

تم تحميل هذا الملف من موقع المناهج السعودية



# موقع المناهج السعودي

\* للحصول على أوراق عمل لجميع الصفوف وجميع المواد اضغط هنا

<https://www.almanahj.com/sa>

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<https://almanahj.com/sa/4>

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<https://almanahj.com/sa/4english>

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<https://www.almanahj.com/sa/4english2>

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<https://www.almanahj.com/sa/grade4>

للحصول على جميع روابط الصفوف على تلغرام وفيسبوك من قنوات وصفحات: اضغط هنا

<https://t.me/sacourse>

Lesson Plan Notes					
Book: Smart class 2 - MM publications		Date			
		Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>
Unit (number/title): <b>Presents</b> Phonics + A chant					
Lesson (page reference): <b>4 - 5</b>					
Performance Objectives	<ul style="list-style-type: none"> <li>- To differentiate between the letter sounds p /p/ and b /b/.</li> <li>- To talk about quantity.</li> <li>- To say and read the chants.</li> <li>- To spell the new vocabulary correctly.</li> </ul>				
Targeted Language	Pencil - pen - book - ball Present - doll - yo-yo - teddy bear - balloon Structure: how many (doll)? Two dolls./ a doll - 2 dolls / an apple- 2 apples				
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps) (Including approximate timings)	<ul style="list-style-type: none"> <li>- I will direct Ss' attention to the picture to see if they can remember the words then I will play the CD and have the Ss listen and point in the first time then repeat.</li> <li>- 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?</li> <li>- I will play the chant and ask the Ss to follow along in their books and encouraging them to read.</li> <li>- Introduce new vocabulary using F.C. and I will have students read choral and individual.( track 7 )</li> <li>- I will play the CD and ask the Ss to listen and encourage them to read.</li> <li>- I will ask Ss to do activity 2 and act the dialogue in pairs.</li> </ul>				
Assessment	Workbook p: 60 activity 1 + 3 /p: 62 activity 2				
Homework	Workbook p:60-61 activity 2 + 4 / p:62 activity 1				
Closure	Read then copy the new words from the board in their notebooks.				

Lesson Plan Notes					
Book: Smart class 2 - MM publications	Date				
	Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>	
Unit (number/title): Presents		Smart kids			
Lesson (page reference): 6 - 7					
Performance Objectives	<ul style="list-style-type: none"> <li>- To identify and talk about clothes.</li> <li>- To read the story correctly.</li> <li>- To spell the new vocabulary correctly</li> <li>- To ask using what and answer using these and those.</li> </ul>				
Targeted Language	Shirt - shoes - hat - thobe - Structures: What are these/ those? They're (thobes).				
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps) (Including approximate timings)	<ol style="list-style-type: none"> <li>1- Revise the previous lessons.</li> <li>2- Introduce new vocabulary using F.C. and I will have students read choral and individual.( track 11 )</li> <li>3- I will play the CD and have the Ss listen.</li> <li>4- I will choose two Ss to read the dialogue for the class.</li> <li>5- I will ask them to open P (7) and look at the grammar box and try to give more examples.</li> <li>6- They will look at shadows (activity 2), listen to four short dialogue, and match the numbers to the shadows.</li> <li>7- I will ask Ss to cut out the cards from page 113 and choose S to demonstrate how the game is played.</li> <li>8- I will divide Ss into pairs and ask them to play the game and I will go around the class and make sure they are using the correct language.</li> </ol>				
Assessment	Workbook p: 63 activity 1				
Homework	Workbook p:63 activity2				
Closure	Read then copy the new words from the board in their notebooks.				

