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| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart Class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **Presents Phonics p – b / A Chant**  Lesson ( page reference)  **4 - 5** | | | | | | |
| 1. After discussing the title of the module, SWBAT know what they will learn about the module clearly 2. SWBAT revise the letters " Aa – Zz " aloud correctly. 3. After playing the CD, SWBAT listen and repeat the phonics accurately. 4. SWBAT write, pronounce and trace the letters ( p - b ) without mistakes. 5. After playing the CD, SWBAT perform a phonics chant clearly. 6. After showing pictures, SWBAT identify and say different kinds of presents (doll – yo-yo – teady bear - balloon) using pictures correctly. 7. After discussion, SWBAT talk about quantity. 8. After playing the CD, SWBAT say the chant correctly 9. SWBAT enjoy answering the exercise individually and in groups | | | | | | Performance  Objectives |
| Vocabulary: P ( pencil – pen) b ( book – ball)/ present / doll / yo-yo / teddy bear / balloon | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   * I will direct Ss' attention to the picture to see if the can remember the words then I will play the CD and have the Ss listen and point in the first time then repeat. * I will direct Ss' attention to the objects in the picture and ask them to identify them then I will ask them questions such as what colour are the balls/ pens? * I will play the chant and ask the Ss to follow along in their books and encouraging them to read. * Introduce new vocabulary using F.C. and I will have students read choral and individual.( track 7 ) * I will play the CD and ask the Ss to listen and encourage them to read. * I will ask Ss to do activity 2 and act the dialogue in pairs. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| work book page 89 ( 2 – 3 – 4 ) | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Read then copy the new words from the board in their notebooks. | | | | | | Closure |

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| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart Class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **Presents SMART KIDS**  Lesson ( page reference) **6 – 7** | | | | | | |
| 1- After showing pictures, SWBAT identify cloths .  2- After discussion, SWBAT talk about cloths using "what are these/ those? / They're ….." without mistakes.  3- After playing the CD, SWBAT listen and repeat the words accurately.  4- After playing the CD, SWBAT listen and read the short story without mistake.  5- SWBAT enjoy answering the exercise individually and in groups. | | | | | | Performance  Objectives |
| Vocabulary: shirt – shoes - hat - thobe | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   1. 1- I will direct Ss' attention to the picture to see if the can remember the words then I will play the CD and have the Ss listen and point in the first time then repeat. 2. 2- I will direct Ss' attention to the objects in the picture and ask them to identify them then I will ask them questions such as what colour are the balls/ pens? 3. 3- I will play the chant and ask the Ss to follow along in their books and encouraging them to read. 4. 4- I will introduce new vocabulary using F.C. and I will have students read choral and individual. 5. 5- I will play the CD and ask the Ss to listen and encourage them to read. 6. 6- I will ask Ss to do activity 2 and act the dialogue in pairs. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity 2 page 35 | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Read then copy the new words from the board in their notebook. | | | | | | Closure |
| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart Class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **presents COMIC**  Lesson ( page reference) **8 – 9** | | | | | | |
| 1- After discussion, SWBAT revise the colours ( red – green – blue – yellow)  2- - After playing the CD, SWBAT listen and repeat the words accurately.  3- After showing pictures, SWBAT identify colours clearly ..  4- After playing the CD, SWBAT listen to a story silently  5- After discussion, SWBAT ask and answer questions about colours using "What colour are they? They're ….." correctly.  6- SWBAT enjoy answering the exercise individually and in groups | | | | | | Performance  Objectives |
| Vocabulary: orange – pink – brown – black - white | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   1. Revise the previous lessons. 2. Introduce new vocabulary using F.C. and I will have students read choral and individual. 3. I will play the CD and ask the Ss to listen and encourage them to read. 4. I will ask them to open P (9) and look at the grammar box and try to give more examples. 5. I will direct Ss' attention to the five white circles in activity 2 and ask them what is missing in each one (stickers). Then I will ask them to turn to the back of their books, find the appropriate stickers and stick them in the right places. 6. I will ask Ss to do activity 3 and act the dialogue in pairs | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity 3 page 9 | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Sing the colors song | | | | | | Closure |

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| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **Presents Let's play / Phonics f – v**  Lesson ( page reference) **10– 11** | | | | | | |
| 1- After discussion, SWBAT Revise colours and cloths.  2- After showing pictures, SWBAT identify items of clothing clearly.  3- After discussion, SWBAT ask and answer Yes\No questions about cloths correctly  4- After playing the CD, SWBAT differentiate between the letters sounds of f – v and say correctly .  5- After playing the CD, SWBAT listen and repeat the words accurately and perform phonics chant .  6- SWBAT enjoy answering the exercise individually and in groups  7- SWBAT spell the new vocabulary correctly. | | | | | | Performance  Objectives |
