

تم تحميل وتوفير المادة من

موقع كتبي

المدرسية اونلاين



www.ktbby.com

موقع كتبي يعرض لكم الكتب الدراسية الطبعة الجديدة
وحلولها، توزيع مناهج، تحضير، أوراق عمل، عروض
بوربوينت، نماذج إختبارات بشكل مباشر PDF

جميع الحقوق محفوظة للقائمين على العمل



وزارة التعليم
Ministry of Education

المملكة العربية السعودية
وزارة التعليم

الإدارة العامة للتعليم
مدرسة.

رؤية
VISION
2030

Preparation Of Smart Class (4)

Teacher :

.....



Smart class 4

Unit(1)	MY FAVOURITE FOOD	Date				
Lesson(1)	Phonics	Class	5 th <A>	5 th 	5 th <G>	5 th <D>

Introduction a - intr Direct students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids flashcards of frog, fruit, prince, princess
phonics cards of (fr, pr)

Objectives:	Structures	Procedure	Modern teaching strategies	Verification
-------------	------------	-----------	----------------------------	--------------

<ul style="list-style-type: none"> to practice the pronunciation of r blends (fr, pr) to say a phonics chant / poem <div style="text-align: center; margin-top: 20px;">  <p style="color: blue; font-weight: bold;">princess</p> </div>	<p style="text-align: center;">A friend I'm a princess. And I've got a friend. It is a frog.</p>	<p style="color: red; font-weight: bold; text-decoration: underline;">1-Listen and say</p> <p>Write fr and pr on the board. Under each consonant blend stick the flashcards with the words that start with that sound.</p> <ul style="list-style-type: none"> Point to fr and say /fr/ a couple of times, encouraging Ss to repeat after you. Then point to each of the word (frog, fruit) and say them aloud, having Ss repeat after you. Follow the same procedure with pr. <p style="color: red; font-weight: bold; text-decoration: underline;">2- Listen and chant</p> <p>Direct Ss' attention to the picture, point to different items and ask them questions they can answer, e.g. Who's that? (He's the prince.) Who's that? (She's the princess.) What's that? (It's a frog.) What colour is the frog? (It's green.)</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p style="color: blue; font-weight: bold; text-decoration: underline;">Evaluation:</p> <p>Q: practice listening for specific information and following directions.</p> <div style="text-align: center; margin: 10px 0;">  <p style="color: red; font-weight: bold; font-size: 1.2em;">fruit</p> </div> <p>Q: Use nonlinear information and key words.</p>
---	--	---	--	---

Home work: They'll complete answering the exercises in their workbooks page. ().



Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Smart class 4

Unit(1)	MY FAVOURITE FOOD	Date			
Lesson(2)	A chant	Class	5 th <A>	5 th 	5 th <G> 5 th <D>

Introduction a - intrDirect students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids flashcards of meat, chicken, cheese, peas, tomato, tomatoes, sandwich, sandwiches

Objectives:	Structures	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • to say a chant / poem • to identify kinds of food. • to express likes and dislikes. <div style="text-align: center; margin-top: 20px;">  <p style="font-size: 24px; margin-top: 5px;">cheese</p> </div>	<p>.(I like (sandwiches .(You like (chicken .(I don't like (meat You don't like (peas).</p> <hr style="border: 1px solid black;"/> <p style="text-align: center; color: blue;">Vocabulary</p> <hr style="border: 1px solid black;"/> <p>Food: meat, chicken, cheese, peas tomato - tomatoes sandwich - sandwiches,</p>	<p>1- Listen and match. Then say.</p> <ul style="list-style-type: none"> •Have Ss open their books to page 5 .Direct Ss' attention to the vocabulary section. Play the CD a few times and have Ss point to the kinds of food and repeat. <p>2- Look at activity 1 and complete.</p> <ul style="list-style-type: none"> •Explain to Ss that each of the characters is talking about the likes and dislikes of one another •Tell Ss that they have to complete each sentence by referring to the chant / poem in the previous activity. <p>2- Look at activity 1 and complete.</p> <p>Direct Ss' attention to the picture and ask them what the boys are doing. (The boy on the left is pointing to different kinds of food in the first activity and telling the other boy what he likes and doesn't like.)</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p style="color: blue; text-decoration: underline;">Evaluation:</p> <p>Q: practice listening for specific information and following directions.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Q: Use nonlinear information and key words.</p>

Home work: They'll complete answering the exercises in their workbooks page. ().