Lesson Plan Notes					
Book: Smart class 2 - MM publications	Date				
	Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>	
Unit (number/title): <b>Presents</b> Comic					
Lesson (page reference): <b>8 - 9</b>					
Performance Objectives	<ul style="list-style-type: none"> <li>- To identify colours.</li> <li>- To ask and answer questions about colours</li> <li>- To spell the new vocabulary correctly.</li> </ul>				
Targeted Language	Orange - pink - brown - black - white				
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps) (Including approximate timings)	<ol style="list-style-type: none"> <li>1- Revise the previous lessons.</li> <li>2- Introduce new vocabulary using F.C. and I will have students read choral and individual.( track 11 )</li> <li>3- I will play the CD and ask the Ss to listen and encourage them to read.</li> <li>4- I will ask them to open P (7) and look at the grammar box and try to give more examples.</li> <li>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.</li> <li>6- I will ask Ss to do activity 3 and act the dialogue in pairs</li> </ol>				
Assessment	Student's book p: 9 activity 3				
Homework	Workbook p:64 activity 1				
Closure	Read then copy the new words from the board in their notebooks.				

Lesson Plan Notes					
Book: Smart class 2 - MM publications	Date				
	Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>	
Unit (number/title): <b>Presents</b> Let's play + Phonics Lesson (page reference): <b>10 - 11</b>					
Performance Objectives	<ul style="list-style-type: none"> <li>- To differentiate between the letter sounds f /f/ and v /v/.</li> <li>- To identify items of clothing.</li> <li>- To say and read the chants.</li> <li>- To spell the new vocabulary correctly.</li> </ul>				
Targeted Language	Jumper - dress - trousers Fish - fat - van - vest Structure: Are they (trousers)? Yes, they're. No they aren't.				
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps) (Including approximate timings)	<ul style="list-style-type: none"> <li>- Revise the previous lessons.</li> <li>- Introduce new vocabulary using F.C. and I will have students read choral and individual.( track 20 )</li> <li>- 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?</li> <li>- Pupils will look at the grammar box on p: 10 and I will encourage them to give more examples.</li> <li>- I will play the CD and ask the Ss to follow along in their books and encouraging them to read.</li> <li>- 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.( track 24 )</li> <li>- I will play the CD and ask the Ss to listen and encourage them to read.</li> </ul>				
Assessment	Workbook p: 65 activity 1 /p: 66 activity 1				
Homework	Workbook p: 66 - 67 activity 2 + 3 + 4				
Closure	Read then copy the new words from the board in their notebooks.				

Lesson Plan Notes					
Book: Smart class 2 - MM publications	Date				
	Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>	
Unit (number/title): Presents Story time + Revision 1					
Lesson (page reference): 12 - 13 - 14					
Performance Objectives	<ul style="list-style-type: none"> <li>- To listen and read for pleasure.</li> <li>- To revise and consolidate vocabulary and structures learnt in previous lessons.</li> <li>- To spell the some of the vocabularies correctly.</li> </ul>				
Targeted Language					
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps) (Including approximate timings)	<ul style="list-style-type: none"> <li>- Revise the previous lessons</li> <li>- I will hold up the book and tell the Ss that they will listen and read a story with the title fishie's presents.</li> <li>- I will point to the first frame and invite them to guess who fishie is?</li> <li>- I will ask Ss to name the objects and ask questions such as what are these? What colour are they?</li> <li>- I will play the CD and point to each frame in my book and encourage them to point to each frame in their book</li> <li>- Then I will play the CD again and invite Ss to shadow read then I will ask them to read.</li> <li>- Then we will do activity 1 on page 14.</li> </ul>				
Assessment	Workbook p: 68 activity 1				
Homework	Workbook p:69 activity 1				
Closure	Read the story				