| Grammar: (Yes \ No ) Questions / letters f –v … fish – fat – van - vest | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   1. 1- I will revise the previous lessons. 2. 2- I will introduce new vocabulary using F.C. and I will have students read choral and individual. 3. 3- I will direct Ss' attention to the objects in the picture and ask them to identify them then I will ask them questions such as what colour are the jumper/ dress / trousers? 4. 4- Pupils will look at the grammar box on p: 10 and I will encourage them to give more examples. 5. 5- I will play the CD and ask the Ss to follow along in their books and encouraging them to read. 6. 6- I will ask Ss to do activity 2 and act the dialogue in pairs. Introduce new vocabulary using F.C. and I will have students read choral and individual.   7- I will play the CD and ask the Ss to listen and encourage them to read | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Read then copy the new words from the board in their notebooks. | | | | | | Closure |
| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **Presents Story time / Revision 1**  Lesson ( page reference) **12 - 13 - 14** | | | | | | |
| 1- After discussion, SWBAT revise and consolidate vocabulary and structures learnt in previous lessons using worksheets and oral revision quickly.  2- After playing the CD, SWBAT listen to a story for fun silently.  3- After playing the CD, SWBAT read a story using their books without mistakes.  4- SWBAT enjoy answering the exercise individually and in groups. | | | | | | Performance  Objectives |
| Vocabulary: Revision: all words of module 1 ( presents) – all structures. | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   1. 1. I will Revise the previous lessons   2- I will hold up the book and tell the Ss that they will listen and read a story with the title fishie's presents.  3- I will point to the first frame and invite them to guess who fishie is?  4- I will ask Ss to name the objects and ask questions such as what are these? What colour are they?  5- I will play the CD and point at each frame while playing it .I will play the CD again and ask pupils to point to each speech bubble and follow along .   1. 6- I will invite Ss to shadow read and repeat( chorally – in groups – in pairs – individually ) 2. 7- After reading I will divide Ss into pairs and have them act out the story.   8. I will ask Ss to open their books to page 14 and I will read the instructions and make sure that Ss understand that they will listen to each exchange and tick the picture that matches what they hear.  9. I will play the CD and ask Ss to tick the correct picture, then I will ask them to check their answers in pairs first , then as a class. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Read and act the story | | | | | | Closure |
| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart class 1 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **Presents Project / Phonics revision / Smart time 1**  Lesson ( page reference) **15 – 16 - 17** | | | | | | |
| 1- After showing pictures, SWBAT make a room poster in groups.  2- SWBAT revise and consolidate vocabulary and structures learnt in previous lesson  3- After discussion, SWBAT revise talking about family members using family album they've made correctly.  4- After discussion, SWBAT differentiate between the letter sounds p /p/ and b /b/ and f /f/, v /v/  learnt in previous lessons using worksheets and oral revision quickly.  5- After discussion, SWBAT use capital letters in names.  7- After playing the CD, SWBAT listen to cultural information about cloths from different countries silently..  8- SWBAT enjoy answering the exercise individually and in groups | | | | | | Performance  Objectives |
| Vocabulary: Revision Pencil – pen – book – ball – fish – fat – van – vest - abaya  Structure: Names begin with capital letters. | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:  1- I will direct Ss' attention to the picture on the page an ask them what the boy is doing? ( he is making a room poster) / what are clothes the boy is making? ( trousers – shoes … etc. ).  2- I will explain to Ss that they are going to draw and cut out the article of clothing and stick them all onto the finished poster.  3- I will write p and b, f and v on the board and stick a flashcard under each sound then I will encourage Ss to read them. Then we will do activity 2 individually.  4- I will read the note aloud and explain it to Ss.  5- I will point out the capital H in Hassan and J in John, and then I will write a few of the Ss' name in small letters and ask them to correct them.  6- I will hold up my book and ask Ss to name the item of clothing depicted on it, what's this/ what are these/ what colour is it/ are they?  7- I will play the CD and pupils will listen and shadow read then I will have Ss repeat in groups – chorally – individually. While playing the CD I will ask the student some simple questions.  8- I will draw Ss' attention to the activity 2 , then I will tell Them to that they have to draw their traditional costumes and write about it to complete the sentence according to the first activity. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Make a room+ poster | | | | | | Closure |
| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **Toys and games Phonics ch – sh / A chant**  Lesson ( page reference) **18 – 19** | | | | | | |
| 1- After discussing the title of the module, SWBAT know what they will learn about the module clearly.  2- After playing the CD, SWBAT listen and repeat the phonics accurately.  3- SWBAT practice the pronunciation of consonant digraph ch/ sh without mistakes.  4- After playing the CD, SWBAT perform a phonics chant clearly.  5- After discussion, SWBAT give and follow simple instructions without mistakes.  6- After playing the CD, SWBAT listen and repeat the words accurately.  7- SWBAT enjoy answering the exercise individually and in groups | | | | | | Performance  Objectives |