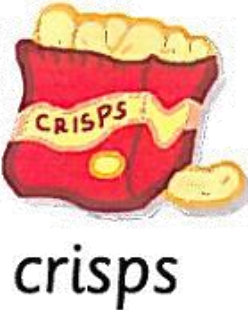

Evaluation tools oral tests written tests observation discussion exercises activities others.....

Smart class 4

Unit(1)	MY FAVOURITE FOOD	Date				
Lesson(3)	smart kids	Class	5 th <A>	5 th 	5 th <G>	5 th <D>

Introduction a - intr Direct students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids flashcards of crisps, soup, tea, beans, milk, orange juice

Objectives:	Structures	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • To identify kinds of food and drink. • To ask and answer questions about. • One's likes and dislikes. 	<p>Do you like (milk)? Yes, I do. / No, I don't. I like crisps. They're (salty.(I don't like orange juice. It's (sour).</p> <p>Vocabulary</p> <p>Food and drink: crisps, soup, tea, beans, milk, orange juice</p> <p>Adjectives: salty, sweet, cold, hot, sour,</p>	<p>1- Look and listen. Ask Ss, in L1, what they think is happening. (Reema and her friend choose what they want to eat and drink from the school cafeteria. The parrot sees one of the girl's apple and eats it without the girl noticing. Then both girls try to figure out what happened to the apple.)</p> <p>2- What do they like? Look at activity 1 and write. Ss have to refer to the first activity and write what each of the girls and the parrot like underneath each picture.</p> <p>3- Activity 3 Direct Ss' attention to the boys in the picture and ask them to guess what they are doing. (They are looking at the kinds of food and drink and they are asking each other questions.)</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p>Evaluation:</p> <p>Q: practice listening for specific information and following directions.</p>  <p>Q: Use nonlinear information and key words.</p>

Home work: They'll complete answering the exercises in their workbooks page. ().



Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Smart class 4

Unit (1)	MY FAVOURITE FOOD	Date			
Lesson(4+5)	Comic & (let's Play)	Class	5 th <A>	5 th 	5 th <G> 5 th <D>

Introduction a - intrDirect students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids flashcards , photocopies , word cards , Blu tack

Objectives:	Structures	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • to identify kinds of food and drink. • to say / ask what one wants / doesn't want. • to do a survey. • to talk about what someone has for breakfast / lunch / dinner <div style="text-align: center; margin-top: 10px;">  </div>	<p>It's bad for you. Do you want (a salad)? Yes, I do./ Yes please. / No, I don't. / No, thanks</p> <p>What do you have for (breakfast)?</p> <hr/> <p style="text-align: center;">Vocabulary</p> <hr/> <p>Food and drink: cereal, pancakes, omelette, chips, water, bread Meals: breakfast, lunch, dinner,</p>	<p>1- warm up Stick the flashcards of chocolate, vegetables, sweets, lemonade, salad on the board. Point to each one, say the word and encourage Ss to repeat after you. Have Ss open their books to page 8 and point out the vocabulary section. Say the words again in random order and have Ss repeat and point. Stick the flashcards of the tomatoes, crisps, peas, beans, milk, chocolate, vegetables, sweets, lemonade, fruit, soup, orange juice on the board. Point to a flashcard, e.g. chocolate. Choose a S to name it and then say if he/she wants it or not and why, e.g. I don't want a chocolate. It's bad for you. Stick the flashcards of breakfast (cereal, pancakes), lunch (omelette, chips, and water), and dinner (bread) on the board.</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p><u>Evaluation:</u></p> <p>Q: practice listening for specific information and following directions.</p> <div style="text-align: center; margin: 10px 0;">  </div> <p>Q: Use nonlinear information and key words.</p>

Home work: They'll complete answering the exercises in their workbooks page. ().