Lesson Plan Notes					
Book: Smart class 2 - MM publications	Date				
	Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>	
Unit (number/title): <b>Presents</b> Project + Phonics revision + Smart time1					
Lesson (page reference): <b>15 - 16 - 17</b>					
Performance Objectives	<ul style="list-style-type: none"> <li>- To make a room poster.</li> <li>- To revise and consolidate vocabulary and structures learnt in previous lesson.</li> <li>- To differentiate between the letter sounds p /p/ and b /b/ and f /f/, v /v/.</li> <li>- To use capital letters in names.</li> <li>- To provide Ss with cultural information.</li> </ul>				
Targeted Language	Pencil - pen - book - ball - fish - fat - van - vest Structure: Names begin with capital letters.				
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps)	<ul style="list-style-type: none"> <li>- I will direct Ss' attention to the picture on the page and ask them what the boy is doing/ what clothes the boy is making then 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.</li> <li>- 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.</li> <li>- I will read the note aloud and explain it to Ss.</li> <li>- 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.</li> <li>- 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?</li> <li>- I will ask Ss to read activity 1 and do activity 2.</li> </ul>				
Assessment	Student's book p: 17 activity 2				
Homework	Workbook p:70 activity 1				
Closure	Do the project.				

Lesson Plan Notes					
Book: Smart class 2 - MM publications		Date			
		Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>
Unit (number/title): Toys and games			Phonics + A chant		
Lesson (page reference): 18 - 19					
Performance Objectives	<ul style="list-style-type: none"> <li>- To practice the pronunciation of consonant digraph ch/ sh</li> <li>- To say the chants.</li> <li>- To give and follow simple instructions.</li> <li>- To spell the new vocabulary correctly.</li> </ul>				
Targeted Language	Chair - teacher - short - fish Action: stand up - sit down - turn around - clap your hands Structure: imperative - affirmative				
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps) (Including approximate timings)	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Then I will play the chant and ask Ss to follow in their books.</li> <li>- Introduce new vocabulary using F.C. and I will have students read choral and individual and I will ask them to act them</li> <li>- I will play the chant and ask the Ss to follow along in their books and encouraging them to read.</li> <li>- I will ask Ss to do activity 2 and act it.</li> </ul>				
Assessment	Workbook p: 72 activity 1 + 2 + 3				
Homework	Workbook p:72 activity 4 / p:74 activity 1 + 2				
Closure	Read then copy the new words from the board in their notebooks.				



Lesson Plan Notes					
Book: Smart class 2 - MM publications	Date				
	Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>	
Unit (number/title): Toys and games			Smart kids		
Lesson (page reference): 20 - 21					
Performance Objectives	<ul style="list-style-type: none"> <li>- To identify toys.</li> <li>- To read the story correctly.</li> <li>- To spell the new vocabulary correctly</li> <li>- To talk about possession.</li> </ul>				
Targeted Language	bike - kite - plane - car. Structures: I have got a (kite) / I haven't got a (bike)				
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps) (Including approximate timings)	<ol style="list-style-type: none"> <li>1- Revise the previous lessons.</li> <li>2- Introduce new vocabulary using F.C. and I will have students read choral and individual.</li> <li>3- I will play the CD and have the Ss listen.</li> <li>4- I will choose two Ss to read the dialogue for the class.</li> <li>5- I will ask them to open P (21) and look at the grammar box and try to give more examples.</li> <li>6- I will point to the example (activity 2) and ask what toy Hassan got? and encourage Ss to answer.</li> <li>7- 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.</li> <li>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</li> <li>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.</li> </ol>				
Assessment	Student's book p: 21 activity 1				
Homework	Workbook p:75 activity 1+2				
Closure	Read then copy the new words from the board in their notebooks.				

Lesson Plan Notes					
Book: Smart class 2 - MM publications	Date				
	Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>	
Unit (number/title): Toys and games		Comic			
Lesson (page reference): 22 - 23					
Performance Objectives	<ul style="list-style-type: none"> <li>- To identify furniture and toys.</li> <li>- To identify prepositions of location.</li> <li>- To ask and answer about location.</li> <li>- To spell the new vocabulary correctly.</li> </ul>				
Targeted Language	box - robot - bed - in - on Structure: Where is the (ball)? It's (in) the (box)				
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps) (Including approximate timings)	<ol style="list-style-type: none"> <li>1- Revise the previous lessons.</li> <li>2- Introduce new vocabulary using F.C. and I will have students read choral and individual.</li> <li>3- I will play the CD and have the Ss listen.</li> <li>4- I will choose two Ss to read the dialogue for the class.</li> <li>5- I will ask them to open P (23) and look at the grammar box and try to give more examples.</li> <li>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.</li> <li>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.</li> <li>8- I will ask Ss to do activity 3 and act the dialogue in pairs.</li> </ol>				
Assessment	Student's book p: 23 activity 3				
Homework	Workbook p: 76 activity 1				
Closure	Read then copy the new words from the board in their notebooks.				