| Vocabulary: chair – teacher - short - fish / stand up – sit down – turn around – clap your hand. | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   1. 1- I will direct Ss' attention to the picture to see if the can remember the words then I will play the CD and have the Ss listen and point in the first time then repeat. 2. 2- I will write ch and sh on the board and stick a flashcard under each digraph then I will play CD and ask Ss to listen and encouraging Ss to read along with it. 3. 3- I will play the chant and ask Ss to follow in their books. 4. Introduce new vocabulary using F.C. and I will have students read choral and individual and I will ask them to act them 5. 4- I will play the chant and ask the Ss to follow along in their books and encouraging them to read. 6. 5- I will ask Ss to act the chant in pairs or groups. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Act the ABC action chant. | | | | | | Closure |

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| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart Class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **Toys and games SMART KIDS**  Lesson ( page reference) **20 – 21** | | | | | | |
| 1- After showing pictures, SWBAT identify toys .  2- After playing the CD, SWBAT listen, repeat and spell the new words accurately.  3- After discussion, SWBAT talk about toys and possession using " I / You / we have got (haven't got) ……….." without mistakes.  4- After playing the CD, SWBAT listen and read the short story without mistake.  5- SWBAT enjoy answering the exercise individually and in groups. | | | | | | Performance  Objectives |
| Vocabulary: bike – kite - plane - car  Structures: I have got a (kite) / I haven't got a (bike) | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   1. 1- I will revise the previous lessons   2- I will introduce new vocabulary using F.C. and I will have students read choral and individual.   1. 3- I will direct Ss' attention to the toys in the picture and ask them to identify them then I will ask them questions such as what colour is the kite / bike / car / plane ? 2. 4 - I will play the CD and ask the Ss to listen and follow along in their books and encouraging them to read. 3. 5- I will ask the Ss to read and act the dialogue in front of the class 4. 6- I will ask them to open P (21) and look at the grammar box and try to give more examples   7- I will point to the example (activity 2) and ask what toy Hassan got? and encourage Ss to answer.  8- I will play the CD and have Ss to listen to the first sentence, then I will explain that they will listen to similar sentences and they have to match the character they hear to the toy he has.  9- I will direct Ss' attention to the toys and encourage them to say them aloud. Then I will play the CD and ask them to point to toys the boy mentions  10- I will divide Ss into pairs and do the activity and I will go around the class and make sure they are using the correct language. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Read then copy the new words from the board in their notebook. | | | | | | Closure |
| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart Class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **Toys and games COMIC**  Lesson ( page reference) **22 – 23** | | | | | | |
| 1- After discussion, SWBAT identify furniture and toys  2- After playing the CD, SWBAT listen and repeat the words accurately.  3- After showing pictures, SWBAT identify prepositions of location clearly.  4- SWBAT spell the new vocabulary correctly.  5- After playing the CD, SWBAT listen to the short story silently  6- After discussion, SWBAT ask and answer questions about location using "Where is the …? It's on / in the ….." without mistakes.  7- SWBAT enjoy answering the exercise individually and in groups | | | | | | Performance  Objectives |
| Vocabulary: box – robot – bed – in - on  Structure: Where is the (ball)? It's (in) the (box) | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   1. Revise the previous lessons. 2. Introduce new vocabulary using F.C. and I will have students read choral and individual. 3. I will play the CD and have the Ss listen. 4. I will choose two Ss to read the dialogue for the class. 5. I will ask them to open P (23) and look at the grammar box and try to give more examples. 6. I will direct Ss' attention to the four white circles in activity 2 and ask them what's missing in each one (a sticker). Then I will ask them to turn to the back of their books, find the appropriate stickers and stick them in the right places. 7. I will ask Ss questions about the picture, e.g. Where is the computer? and encourage Ss to answer. Then I will ask them to read the sentences and circle Yes or No according to picture. 8. I will ask Ss to do activity 3 and act the dialogue in pairs. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Read then copy the new words from the board in their notebooks. | | | | | | Closure |

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| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **Toys and games Let's play / Phonics th – th**  Lesson ( page reference) **24– 25** | | | | | | |
| 1- After discussion, SWBAT revise and consolidate vocabulary through a guessing game.  2- After showing pictures, SWBAT identify items of clothing clearly.  3- After discussion, SWBAT ask and answer Yes\No questions about possession correctly  4- After playing the CD, SWBAT differentiate and practice the pronunciation of th /ᶿ/ - th /ᶞ/  Without mistakes.  5- After playing the CD, SWBAT listen and repeat the words accurately and perform phonics chant .  6- SWBAT enjoy answering the exercise individually and in groups  7- SWBAT spell the new vocabulary correctly.. | | | | | | Performance  Objectives |