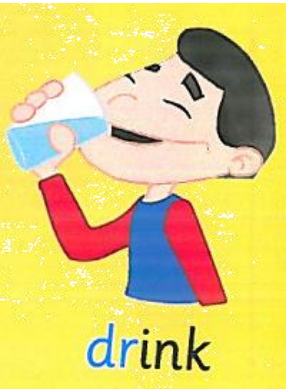
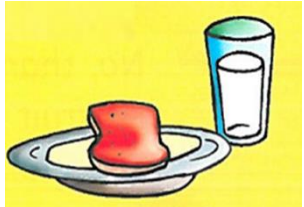
Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Smart class 4

Unit(1)	MY FAVOURITE FOOD	Date				
Lesson(6)	Phonics	Class	5 th <A>	5 th 	5 th <G>	5 th <D>

Introduction a - intr Direct students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids phonics cards of (br, dr) enough for all Ss
flashcards brush, breakfast, dress, drink

Objectives:	Structures	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • to practice the pronunciation of r blends (br, dr) • to perform a phonics chant • to say the letters of the alphabet  <p align="center">drink</p>	<p>In the morning Your dress is on the chair. Eat your breakfast. Brush your teeth and Brush your hair!</p> <hr/> <p align="center"><i>Vocabulary</i></p> <hr/> <p>brush, breakfast, dress, drink</p>	<p>1- Listen and say. Ss match the words with the pictures, as in the example •Make sure Ss have matched the words with the pictures correctly.</p> <p>2- Listen and chant. Direct Ss' attention to the pictures and ask Ss what the girl is doing in each one. Play the chant / poem In the morning and have Ss listen and follow along in their books. •Play the chant / poem again, pausing after each line for Ss to repeat. •Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p>Evaluation:</p> <p>Q: practice listening for specific information and following directions.</p>  <p>Q: Use nonlinear information and key words.</p>

Home work: They'll complete answering the exercises in their workbooks page. ().


Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Smart class 4

Unit(1)	MY FAVOURITE FOOD	Date				
Lesson(7,8,9)	story time + Project + Revision	Class	5 th <A>	5 th 	5 th <G>	5 th <D>

Introduction a - intrDirect students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids blown-up colour photocopies of Story time Good for you vs Bad for you

Objectives:	Structures	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • to listen and read for pleasure • to revise and consolidate vocabulary • and structures learnt in previous lessons • to revise and consolidate vocabulary and structures learnt in previous lessons • to make a room poster 	<p align="center">Good for you vs. Bad for you</p> <hr/> <p align="center"><i>Vocabulary</i></p>	<p>Play the chant / poem In the morning in the SB on p.11 (Track 24 or Track 25) and ask Ss to say the chant / poem along. Stick the flashcards of kinds of food and drink on the board.</p> <p>•Choose one of the flashcards and ask a S Do you want (crisps)? Encourage him/her to answer Yes, I do. / No, I don't. Ask Ss if they remember the title of the story (Good for you vs Bad for you). Ask them to tell you what else they remember from the story.</p> <p>Divide Ss into groups of six or fewer and play Don't break the chain (TM page 14) with the kinds of food and drink they know.</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p>Evaluation:</p> <p>Q: practice listening for specific information and following directions.</p>  <p>Q: Use nonlinear information and key words.</p>

Home work: They'll complete answering the exercises in their workbooks page. ().

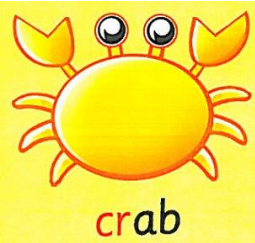
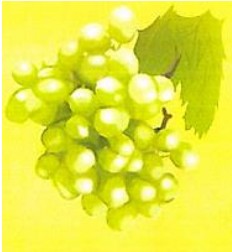
Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Smart class 4

Unit (2)	ON TIME	Date				
Lesson(1)	Phonics	Class	5 th <A>	5 th 	5 th <G>	5 th <D>

Introduction a - intr Direct students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids flashcards of crisps, crab, grapes, grey
phonics cards of (cr, gr)

Objectives:	Structures	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> to practice the pronunciation of r blends (cr, gr) to say a phonics chant / poem 	<p>The crocodile and the crab</p> <hr/> <p><i>Vocabulary</i></p> <p>crisps, crab, grapes, grey</p>	<p>1-Listen and say Write cr and gr on the board. Under each consonant blend stick the flashcards with the words that start with that sound. •Point to cr and say /kr/ a couple of times, encouraging Ss to repeat after you. Then point to each of the words (crisps, crab) and say them aloud, having Ss repeat after you. • Follow the same procedure with gr.</p> <p>2- Listen and chant Direct Ss' attention to the picture, point to different items and ask them questions they can answer, e.g. What's that? (A crocodile.) What colour is it? (Green.) What has it got? (Crisps.) What's that? (A crab.) What colour is it? (Orange.) What has it got? (Grapes and dates.)</p>	<ul style="list-style-type: none"> Problem Solving discovery brain storming mental Maps self learning cooperative learning Others... 	<p>Evaluation:</p> <p>Q: practice listening for specific information and following directions.</p>  <p>Q: Use nonlinear information and key words.</p>

Home work: They'll complete answering the exercises in their workbooks page. ().



Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Smart class 4

Unit (2)	ON TIME	Date				
Lesson(2)	A chant	Class	5 th <A>	5 th 	5 th <G>	5 th <D>

Introduction a - intr Direct students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids a calendar

Objectives:	Structures	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • to say a chant / poem • To identify the days of the week. • to talk about one's favorite day  <p align="center">Saturday</p>	<p>What day is it today? It's (Friday). Let's go (to the park)</p> <p>What's your favorite day? (Tuesday.)</p> <p align="center">Vocabulary</p> <p>Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</p>	<p>1- Look and write. Then listen and chant.</p> <ul style="list-style-type: none"> • Hold up a calendar for Ss to see. Point to each of the days of the week and say them aloud. Repeat and have Ss repeat after you. <p>2- Ask and answer.</p> <ul style="list-style-type: none"> • Point to the day on the board again and ask What day is it today? Encourage Ss to answer "It's (Saturday)" <p>Direct Ss' attention to the two boys in the picture and ask them to guess what is happening. The boy on the left is asking his friend what day it is and what his favorite day of the week is</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p align="center">Evaluation:</p> <p>Q: practice listening for specific information and following directions.</p>  <p>Q: Use nonlinear information and key words.</p>

Home work: They'll complete answering the exercises in their workbooks page. ().



Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Smart class 4

Unit (2)	ON TIME	Date				
Lesson(3)	smart kids	Class	5 th <A>	5 th 	5 th <G>	5 th <D>

Introduction a - intrDirect students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids an hour and a minute hand of a clock made from construction paper

Objectives:	Structures	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • to tell the time on the hour. • to ask about time.  <p align="center">night</p>	<p>What's the time? It's (nine) o'clock.</p> <hr/> <p align="center">Vocabulary</p> <hr/> <p>Times of the day: morning, afternoon, evening, night</p>	<p>1- Look and listen. Have Ss look at the presentation and ask them to name all the people they know (Salim, Alex, Alex's mother).</p> <p>2- activity2 Explain to Ss that they have to refer to activity 1 and circle Yes if the sentence is true or No if it's false.</p> <p>3- Listen and draw. Explain to Ss that they are going to hear exchanges similar to the one in the grammar box and they have to draw in the small hand of each clock so that it's pointing to the correct time</p> <p>4- Listen and draw. Explain that Ss have to circle the correct greeting according to the time of the day.</p> <p>5- Listen and draw. Direct Ss' attention to the two boys in the picture and ask them to guess what's happening.</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p align="center">Evaluation:</p> <p>Q: practice listening for specific information and following directions.</p>  <p>Q: Use nonlinear information and key words.</p>

Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Smart class 4


Unit (2)	ON TIME	Date				
Lesson(4+5)	Our world & (let's Play)	Class	5 th <A>	5 th 	5 th <G>	5 th <D>

Introduction a - intrDirect students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids flashcards , photocopies , word cards , Blu tack

Objectives:	Structures	Procedure	Modern teaching strategies	Verification
-------------	------------	-----------	----------------------------	--------------

- to talk about everyday activities.
- to identify prepositions of time.
- to identify and talk about the months and the seasons of the year.



get up

What time do you (get up) I get up at (seven) o'clock.
I (get up) at (ten) o'clock on (Friday).
(May) is the (fifth) month of the year.
It's in (spring).

Vocabulary
Everyday activities: get up, do my homework, go to school, go home, go to bed
Ordinal numbers: first, second, third, fourth,etc.

1- warm up
Present the new vocabulary by miming each of the everyday activities, e.g. pretend you are getting up in the morning and say I get up. Have Ss repeat and mime after you.
•Do this with the rest of the everyday Activities.
Stick the calendar pages on the board. Present the months in a year by pointing to each page of the calendar and saying the months aloud. Do this a couple of times and have Ss repeat after you.
•Then play the game Remember the months.
•Stick the flashcards with the months on the board.
• Ask Ss to look at the months and try to memories them.

- Problem Solving
- discovery brain
- storming
- mental
- Maps
- self-learning
- cooperative
- learning
- Others...
-

Evaluation:

Q: practice listening for specific information and following directions.