Lesson Plan Notes					
Book: Smart class 2 - MM publications		Date			
		Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>
Unit (number/title): Toys and games			Let's play + Phonics		
Lesson (page reference): 24 - 25					
Performance Objectives	<ul style="list-style-type: none"> <li>- To revise and consolidate vocabulary through a guessing game.</li> <li>- To ask and answer questions about possession.</li> <li>- To practice the pronunciation of th /<sup>θ</sup>/ - th /<sup>ð</sup>/.</li> <li>- To spell the new vocabulary correctly.</li> <li>- To say a phonics chant.</li> </ul>				
Targeted Language	thin - thirteen - this - that Structure: Have you got a (car)? Yes, I have./ No, I haven't				
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps) (Including approximate timings)	<ul style="list-style-type: none"> <li>- Revise the previous lessons.</li> <li>- Revise the toys Ss know by playing the game Mime the toy</li> <li>- I will direct Ss' attention to the presentation and ask them what they think is happening.</li> <li>- I will play the CD and ask the Ss to follow along in their books and encouraging them to read the dialogue.</li> <li>- Pupils will look at the grammar box on p: 24 and I will encourage them to give more examples.</li> <li>- 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.</li> <li>- I will show activity 1 p: 25 on the board and I will point to th in thin and say /<sup>θ</sup>/ 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.</li> <li>- I will repeat the same procedure with this, th /<sup>ð</sup>/.</li> <li>- I will play the CD and ask the Ss to listen and encourage them to read.</li> <li>- I will play the chant, pausing after each line for Ss to repeat.</li> <li>- Then I will play the chant once more and encourage Ss to read.</li> </ul>				
Assessment	Student's book p: 24 activity 2 Workbook p: 78 activity 1 + 2				
Homework	Workbook p: 77 activity 1 / p: 79 activity 3 + 4				
Closure	Read then copy the new words from the board in their notebooks.				

Lesson Plan Notes					
Book: Smart class 2 - MM publications		Date			
		Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>
Unit (number/title): Toys and games			Story time + Revision 1		
Lesson (page reference): 26 - 27 - 28					
Performance Objectives	<ul style="list-style-type: none"> <li>- To listen and read for pleasure.</li> <li>- To revise and consolidate vocabulary and structures learnt in previous lessons.</li> <li>- To spell the some of the vocabularies correctly.</li> </ul>				
Targeted Language					
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps) (Including approximate timings)	<ul style="list-style-type: none"> <li>- Revise the previous lessons</li> <li>- I will hold up the book and tell the Ss that they will listen and read a story with the title Toy Robot.</li> <li>- I will point to the first frame and invite Ss to name all the toys they can see.</li> <li>- I will ask Ss questions they can answer such as What colour is the kite?</li> <li>- 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</li> <li>- Then I will play the CD again and invite Ss to shadow read then I will ask them to read.</li> <li>- 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?</li> <li>- Then I will play the CD and ask Ss to point to the correct picture.</li> <li>- Then 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.</li> </ul>				
Assessment	Workbook p: 80 activity 1 / p: 81 activity 2				
Homework	Workbook p:80 activity 2 / p: 81 activity 1				
Closure	Read the story				