| Grammar: thin – thirteen – this - that  Structure: Have you got a (car)? Yes, I have./ No, I haven't | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:  1- Revise the previous lessons.   1. Revise the toys Ss know by playing the game Mime the toy 2. I will direct Ss' attention to the presentation and ask them what they think is happening. 3. I will play the CD and ask the Ss to follow along in their books and encouraging them to read the dialogue. 4. Pupils will look at the grammar box on p: 24 and I will encourage them to give more examples. 5. I will play the CD (activity 2) and ask the Ss to follow along in their books and encourage Ss to act the dialogue in pairs using the cut-outs p: 115. 6. I will show activity 1 p: 25 on the board and I will point to th in thin and say /**ᶿ**/ couple of times, encouraging Ss to repeat after me. Then I will point to the picture of thin, say it aloud, and do the same with thirteen. 7. I will repeat the same procedure with this, th /**ᶞ**/. 8. I will play the CD and ask the Ss to listen and encourage them to read. 9. I will play the chant, pausing after each line for Ss to repeat. 10. Then I will play the chant once more and encourage Ss to read. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Read then copy the new words from the board in their notebooks. | | | | | | Closure |
| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **Toys and games Story time / Revision 2**  Lesson ( page reference) **26 - 27 - 28** | | | | | | |
| 1- After discussion, SWBAT revise and consolidate vocabulary and structures learnt in previous lessons using worksheets and oral revision quickly.  2- After playing the CD, SWBAT listen to a story for fun silently  3- After playing the CD, SWBAT read a story using their books without mistakes  4- SWBAT enjoy answering the exercise individually and in groups | | | | | | Performance  Objectives |
| Vocabulary: Revision: all words of module 2 ( toys and games) – all structures." | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   1. 1- Revise the previous lessons 2. 2- I will hold up the book and tell the Ss that they will listen and read a story with the title Toy Robot. 3. 3- I will point to the first frame and invite Ss to name all the toys they can see. 4. 4- I will ask Ss questions they can answer such as What colour is the kite? 5. 5- I will play the CD and point to each frame in my book and encourage them to point to each frame in their book and talk about what happens in each frame 6. Then I will play the CD again and invite Ss to shadow read then I will ask them to read. 7. 6- I will hold up the book p: 28 and point to each of the pictures in the first item and ask Ss to identify each of the actions and repeat the procedure with item 2. In item 3 and 4, I will ask Ss what is this? 8. Then I will play the CD and ask Ss to point to the correct picture. 9. 7- We will do activity 2 and I will explain that they have to look at the pictures, read the sentences and complete them with the correct preposition. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Read and act the story | | | | | | Closure |
| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **Toys and games Project / Phonics revision / Smart time 2**  Lesson ( page reference) **29 – 30 - 31** | | | | | | |
| 1- After showing pictures, SWBAT make a toy poster.  2- SWBAT revise and consolidate vocabulary and structures learnt in previous lesson  3- After discussion, SWBAT revise talking about family members using family album they've made correctly.  4- After discussion, SWBAT differentiate between the consonant digraphs ***ch*** and ***sh***, and to practice the pronunciation of ***th***, learnt in previous lessons using worksheets and oral revision quickly.  5- After discussion, SWBAT use capital letters in sentences.  7- After playing the CD, SWBAT listen to cultural information about cloths from different countries silently..  8- SWBAT enjoy answering the exercise individually and in groups | | | | | | Performance  Objectives |
| Vocabulary: chair – teacher – short – fish – thin – thirteen – this – that. All toys.  Structure: I is always written with capital letters. | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:  1- I will direct Ss' attention to the picture on the page and ask them what the boy is doing/ what toys they are making in each picture. Then I will explain to Ss that they are going to make their own toy poster.  2- I will direct Ss' attention to the picture (activity 2) and ask Ss what is happening.  3- I will read what the boys say and invite Ss to repeat (chorally – in groups – individually).  4- I will divide Ss into pairs and have them present their toy poster to their partner and have some pairs present for the whole class.  5- I will write ***ch*** and **sh**, ***th*** on the board and stick a flashcard under each sound then I will play CD and encourage Ss to read them. Then we will do activity 2 individually.  6- I will read the note aloud and explain it to Ss.  I will point out the capital I in the sentence, then I will write a few sentences using small i and ask Ss to correct them. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Make a toy poster | | | | | | Closure |

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| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart Class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **My Body Phonics a – i / A Chant**  Lesson ( page reference)  **32 - 33** | | | | | | |
