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| The Gower’s home | | | |
| Time : 2 Lessons | Unit : 6 | | |
| Class : 6th Grade | | | |
| Summary:  This unit introduces activities at home, how to answer questions and use prepositions. It also focuses on how to differentiate between sounds in English.  Structure of the unit : | | | |
| The General Objectives : | | | |
| Learn the core vocabulary assigned for this unit.  Oral Production.  Written Production.  Understanding the main idea in short dialogues.  Producing simple sentences about household chores.  Produce present progressive.  Recognize and produce new sounds .  Express possession. | | | |
| Essential questions | | | Enduring Understandings |
| How does Helen help at home?  How do you help at home?  Simon says game.  What’s missing?  Whose is this?  Whose are these?  Where’s the green laptop?  Where’s the pencil?  It’s .............. the ...............  Simon says game.  How do you help at home?  I......... + .............  Complete:  Helen ....... ......... ....... before the family eats breakfast. | | | **The students will understand that :**  Identifying new the Gower’s home vocabularies.  The ability to listen and say the words correctly.  Express possession using : mine, his & hers.  Understanding specific information in short texts.  Using prepositions : Before, after, on, in, under, between & next to.  Asking & answering simple questions.  Recognizing intonation patterns & differentiate between sound in English.  Linking sentences using before & after.  Recognizing & producing the sound /eu/ and the corresponding spelling ‘ow’& ‘oa’. |
| **Skills** | | | **Knowledge** |
| Recognize the words correctly with Repeating.  Give answers to the questions.  Express possession.  Give answers.  Ask & answer where.  Recognize & producing the sounds. | | | **Students will know :**  The meaning of new Vocabulary  ( fill dishwasher, tidy bedroom, take out rubbish, help with homework, under, in, is, hers, before).  Question words (whose )  Express possession using : mine, his, hers  Giving answers about possession & familiar topic.  Ask & answer using where.  Recognizing & producing the sound /eu/ and the corresponding spelling ‘ow’& ‘oa’. |
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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** | | | |
| How does Helen help at home?  What does Tom do before he goes to school?  What colour is mum’s laptop?  Where’s tom’s laptop?  Whose is this?  How do you help at home?  Where’s the green laptop?  Listen and find.  Look, listen & say.  Read & match.  Read & write.  Listen & match.  Listen & circle.  Ask & answer.  Listen & number.  Read & point.  Listen & tick. | | | |
| 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. | |
| Organized table of classes' number   |  |  | | --- | --- | | 1  **Lesson 1**  Listen and find.  Look, listen & say.  Read & match.  Read & write . | 2  Lesson 2  Listen & match.  Listen & circle.  Ask & answer.  Listen & number.  Read & point.  Listen & tick. | |  |  | | | | |