Lesson Plan Notes					
Book: Smart class 2 - MM publications	Date				
	Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>	
Unit (number/title): Toys and games		Smart Time 2			
Lesson (page reference): 31					
Performance Objectives	- To provide Ss with cultural information.				
Targeted Language					
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps)	<ul style="list-style-type: none"> <li>- I will direct Ss' attention to the picture on toyshop and tell them that there are a few of the toys they can find on each floor in the toyshop.</li> <li>- I will ask Ss to name the toys they know and say the once they don't know in English.</li> <li>- I will play the CD and ask Ss to follow in their books.</li> <li>- I will explain any unknown words.</li> <li>- I will draw Ss' attention to the photos of the toys and explain that they have to write the corresponding number of the floor on which they can find each one.</li> <li>- I will ask Ss to do the activity in pairs.</li> </ul>				
Assessment	Student's book p: 31 activity 1				
Homework					
Closure	Play a guessing game				

Lesson Plan Notes					
Book: Smart class 2 - MM publications		Date			
		Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>
Unit (number/title): Toys and games			Project + Phonics revision		
Lesson (page reference): 29 - 30					
Performance Objectives	<ul style="list-style-type: none"> <li>- To make a room poster.</li> <li>- To revise and consolidate vocabulary and structures learnt in previous lesson.</li> <li>- To differentiate between the consonant digraphs <i>ch</i> and <i>sh</i>.</li> <li>- To practice the pronunciation of <i>th</i>.</li> <li>- To use capital letters in sentences.</li> </ul>				
Targeted Language	chair - teacher - short - fish - thin - thirteen - this - that. Structure: I is always written with capital letters.				
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps)	<ul style="list-style-type: none"> <li>- 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.</li> <li>- I will direct Ss' attention to the picture (activity 2) and ask Ss what is happening.</li> <li>- I will read what the boys say and invite Ss to repeat (chorally - in groups - individually).</li> <li>- 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.</li> <li>- I will write <i>ch</i> and <i>sh</i>, <i>th</i> 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.</li> <li>- I will read the note aloud and explain it to Ss.</li> <li>- 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.</li> </ul>				
Assessment	Student's book p: 30 activity 2				
Homework	Workbook p:82 activity 1				
Closure	Do the project.				

Lesson Plan Notes					
Book: Smart class 2 - MM publications		Date			
		Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>
Unit (number/title): My body Phonics + A chant Lesson (page reference): 32 - 33					
Performance Objectives	<ul style="list-style-type: none"> <li>- To practice the pronunciation of consonant digraph a/ i</li> <li>- To say the chants.</li> <li>- To give and follow simple instructions.</li> <li>- To identify parts of face</li> </ul>				
Targeted Language	cat - fat - hat - fin - tin - fish ears - eyes - nose - mouth - touch Structure: imperative - negative.				
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps) (Including approximate timings)	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Then I will play the chant and ask Ss to follow in their books.</li> <li>- Introduce new vocabulary using the projector and I will have students read choral and individual.</li> <li>- I will ask Ss what they see in the pictures (activity 1).</li> <li>- I will tell Ss that they are going to listen to a chant.</li> <li>- I will play the chant and ask the Ss to follow along in their books and encouraging them to read.</li> <li>- Then I will play the CD again and mime the action, encouraging Ss to do the same.</li> <li>- Then I will ask the to match pictures to the verses of the chant</li> <li>- I will draw Ss' attention to the grammar box at the bottom of the page, read the sentences aloud, and explain it to them.</li> </ul>				
Assessment	Workbook p: 84 activity 1 + 2 + 3 / p: 86 activity 1				
Homework	Workbook p:85 activity 4 / p:86 activity 2				
Closure	Read then copy the new words from the board in their notebooks.				

