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| Breakfast | | | |
| Time : 2 Lessons | Unit : 4 | | |
| Class : 6th Grade | | | |
| Summary:  This unit introduces breakfast’s food & some expressions which associated with it. It introduces when using of always, sometimes & never. It also introduces /sk/.  Structure of the unit : | | | |
| The General Objectives : | | | |
| Learn the core vocabulary assigned for this unit.  Oral Production.  Written Production.  Use formulaic language ; interact in a simple way by asking and answering .  Understanding the main idea & specific information in short simple texts.  Produce simple sentences to describe food.  Recognize and produce new sounds . | | | |
| Essential Questions | | | Enduring Understandings |
| What do you eat for breakfast?  What do you have for breakfast?  Do you always have ........ for breakfast?  Are these dates?  Do you drink coffee?  Do you like jam?  Is it an orange juice?  I spy something starts with d, c, h. | | | **The students will understand that :**  Identifying new breakfast's vocabularies.  The ability to listen and say the words correctly.  The ability to read and recognize simple sentences about breakfast meal.  Recognizing and completing a written text. |
| When do you have your breakfast?  What does Ali always eat for breakfast?  What does Ali never drink?  What does Tom sometimes drink?  Choose:  Majid ................ has a cheese for breakfast.  Shark game.  Write about you:  For breakfast I ......... have ............ and ....... . Sometimes I have ...... and .... . I ..... have .... for breakfast.  Play : What’s missing? | | | Using of : always, sometimes never to talk about frequency.  Describing breakfast meal using present simple.  Recognizing the difference between the pronunciation of similar sounds.  Asking & answering questions about familiar topic.  Spelling familiar words.  Writing short phrase to complete a paragraph about food.  Linking between flashcards & words.  Recognizing & producing the sound /sk/ & the corresponding spelling’sk’,’sc’, &’sq’. |
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| Skills | | | Knowledge |
| Recognize the words correctly with Repeating.  Use of : always, sometimes never to talk about frequency.  Give answers to the questions.  Talk about breakfast meal  Spell words correctly.  Read the new sounds correctly. | | | **Students will know :**  The meaning of new Vocabulary  ( dates, cheese, coffee, honey, olives, yoghurt, bread, jam, eggs, orange juice).  Using of : always, sometimes never to talk about frequency.  Question words (when , what )  Talking about what they have for breakfast.  Spelling familiar words.  Recognising & producing the sound /sk/ & the corresponding spelling ‘sk’, ‘sc’ & ‘sq’. |
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| 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 :**  Check the student's homework and revises previous lesson.  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, write 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.  Miming the actions.  Introducing the new vocabularies.  **The students will :**  Answer the homework.  Listen to the podcast with response and understanding.  Give answers and points of views about essential questions.  Read the new vocabularies.  Read and write the new sounds.  Evaluate themselves & their colleges.  Guess the meaning of new vocabularies.  Act to their colleges.  Do the actions.  Work in group.  Give sentences. | | | |
| **Examples for Activities** | | | |
| What do you do have for breakfast?  Do you always have ........ for breakfast?  Are these dates?  Do you drink coffee?  Do you like jam?  Is it an orange juice?  I spy something starts with d, c, h.  When do you have your breakfast?  What does Ali always eat for breakfast?  What does Ali never drink?  What does Tom sometimes drink?  Choose:  Majid ................ has a cheese for breakfast.  Shark game.  Write about you:  For breakfast I ......... have ............ and ....... . Sometimes I have ...... and .... . I ..... have .... for breakfast.  Play : What’s missing?  Read & number.  Listen & say.  Listen & tick.  Listen, read & write.  Ask & answer. | | | |
| Students' role in the activities | | **Teacher's role in the activities** | |
| Answer questions.  Correct their mistakes.  Read words.  Write sounds.  Point to the pictures.  Do the actions.  Ask & answer.  Write simple sentences.  Guess. | | 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. | |
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| Organized table of classes' number   |  |  | | --- | --- | | 1  **Lesson 1**   * Read & number. * Listen & say. * Listen & tick. * Ask & answer. | 2  Lesson 2   * Writing. * Listen, read & write. * Read & write. * Write about you. * Look, Listen & say. * Listen & circle. * Read & say. | |  |  | | | | |