| 1. After discussing the title of the module, SWBAT know what they will learn about the module clearly 2. After playing the CD, SWBAT listen and repeat the phonics accurately. 3. SWBAT write, pronounce and practice the pronunciation of consonant digraph a/ i without mistakes. 4. After playing the CD, SWBAT perform a phonics chant clearly. 5. After showing pictures, SWBAT identify parts of face correctly. 6. After discussion, SWBAT give and follow simple instructions . 7. After playing the CD, SWBAT say the chant correctly 8. SWBAT enjoy answering the exercise individually and in groups. 9. SWBAT thank Allah for the five senses that Allah gave us. | | | | | | Performance  Objectives |
| Vocabulary: cat – fat – hat – fin – tin – fish /ears – eyes – nose – mouth – touch  Structure: imperative – negative. | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   * I will write a and i on the board and stick a flashcard under each digraph then I will play CD and ask Ss to listen and encouraging Ss to read along with it. * Then I will play the chant and ask Ss to follow in their books. * Introduce new vocabulary using the projector and I will have students read choral and individual. * I will ask Ss what they see in the pictures (activity 1). * I will tell Ss that they are going to listen to a chant. * I will play the chant and ask the Ss to follow along in their books and encouraging them to read. * Then I will play the CD again and mime the action, encouraging Ss to do the same. * Then I will ask the to match pictures to the verses of the chant * I will draw Ss' attention to the grammar box at the bottom of the page, read the sentences aloud, and explain it to them. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Act the chant. | | | | | | Closure |

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| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart Class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **My Body SMART KIDS**  Lesson ( page reference) **34 – 35** | | | | | | |
| 1- After showing pictures, SWBAT identify parts of body .  2- After discussion, SWBAT talk about body using "She/ He / It has got…….."/ without mistakes.  3- After discussion, SWBAT describe physical appearance.  4- After playing the CD, SWBAT listen and repeat the words accurately.  5- After playing the CD, SWBAT listen and read the short story without mistake.  6- SWBAT enjoy answering the exercise individually and in groups.  7- SWBAT thank Allah for being healthy. | | | | | | Performance  Objectives |
| Vocabulary: Head – arms – legs – hands – long  Structures: She / He / It has got (long legs) | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   1. 1- Revise the previous lessons. 2. 2- Introduce new vocabulary using F.C. and I will have students read choral and individual. 3. 3- I will play the CD and have the Ss listen. 4. 4- I will choose two Ss to read the dialogue for the class. 5. 5- I will ask them to open P (35) and look at the grammar box and try to give more examples. 6. 6- I will ask Ss to turn to the back of their books and find the appropriate stickers and stick them in the right places. 7. 7- I will read the first sentence and encourage Ss to point to the right picture. Then I will explain that they will listen to similar sentences and they have to match the description they hear to the correct picture. 8. 8- I will direct Ss' attention to the toys and encourage them to say them aloud. Then I will play the CD and ask them to point to toys the boy mentions 9. 9- I will divide Ss into pairs and do the activity and I will go around the class and make sure they are using the correct language. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity 2 page 35 | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Read then copy the new words from the board in their notebook. | | | | | | Closure |
| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart Class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **My Body COMIC**  Lesson ( page reference) **36 – 37** | | | | | | |
| 1- After discussion, SWBAT revise the body parts (eyes – ears – nose – mouth)  2- - After playing the CD, SWBAT listen and repeat the words accurately.  3- After showing pictures, SWBAT identify body parts clearly ..  4- After playing the CD, SWBAT listen to the short story silently  5- After discussion, SWBAT describe physical appearance using " She / He / It hasn't got (long fingers)." correctly.  6- SWBAT enjoy answering the exercise individually and in groups | | | | | | Performance  Objectives |
| Vocabulary: fingers – toes – teeth – feet - tail  structure: She / He / It hasn't got (long fingers) | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   1. Revise the previous lessons. 2. Introduce new vocabulary using the projector and I will ask Ss to read choral and individual. 3. I will play the CD and have the Ss listen. 4. I will choose two Ss to read the dialogue for the class. 5. I will ask them to open P (37) and look at the grammar box and try to give more examples. 6. I will point the first example in activity 2 and say It hasn't got two feet. It has got four feet. Then I will ask What is it? encouraging Ss to answer. 7. Then I will explain that they will listen to similar sentences and they have to circle the correct word according to what they hear. 8. I will direct Ss' attention to the children and ask them what is happening. 9. I will play the CD and have the Ss listen and I will ask students to repeat choral and individual. 10. I will ask Ss to do activity 3 and act the dialogue in pairs. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Read then copy the new words from the board in their notebooks. | | | | | | Closure |
| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **My Body Let's play / Phonics**  Lesson ( page reference) **38– 39** | | | | | | |