Lesson Plan Notes					
Book: Smart class 2 - MM publications	Date				
	Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>	
Unit (number/title): My body		Smart kids			
Lesson (page reference): 34 - 35					
Performance Objectives	<ul style="list-style-type: none"> <li>- To describe physical appearance.</li> <li>- To read the story correctly.</li> <li>- To spell the new vocabulary correctly</li> <li>- To talk about parts of the body.</li> </ul>				
Targeted Language	Head - arms - legs - hands - long Structures: She / He / It has got (long legs)				
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps) (Including approximate timings)	<ol style="list-style-type: none"> <li>1- Revise the previous lessons.</li> <li>2- Introduce new vocabulary using F.C. and I will have students read choral and individual.</li> <li>3- I will play the CD and have the Ss listen.</li> <li>4- I will choose two Ss to read the dialogue for the class.</li> <li>5- I will ask them to open P (35) and look at the grammar box and try to give more examples.</li> <li>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.</li> <li>7- I will read the first sentence and encourage Ss to point to the right picture.</li> <li>8- Then I will explain that they will listen to similar sentences and they have to match the description they hear to the correct picture.</li> <li>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</li> <li>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.</li> </ol>				
Assessment	Student's book p: 35 activity 3				
Homework	Workbook p:87 activity 1				
Closure	Read then copy the new words from the board in their notebooks.				



Lesson Plan Notes					
Book: Smart class 2 - MM publications	Date				
	Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>	
Unit (number/title): My body Comic					
Lesson (page reference): 36 - 37					
Performance Objectives	<ul style="list-style-type: none"> <li>- To identify body parts.</li> <li>- To describe physical appearance.</li> <li>- To spell the new vocabulary correctly.</li> </ul>				
Targeted Language	fingers - toes - teeth - feet - tail structure: She / He / It hasn't got (long fingers)				
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps) (Including approximate timings)	<ol style="list-style-type: none"> <li>1- Revise the previous lessons.</li> <li>2- Introduce new vocabulary using the projector and I will ask Ss to read choral and individual.</li> <li>3- I will play the CD and have the Ss listen.</li> <li>4- I will choose two Ss to read the dialogue for the class.</li> <li>5- I will ask them to open P (37) and look at the grammar box and try to give more examples.</li> <li>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.</li> <li>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.</li> <li>8- I will direct Ss' attention to the children and ask them what is happening.</li> <li>9- I will play the CD and have the Ss listen and I will ask students to repeat choral and individual.</li> <li>10- I will ask Ss to do activity 3 and act the dialogue in pairs.</li> </ol>				
Assessment	Student's book p: 23 activity 3				
Homework	Workbook p: 76 activity 1				
Closure	Read then copy the new words from the board in their notebooks.				

Lesson Plan Notes					
Book: Smart class 2 - MM publications		Date			
		Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>
Unit (number/title): My body		Let's play + Phonics			
Lesson (page reference): 38 - 39					
Performance Objectives	<ul style="list-style-type: none"> <li>- To revise and consolidate vocabulary through a guessing game.</li> <li>- To ask and answer questions about animals' characteristic.</li> <li>- To practice the pronunciation of e – o.</li> <li>- To say a phonics chant.</li> </ul>				
Targeted Language	red - egg - fox - box Structure: Has it got a (long tail)? Yes, it has./ No, it hasn't				
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps) (Including approximate timings)	<ul style="list-style-type: none"> <li>- Revise the previous lessons.</li> <li>- Revise the body parts Ss know by playing the game buzz says.</li> <li>- I will direct Ss' attention to the presentation and ask them what they think is happening.</li> <li>- I will play the CD and ask the Ss to follow along in their books and encouraging them to read the dialogue.</li> <li>- Pupils will look at the grammar box on p: 38 and I will encourage them to give more examples.</li> <li>- 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.</li> <li>- 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.</li> <li>- I will repeat the same procedure with fox, o.</li> <li>- I will play the CD and ask the Ss to listen and encourage them to read.</li> <li>- I will play the chant, pausing after each line for Ss to repeat.</li> <li>- Then I will play the chant once more and encourage Ss to read.</li> </ul>				
Assessment	Student's book p: 24 activity 2 Workbook p: 78 activity 1 + 2				
Homework	Workbook p: 77 activity 1 / p: 79 activity 3 + 4				
Closure	Read then copy the new words from the board in their notebooks.				

