time to repeat.
	l objects		I ask the students to read.
	ta show		I ask them to say the song.
Inte	ractive CD		2 Chant and change the names.
			I play the CD.  I play the CD again with a pause after each sentence so that students
	ition Tools		have time to repeat.
2000000	l Tests		I ask the students to chant and change the names.
	ten Tests		3 Five little monkeys' game. Act out the chapt
Obs	servation		Act out the chant.  I explain the task.
Disc	cussion		I play the CD twice.
	rcise		I ask the students to make groups.  I ask them to act the chant.
Acti	ivities		D- Feedback
			Count from one to five.
			2. Mention three family members.
			3. Ask the students to shout "No more monkeys jumping on the bed".
ome	assignme	nt	workbook page ( ) exercise ( )

Teacher

/ MY FAMILY	WORD
y class period	Learning Objectives
	The student will be able to:
	To identify the family members.
	To draw a family and say who they are.
ching Strategies	Steps to follow
Pair work	A-Warming up and revision
Work group	Warm up:
Problem solving	Play a game with the student.
Brain storming	Check the homework and answer the questions.
	Do physical exercise.
Role play	
Discussion	
Inductive	
Co-operative learning	
Discovery	B- Presentation
	The students are going to learn
courses needed	New vocabulary
Student book	Grandpa, grandma, dad, mom, brother, sister
Work book	
Teacher's guide	
ching aids	C- Practice
Board	1 Listen, point and say.
Drawing	I use the flashcards to identify the family members.
Cards	I hold the [Dad] flashcard and say [Dad]. I explain the task.
Real objects	I play the CD twice.
Data show	I read the family members. I ask the students to say the family member
Interactive CD	2 Draw a family.
	I revise the family members. I read the family members.
duation Tools	I ask the students to say the family members. go around the classroom
Oral Tests	make sure that the students can draw a family.
Written Tests	Page 25:
Observation	3 Five finger game. Put down your fingers one by one.
ODJCI V GIIOII	Don't move them!
Discussion	I explain the task.
Exercise	I play the CD twice.
	I read the family members.  I ask the students to repeat. I ask them to put down their fingers one by
	one and don't remove them.
Activities	D- Feedback
	Mention three family members.
	2. Draw a family and say who they are.
me assignment	workbook page ( ) exercise ( )

у	class	period	Learning Objectives	
7	Cluss	penou	The student will be able to:	
			<ul> <li>To identify the new animals.</li> <li>To trace and copy the capital letters.</li> </ul>	
			To make the sound of the letters A, B, C, D and E	
			- 10 make me 300ma of me leners A, b, C, D and E	
CO PER CONTRACTOR	ng Strate	gies	Steps to follow	
Pair	work		A-Warming up and revision	
	k group		Warm up:	
	lem solvii		Play a game with the student.	
Brain	n storming	l	Check the homework and answer the questions.	
Role	play		Do physical exercise.	
Disc	ussion			
Indu	ctive			
Co-d	operative	learning		
Disc	overy		B- Presentation	
cour	ses need	led		
Stud	ent book			
Worl	k book			
Tead	cher's gui	ide		
achi	ng aids		C- Practice	
Boar	rd		1 Listen and say.	
Drav	ving		I use the flashcards to identify the new words.	
Card	ds		I play the CD twice with a pause after each item.  I read the words.	
Real	objects		I ask the students to repeat.	
	a show		2 Trace and copy.	
100000	active CI	)	I read the letters and I ask the students to repeat.	
mici	delive or		I ask them to trace and copy the letters.  Page 27	
aluai	ion Tools		3 Listen and write.	
			I play the CD and I ask them to listen.	
	Tests		I ask the students to look at the pictures.	
	en Tests	-	I ask them to complete the missing letters.	
Obs	ervation		4 Guess the letter. Write in the air and ask your partner.	
Disc	ussion		I ask the students to read the dialogue.	
Exer	cise		I ask them to make the same dialogue in pairs.	
			I ask them to act the game.  I ask them to make the sound of the letter.	
Activ	vities		D- Feedback	
			Mention two animals.	
			Write three capital letters.	
			Make the sound of the letters A, B, C, D and E.	
Carlo	assignm	The second secon	workbook page ( ) exercise ( )	

Teacher