| 1- After discussion, SWBAT revise and consolidate vocabulary through a guessing game.  2- After showing pictures, SWBAT identify items of clothing clearly.  3- After discussion, SWBAT ask and answer Yes\No questions about animals' characteristic  correctly  4- After playing the CD, SWBAT differentiate between the letters sounds of e – o and say correctly .  5- After playing the CD, SWBAT listen and repeat the words accurately and perform phonics chant .  6- SWBAT enjoy answering the exercise individually and in groups  7- SWBAT spell the new vocabulary correctly. | | | | | | Performance  Objectives |
| Vocabulary: red – egg – fox - box  Structure: Has it got a (long tail)? Yes, it has./ No, it hasn't | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   1. 1- Revise the previous lessons. 2. 2- Revise the body parts Ss know by playing the game buzz says. 3. 3- I will direct Ss' attention to the presentation and ask them what they think is happening. 4. 4- I will play the CD and ask the Ss to follow along in their books and encouraging them to read the dialogue. 5. 5- Pupils will look at the grammar box on p: 38 and I will encourage them to give more examples. 6. 6- I will play the CD (activity 2) and ask the Ss to follow along in their books and encourage Ss to act the dialogue in pairs. 7. 7- I will show activity 1 p: 39 on the board and I will point to e in red and say the sound couple of times, encouraging Ss to repeat after me. Then I will point to the picture of red, say it aloud, and do the same with egg. 8. 8- I will repeat the same procedure with fox, o. 9. 9- I will play the CD and ask the Ss to listen and encourage them to read. 10. 10- I will play the chant, pausing after each line for Ss to repeat. 11. 11- Then I will play the chant once more and encourage Ss to read. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Read then copy the new words from the board in their notebooks. | | | | | | Closure |
| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **My Body Story time / Revision 3**  Lesson ( page reference) **40 - 41 - 42** | | | | | | |
| 1- After discussion, SWBAT revise and consolidate vocabulary and structures learnt in previous lessons using worksheets and oral revision quickly.  2- After playing the CD, SWBAT listen to a story for fun silently  3- After playing the CD, SWBAT read a story using their books without mistakes  4- SWBAT enjoy answering the exercise individually and in groups | | | | | | Performance  Objectives |
| Vocabulary: Revision: all words of module 3 (my body) – all structures." | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   1. 1- Revise the previous lessons. 2. 2- I will hold up the book and tell the Ss that they will listen and read a story with the title Big Mouth. 3. 3- I will point to the first frame and invite Ss to name all the toys they can see. 4. 4- I will ask Ss questions they can answer such as how many fish? What colour are they? 5. 5- I will play the CD and point to each frame in my book and encourage them to point to each frame in their book and talk about what happens in each frame 6. 6- Then I will play the CD again and invite Ss to shadow read then I will ask them to read. 7. 7- I will hold up the book p: 42 and point to each of the pictures in the first item and ask Has she got a big nose? Encouraging Ss to answer No, she hasn't. 8. 8- I will go through all the pictures asking similar questions. 9. 9- Then I will play the CD and ask Ss to point to the correct picture. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Read and act the story | | | | | | Closure |
| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **My Body Project / Phonics revision / Smart time 3**  Lesson ( page reference) **43 – 44 - 45** | | | | | | |
| 1- After showing pictures, SWBAT make animals puppets.  2- SWBAT revise and consolidate vocabulary and structures learnt in previous lesson  3- After discussion, SWBAT revise talking about body parts using the animal puppets they made correctly.  4- After discussion, SWBAT differentiate between the letter sounds ***a, i, e*** and ***o*** learnt in previous lessons using worksheets and oral revision quickly.  5- After discussion, SWBAT start a sentence with a capital letters and finish with a full stop.  7- After playing the CD, SWBAT listen to cultural information about cloths from different countries silently..  8- SWBAT enjoy answering the exercise individually and in groups | | | | | | Performance  Objectives |
| Vocabulary: Revision Pencil – pen – book – ball – fish – fat – van – vest - abaya  Structure: Names begin with capital letters. | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   1. I will direct Ss' attention to the picture on the page and ask them what the boy is doing. 2. Then I will explain to Ss that they are going to make their own animal puppets. 3. I will direct Ss' attention to the picture (activity 2) and ask Ss what is happening. 4. I will read what the boys say and invite Ss to repeat (chorally – in groups – individually). 5. I will divide Ss into pairs and have them present one of the two animals to each other to their partner and have some pairs present for the whole class. 6. I will write ***a***, e, i and **o** on the board and stick a flashcard under each sound then I will play CD and encourage Ss to read them. Then we will do activity 2 individually. 7. I will read the note aloud and explain it to Ss. 8. I will point out to the note, read it aloud and explain it to Ss. 9. Then I will write a few sentences (all words in small letters, without a full stop) and ask Ss to correct them. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Make an animal puppets. | | | | | | Closure |
| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **Food Phonics i – o / A chant**  Lesson ( page reference) **46 – 47** | | | | | | |