Lesson Plan Notes					
Book: Smart class 2 - MM publications		Date			
		Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>
Unit (number/title): My body		Story time + Revision 1			
Lesson (page reference): 40 - 41 - 42					
Performance Objectives	<ul style="list-style-type: none"> <li>- To listen and read for pleasure.</li> <li>- To revise and consolidate vocabulary and structures learnt in previous lessons.</li> </ul>				
Targeted Language					
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps) (Including approximate timings)	<ul style="list-style-type: none"> <li>- Revise the previous lessons</li> <li>- I will hold up the book and tell the Ss that they will listen and read a story with the title Big Mouth.</li> <li>- I will point to the first frame and invite Ss to name all the toys they can see.</li> <li>- I will ask Ss questions they can answer such as how many fish? What colour are they?</li> <li>- 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</li> <li>- Then I will play the CD again and invite Ss to shadow read then I will ask them to read.</li> <li>- 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.</li> <li>- I will go through all the pictures asking similar questions.</li> <li>- Then I will play the CD and ask Ss to point to the correct picture.</li> </ul>				
Assessment	Workbook p: 80 activity 1 / p: 81 activity 2				
Homework	Workbook p:80 activity 2 / p: 81 activity 1				
Closure	Read the story				

Lesson Plan Notes					
Book: Smart class 2 - MM publications		Date			
		Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>
Unit (number/title): My body Project + Phonics revision					
Lesson (page reference): 43 - 44					
Performance Objectives	<ul style="list-style-type: none"> <li>- To make animal puppets.</li> <li>- To revise and consolidate vocabulary and structures learnt in previous lesson.</li> <li>- To differentiate between <i>a, i, e</i> and <i>o</i>.</li> <li>- To start a sentence with a capital letters and finish with a full stop.</li> </ul>				
Targeted Language	cat - hat - fin - fish - red - egg - fox - box Structure: All sentences start with a capital letter and finish with full stop.				
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps)	<ul style="list-style-type: none"> <li>- I will direct Ss' attention to the picture on the page and ask them what the boy is doing.</li> <li>- Then I will explain to Ss that they are going to make their own animal puppets.</li> <li>- I will direct Ss' attention to the picture (activity 2) and ask Ss what is happening.</li> <li>- I will read what the boys say and invite Ss to repeat (chorally - in groups - individually).</li> <li>- 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.</li> <li>- I will write <i>a, e, i</i> and <i>o</i> 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.</li> <li>- I will read the note aloud and explain it to Ss.</li> <li>- I will point out to the note, read it aloud and explain it to Ss.</li> <li>- Then I will write a few sentences (all words in small letters, without a full stop) and ask Ss to correct them.</li> </ul>				
Assessment	Student's book p: 30 activity 2				
Homework	Workbook p:82 activity 1				
Closure	Do the project.				

Lesson Plan Notes					
Book: Smart class 2 - MM publications		Date			
		Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>
Unit (number/title): Food		Phonics + A chant			
Lesson (page reference): 46 - 47					
Performance Objectives	<ul style="list-style-type: none"> <li>- To practice the pronunciation of consonant digraph i/ o.</li> <li>- To say the chants.</li> <li>- To express likes.</li> <li>- To identify fruit.</li> </ul>				
Targeted Language	kite - bike - nose - rose bananas - grapes - dates - strawberries - oranges Structure: I like banana.				
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps) (Including approximate timings)	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Then I will play the chant and ask Ss to follow in their books.</li> <li>- Introduce new vocabulary using the projector and I will have students read choral and individual.</li> <li>- I will ask Ss what they see in the pictures (activity 1).</li> <li>- I will tell Ss that they are going to listen to a chant.</li> <li>- I will play the chant and ask the Ss to follow along in their books and encouraging them to read.</li> <li>- Then I will play the CD again and ask the to match pictures to the verses of the chant</li> <li>- I will draw Ss' attention to the verse ( I like ..... ) , read the sentences aloud, and explain it to them.</li> <li>- Then I will ask the to circle the correct answers according to what they hear (activity 2).</li> </ul>				
Assessment	Workbook p: 96 activity 1 + 2 / p: 98 activity 1				
Homework	Workbook p:98 activity 3 + 4 / p:98 activity 2				
Closure	Read then copy the new words from the board in their notebooks.				

