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| Sports day | | | |
| Time : 2 Lessons | Unit : 7 | | |
| Class : 6th Grade | | | |
| Summary:  This unit introduces sports day and activities which associated with it. It also focuses on the difference between present progressive and present. It introduces new sounds & spellings.  Structure of the unit : | | | |
| The General Objectives : | | | |
| Learn the core vocabulary assigned for this unit.  Oral Production.  Written Production.  Understanding basic information on a short dialogue.  Asking & answering simple questions.  Producing simple sentences about sports activities.  Recognizing the difference between affirmative & negative.  Producing present progressive.  Recognizing and producing new sounds . | | | |
| Essential questions | | | Enduring Understandings |
| Which sports can’t you do on sports day?  What’s this sport?  Simon says game.  What’s missing?  Match flashcards with word cards.  Which weight can’t Max lift?  Can you lift a pencil? An elephant?  Can you swim?  Yes, I can ................ No, I can’t.  What can you do?  I can do judo.  I can’t play tennis.  What’s am I doing?  What are you doing?  Is ......... playing football now?  ........... is throwing a ball.  What can’t ........ do?  Who can ............?  How far can you swim?  Which weight can’t Ahmed lift?  Where’s the green laptop?  Where’s the pencil?  It’s .............. the ...............  Simon says game.  Can you swim?  I can swim but I can’t jump. | | | **The students will understand that :**  Identifying new the sports day’s vocabularies.  The ability to listen and say the words correctly.  Recognizing & using can/can’t for ability.  Using present progressive.  Understanding basic information in short dialogue.  Differentiating between affirmative & negative.  Understanding specific information in short texts.  Counting to 1000.  Asking & answering simple questions.  Writing short phrases to complete a written texts.  Recognizing intonation patterns & differentiate between sounds in English.  Linking sentences with ( But ) .  Recognizing & producing the sound /nd/ /nt/ and the corresponding spelling ‘nt’& ‘nd’. |
| **Skills** | | | **Knowledge** |
| Recognize the words correctly with Repeating.  Give answers to the questions.  Give answers.  Count to 1000.  Recognize & produce the sound /nd/ /nt/ and the corresponding spelling ‘nt’& ‘nd’.  Recognize & use can/can’t for ability.  Use present progressive.  Link sentences with ( But ) . | | | **Students will know :**  The meaning of new Vocabulary  ( running, weightlifting, (to) lift, basketball, tennis, judo, skipping, throwing, catching, jumping, diving, race, activities, metre, kilogram ).  Question words (Can, Is, What, How far)  Giving answers about familiar topic.  Counting to 1000.  Recognizing & producing the sound /nd/ /nt/ and the corresponding spelling ‘nt’& ‘nd’.  Recognizing & using can/can’t for ability.  Using present progressive.  Linking sentences with ( But ) . |
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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** | | | |
| Which sports can’t you do on sports day?  Which weight can’t Max lift?  Can you swim?  What can Ali do?  What are you doing?  Who can’t play tennis?  How far can you swim?  Listen, read & tick.  Listen & complete.  Read & circle.  Listen & circle.  Ask & answer.  Read & write.  Writing.  Read & say. | | | |
| 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, read & tick.  Listen & complete.  Read & circle.  Listen & circle.  Ask & answer. | 2  Lesson 2  Listen & complete.  Read & write.  Writing.  Ask & answer.  Listen & circle.  Read & say. | |  | Sports day | | | | |