| 1- After discussing the title of the module, SWBAT know what they will learn about the module clearly.  2- After playing the CD, SWBAT listen and repeat the phonics accurately.  3- SWBAT practice the pronunciation of consonant digraph i/ o without mistakes.  4- After playing the CD, SWBAT perform a phonics chant clearly.  5- After discussion, SWBAT express likes correctly.  6- After playing the CD, SWBAT identify fruit accurately.  7- SWBAT enjoy answering the exercise individually and in groups | | | | | | Performance  Objectives |
| Vocabulary: kite – bike – nose - rose  bananas – grapes – dates – strawberries - oranges  Structure: I like banana. | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   1. I will write i and o on the board and stick a flashcard under each digraph then I will play CD and ask Ss to listen and encouraging Ss to read along with it. 2. Then I will play the chant and ask Ss to follow in their books. 3. Introduce new vocabulary using the projector and I will have students read choral and individual. 4. I will ask Ss what they see in the pictures. 5. I will tell Ss that they are going to listen to a chant. 6. I will play the chant and ask the Ss to follow along in their books and encouraging them to read. 7. Then I will play the CD again and ask the to match pictures to the verses of the chant 8. I will draw Ss' attention to the verse ( I like ……..) , read the sentences aloud, and explain it to them. 9. I will ask the to circle the correct answers according to what they hear. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Read then copy the new words from the board in their notebooks. | | | | | | Closure |

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| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart Class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **Food SMART KIDS**  Lesson ( page reference) **48 – 49** | | | | | | |
| 1- After showing pictures, SWBAT identify food .  2- After playing the CD, SWBAT listen, repeat and spell the new words accurately.  3- After discussion, SWBAT ask and answer about what food one likes using " Do you like (rice)? Yes, I do / No, I don't " without mistakes.  4- After discussion, SWBAT express likes and dislikes correctly.  4- After playing the CD, SWBAT listen and read the short story without mistake.  5- SWBAT enjoy answering the exercise individually and in groups. | | | | | | Performance  Objectives |
| Vocabulary: carrots – rice – eggs - beans  Structures: Do you like (rice)? Yes, I do / No, I don't. I don't like ( eggs ). | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   1. Revise the previous lessons. 2. Introduce new vocabulary using F.C. and I will have students read choral and individual. 3. I will play the CD and have the Ss listen. 4. I will choose two Ss to read the dialogue for the class. 5. I will ask them to open P (49) and look at the grammar box and try to give more examples. 6. I will play the CD encourage Ss to circle to the right face. 7. Then I will explain that they will listen to similar sentences and they have to choose. 8. I will direct Ss' attention to the food and encourage them to say them aloud. Then I will play the CD and ask them to point to food the boy likes. 9. I will divide Ss into pairs and do the activity and I will go around the class and make sure they are using the correct language. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Read then copy the new words from the board in their notebook. | | | | | | Closure |
| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart Class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **Food COMIC**  Lesson ( page reference) **50 – 51** | | | | | | |
| 1- After discussion, SWBAT identify food.  2- After playing the CD, SWBAT listen and repeat words accurately.  3- After showing pictures, SWBAT identify prepositions of location clearly.  4- SWBAT spell the new vocabulary correctly.  5- After playing the CD, SWBAT listen to the short story silently  6- After discussion, SWBAT ask and answer ask and answer about one's favourite food "What's your favourite food? Pasta" without mistakes.  7- SWBAT enjoy answering the exercise individually and in groups | | | | | | Performance  Objectives |
| Vocabulary: pizza – ice cream - pasta  structure: What's your favourite food? Pasta. | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   1. Revise the previous lessons. 2. Introduce new vocabulary using the projector and I will ask Ss to read choral and individual. 3. I will play the CD and have the Ss listen. Then I will choose two Ss to read the dialogue for the class. 4. I will ask them to open P (51) and look at the grammar box and try to give more examples. 5. I will ask Ss to turn to the back of their books and find the appropriate stickers and stick them in the right places. 6. I will point the first example in activity 2 and say What is his favourite food? encouraging Ss to answer. 7. Then I will explain that they will listen to similar sentences and they have to number the pictures according to what they hear. 8. I will direct Ss' attention to the children and ask them what is happening. 9. I will play the CD and have the Ss listen and I will ask students to repeat choral and individual. 10. I will ask Ss to do activity 3 and act the dialogue in pairs. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Read then copy the new words from the board in their notebooks. | | | | | | Closure |
| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **Food Let's play / Phonics**  Lesson ( page reference) **52– 53** | | | | | | |
| 1- After discussion, SWBAT revise and consolidate vocabulary through a guessing game.  2- After showing pictures, SWBAT introduce the numbers 16-20 and 20-100 in tens clearly.  3- After discussion, SWBAT ask for something politely and to thank without mistakes.  4- After playing the CD, SWBAT differentiate and practice the pronunciation of a – ea without mistakes.  5- After playing the CD, SWBAT listen and repeat the words accurately and perform phonics chant .  6- SWBAT enjoy answering the exercise individually and in groups  7- SWBAT spell the new vocabulary correctly.. | | | | | | Performance  Objectives |