Lesson Plan Notes					
Book: Smart class 2 - MM publications	Date				
	Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>	
Unit (number/title): Food		Smart kids			
Lesson (page reference): 48 - 49					
Performance Objectives	<ul style="list-style-type: none"> <li>- To identify food.</li> <li>- To express likes and dislikes.</li> <li>- To ask and answer about what food one likes.</li> </ul>				
Targeted Language	carrots - rice - eggs - beans Structures: She / He / It has got (long legs)				
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps)	<ul style="list-style-type: none"> <li>- Revise the previous lessons.</li> <li>- Introduce new vocabulary using F.C. and I will have students read choral and individual.</li> <li>- I will play the CD and have the Ss listen.</li> <li>- I will choose two Ss to read the dialogue for the class.</li> <li>- I will ask them to open P (49) and look at the grammar box and try to give more examples.</li> <li>- I will play the CD encourage Ss to circle to the right face.</li> <li>- Then I will explain that they will listen to similar sentences and they have to choose.</li> <li>- 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.</li> </ul> 11- 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.				
Assessment	Student's book p: 49 activity 3				
Homework	Workbook p:99 activity 1				
Closure	Read then copy the new words from the board in their notebooks.				

Lesson Plan Notes					
Book: Smart class 2 - MM publications	Date				
	Class	4 <sup>th</sup> <A>	4 <sup>th</sup> <B>	4 <sup>th</sup> <G>	
Unit (number/title): Food Comic Lesson (page reference): 50 - 51					
Performance Objectives	<ul style="list-style-type: none"> <li>- To identify food.</li> <li>- To ask and answer about one's favourite food.</li> <li>- To spell the new vocabulary correctly.</li> </ul>				
Targeted Language	pizza - ice cream - pasta structure: What's your favourite food? Pasta.				
Teaching Aids	<input type="checkbox"/> Laptop <input type="checkbox"/> flash cards <input type="checkbox"/> pictures <input type="checkbox"/> projector <input type="checkbox"/> Book <input type="checkbox"/> colored markers <input type="checkbox"/> CD <input type="checkbox"/> real objects <input type="checkbox"/> poster				
Warm Up	(5 minutes) <u>after greeting the pupils both chorally and individually</u> <input type="checkbox"/> A chant ..... <input type="checkbox"/> a game ..... <input type="checkbox"/> Physical exercise .....				
Procedure(Steps) (Including approximate timings)	<ul style="list-style-type: none"> <li>- Revise the previous lessons.</li> <li>- Introduce new vocabulary using the projector and I will ask Ss to read choral and individual.</li> <li>- I will play the CD and have the Ss listen.</li> <li>- I will choose two Ss to read the dialogue for the class.</li> <li>- I will ask them to open P (51) and look at the grammar box and try to give more examples.</li> <li>- I will ask Ss to turn to the back of their books and find the appropriate stickers and stick them in the right places.</li> <li>- I will point the first example in activity 2 and say What is his favourite food? encouraging Ss to answer.</li> <li>- Then I will explain that they will listen to similar sentences and they have to number the pictures according to what they hear.</li> <li>- I will direct Ss' attention to the children and ask them what is happening.</li> <li>- I will play the CD and have the Ss listen and I will ask students to repeat choral and individual.</li> <li>- I will ask Ss to do activity 3 and act the dialogue in pairs.</li> </ul>				
Assessment	Student's book p: 51 activity 3				
Homework	Workbook p: 100 activity 1				
Closure	Read then copy the new words from the board in their notebooks.				