| Vocabulary: 16- …. 19 – 20 - 30-…. 100 – dates – grapes – teacher - read  Structure: thank you | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| * Presentation:  1- Revise the previous lessons.  1. Revise the numbers Ss know by singing 123 chant. 2. I will direct Ss' attention to the presentation and ask them what they think what is happening. 3. I will play the CD and ask the Ss to follow along in their books and encouraging them to read the dialogue. 4. I will play the CD (activity 2) and ask the Ss to follow along in their books and encourage Ss to act the dialogue in pairs. 5. I will show activity 1 p: 53 on the board and I will point to a in dates and say the sound couple of times, encouraging Ss to repeat after me. Then I will point to the picture of dates, say it aloud, and do the same with grapes. 6. I will repeat the same procedure with teacher, ea. 7. I will play the CD and ask the Ss to listen and encourage them to read. 8. I will play the chant, pausing after each line for Ss to repeat. 9. Then I will play the chant once more and encourage Ss to read. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Read then copy the new words from the board in their notebooks. | | | | | | Closure |
| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **Food Story time / Revision 4**  Lesson ( page reference) **54 - 55 - 56** | | | | | | |
| 1- After discussion, SWBAT revise and consolidate vocabulary and structures learnt in previous lessons using worksheets and oral revision quickly.  2- After playing the CD, SWBAT listen to a story for fun silently  3- After playing the CD, SWBAT read a story using their books without mistakes  4- SWBAT enjoy answering the exercise individually and in groups | | | | | | Performance  Objectives |
| Vocabulary: Revision: all words of module 2 ( toys and games) – all structures." | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   1. 1- Revise the previous lessons 2. 2- I will hold up the book and tell the Ss that they will listen and read a story with the title Don't Touch the Food. 3. 3- I will point to the first frame and ask Ss to tell me where are they. 4. 4- I will ask Ss questions they can answer such as how many boy? What colour is the carrots? 5. 5- I will play the CD and point to each frame in my book and encourage them to point to each frame in their book and talk about what happens in each frame 6. 6- Then I will play the CD again and invite Ss to shadow read then I will ask them to read. 7. 7- I will hold up the book p56 and point to each of the pictures in the first item and ask What's this? What are the Encouraging Ss to answer It's pasta. / they are dates. 8. 8- I will go through all the pictures asking similar questions.   9- Then I will play the CD and ask Ss to point to the correct picture. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Read and act the story | | | | | | Closure |
| **Lesson Plan Note** | | | | | | |
| / / 143 H | / / 143 H | / / 143 H | / / 143 H | **Date** | Smart class 2 | |
| 4th grade( ) | 4th grade( ) | 4th grade( ) | 4th grade( ) | **Class** |
|  |  |  |  | **School** |
| Module( Number / title) **Food Project / Phonics revision / Smart time 4**  Lesson ( page reference) **57 – 58 - 59** | | | | | | |
| 1- After showing pictures, SWBAT make a food poster.  2- SWBAT revise and consolidate vocabulary and structures learnt in previous lesson  3- After discussion, SWBAT revise talking about food using the food posters they've made correctly.  4- After discussion, SWBAT differentiate between the consonants ***i*** ,***o*** and a, ea learnt in previous lessons using worksheets and oral revision quickly.  5- After discussion, SWBAT use a question mark at the end of the question.  7- After playing the CD, SWBAT listen to cultural information about cloths from different countries silently..  8- SWBAT enjoy answering the exercise individually and in groups | | | | | | Performance  Objectives |
| Vocabulary: kite – bike – nose – rose – dates – grapes – teacher - read  Structure: Always use a question mark at the end of the question. | | | | | | Targeted language |
| Power point, projector, books, pictures, videos and audio | | | | | | Teaching Aids |
| -- Play a game with the student.  -- Check the homework and answer the questions.  -- Do physical exercise. | | | | | | Warm Up |
| Presentation:   1. I will direct Ss' attention to the picture on the page and ask them what the boy is doing. 2. Then I will explain to Ss that they are going to make their own food mobile. 3. I will direct Ss' attention to the picture (activity 2) and ask Ss what is happening. 4. I will read what the boys say and invite Ss to repeat (chorally – in groups – individually). 5. I will divide Ss into pairs and have them present one of the food mobile to each other to their partner and have some pairs present for the whole class. 6. I will write ***i***, o, a and **ea** on the board and stick a flashcard under each sound then I will play CD and encourage Ss to read them. Then we will do activity 2 individually. 7. I will read the note aloud and explain it to Ss. 8. I will point out to the note, read it aloud and explain it to Ss. 9. Then I will write a few sentences (Always use a question mark at the end of the question ) and ask Ss to correct them. | | | | | | Procedure  Skills an Strategies:  Discussion--  Critical thinking--  Creative learning--  Active learning--  Brainstorming--  Concept map --  Role playing--  Gestures --  Others:--  ……………….-- |
| Activity page | | | | | | Assessment |
| Do the homework exercises page ( ) | | | | | | Homework |
| Make a food poster | | | | | | Closure |