February

Sat	Sun	Mon	Tue	Wed	Thu	Fri
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

Q: Use nonlinear information and key words.

Home work: They'll complete answering the exercises in their workbooks page. ().



Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Smart class 4

Unit (2)	ON TIME	Date				
Lesson(6)	Phonics	Class	5 th <A>	5 th 	5 th <G>	5 th <D>

Introduction a - intrDirect students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids **phonics cards of (st and tr.)enough for all Ss**
flashcards of star, stop, tree, train

Objectives:	Structures	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • to practice the pronunciation of the consonant blends st and tr. • to perform a phonics chant • to say the letters of the alphabet 	<p>Lee and me Hey, Lee! Hey, Lee! Climb the tree! How many stars can you see? One, two, three!</p> <p align="center">Vocabulary</p> <p>brush, breakfast, dress, drink</p>	<p>1- Listen and say. Ss match the words with the pictures, as in the example •Make sure Ss have matched the words with the pictures correctly.</p> <p>2- Listen and chant. Direct Ss' attention to the pictures and ask Ss what the girl is doing in each one. Play the chant / poem In the morning and have Ss listen and follow along in their books. •Play the chant / poem again, pausing after each line for Ss to repeat. •Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p>Evaluation:</p> <p>Q: practice listening for specific information and following directions.</p>  <p>Q: Use nonlinear information and key words.</p>

Home work: They'll complete answering the exercises in their workbooks page. ().


Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Smart class 4

Unit (2)	ON TIME	Date				
Lesson(7,8,9)	story time + Project + Revision	Class	5 th <A>	5 th 	5 th <G>	5 th <D>

Introduction a - intrDirect students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids blown-up colour photocopies of Story time What's the time?

Objectives:	Structures	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • to listen and read for pleasure • to revise and consolidate vocabulary • and structures learnt in previous lessons • to revise and consolidate vocabulary and structures learnt in previous lessons 	<p>What's the time?</p>	<p>Tell Ss that you are going to play Month line-up.</p> <ul style="list-style-type: none"> •Divide Ss into two teams (12 Ss in each team). •Give each S in the team a word card of a month and tell them not show it to anyone. Make sure Ss in the same team have a different card. •Ask the two teams to come to the front of the class. •Explain to the Ss in each team that they have to rearrange themselves in a line as fast as they can, according to the order of the months they have. • The team who finishes first, wins. 	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p><u>Evaluation:</u></p> <p>Q: practice listening for specific information and following directions.</p> <div style="text-align: center;">  </div> <p>Q: Use nonlinear information and key words.</p>
	<p>Vocabulary</p>			

Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....



Smart class 4

Unit (3)	AT WORK	Date				
Lesson(1)	Phonics	Class	5 th <A>	5 th 	5 th <G>	5 th <D>

Introduction a - intr Direct students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids flashcards of spoon, spider, snake, snack
phonics cards of (sp, sn)

Objectives:	Structures	Procedure	Modern teaching strategies	Verification
-------------	------------	-----------	----------------------------	--------------



<p>• to practice the pronunciation of s blends (sp, sn) .</p> <p>• to say a phonics chant / poem.</p> 	<p>The snake and the spider</p> <p>The snake and the spider are on a big spoon.</p> <p>It's five o'clock in the afternoon!</p>	<p>1-Listen and say</p> <p>Write sp and sn on the board. Under each consonant blend stick the flashcards with the words that start with that sound.</p> <p>•Point to sp and say /sp/ a couple of times, encouraging Ss to repeat after you. Then point to each of the words (spoon, spider) and say them aloud, having Ss repeat after you.</p> <p>2- Listen and chant</p> <p>Direct Ss' attention to the picture, point to different items and ask them questions they can answer, e.g. What's that? (A snake.) What colour is it? (Green.) What's that? (A spider.) What colour is it? (Black.) What's the time? (It's five o'clock(. What's that? (A spoon.)</p>	<p><input type="radio"/> Problem Solving</p> <p><input type="radio"/> discovery brain</p> <p><input type="radio"/> storming</p> <p><input type="radio"/> mental</p> <p><input type="radio"/> Maps</p> <p><input type="radio"/> self learning</p> <p><input type="radio"/> cooperative</p> <p><input type="radio"/> learning</p> <p><input type="radio"/> Others...</p> <p>.....</p>	<p>Evaluation:</p> <p>Q: practice listening for specific information and following directions.</p>  <p>Q: Use nonlinear information and key words.</p>
	<p align="center"><i>Vocabulary</i></p> <p>spoon, spider, snake, snack</p>			

Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Smart class 4

Unit (3)	AT WORK	Date				
Lesson(2)	A chant	Class	5 th <A>	5 th 	5 th <G>	5 th <D>

Introduction		a - intrDirect students' attention to the photos in the book- Write the topic, skim the lesson.				
Teaching aids		Flashcards , photos , word cards , Blu tack				
Objectives:	Structures	Procedure	Modern teaching strategies	Verification		
<ul style="list-style-type: none"> •to say a chant / poem •To identify occupations. • To talk about one's workplace.  <p>police officer</p>	<p>I work in a (school).</p> <p>You work in a (school)</p> <p>We/They work in a (school).</p> <hr/> <p align="center">Vocabulary</p> <hr/> <p>Occupations: police officer, teacher, waiter, doctor Action: work</p>	<p>1- Listen and match. Then, say.</p> <p>Pretend to be holding a tray and serving and encourage Ss to guess the occupation (waiter)</p> <p>•Repeat the same procedure with the rest of the occupations.</p> <p>2- Play.</p> <p>Direct Ss' attention to the photo and ask them what they think the boys are doing. (They are playing a guessing game. One of the boys is saying where he works and his partner is guessing what his occupation is.)</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p>Evaluation:</p> <p>Q: practice listening for specific information and following directions.</p>  <p>Q: Use nonlinear information and key words.</p>		
Home work:	They'll complete answering the exercises in their workbooks page. ().					
Evaluation tools	<input type="radio"/> Oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....					

Smart class 4


Unit (3)	AT WORK	Date				
Lesson(3)	smart kids	Class	5 th <A>	5 th 	5 th <G>	5 th <D>

Introduction a - intrDirect students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids cut-outs from SB page 127

Objectives:	Structures	Procedure	Modern teaching strategies	Verification
--------------------	-------------------	------------------	-----------------------------------	---------------------

- To identify occupations.
- Talk about what someone does.



chef

Do you (cook) every day? Yes, I do./No, I don't. in the morning / afternoon / evening At night.

Vocabulary

Occupations: farmer, chef

Actions: feed the animals, cook, wash

1- Look and listen.
Have Ss look at the presentation and ask them where the children are (on a farm).

2- Read, look at activity 1 and answer.
Explain to Ss that they have to refer to activity 1 and answer the questions.


3- Listen and number (1-4).
Explain to Ss that they are going to listen to the CD and they have to number the pictures according to what they hear.

4- Play. Use the cut-outs on page 127.
Ask Ss to guess what the boys are doing. (They are playing a card game.)

- Problem Solving
- discovery brain
- storming
- mental
- Maps
- self-learning
- cooperative
- learning
- Others...
-

Evaluation:

Q: practice listening for specific information and following directions.



farmer

Q: Use nonlinear information and key words.

Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....


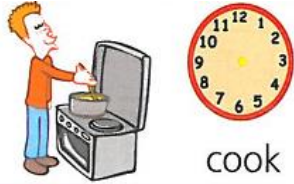
Smart class 4

Unit (3)	AT WORK	Date				
Lesson(4+5)	Comic & (let's Play)	Class	5 th <A>	5 th 	5 th <G>	5 th <D>

Introduction a - intrDirect students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids flashcards , photocopies , word cards , Blu tack

Objectives:	Structures	Procedure	Modern teaching strategies	Verification
-------------	------------	-----------	----------------------------	--------------

<ul style="list-style-type: none"> • To identify occupations. • Talk about what someone doesn't do. • to talk about what time one does something  <p align="center">mechanic</p>	<p>I don't (drive a taxi). You don't (drive a taxi). What time does (Mr. Ahmed get up)? At (seven) o'clock.</p> <p align="center">Vocabulary</p> <p>Occupations: mechanic, taxi driver , zookeeper, pilot ,airport, cage</p> <p>Actions: fix cars, drive , clean</p>	<p>1- warm up Pretend to be a mechanic and a taxi driver and ask Ss to guess the occupations. •Say the words a few times and ask Ss to repeat after you and mime the actions at the same time. •Stick the four flashcards on the board, point to each one and get Ss to repeat after you. Stick the flashcards of the lesson on the board. Point to the flashcard of the zookeeper, say the word a few times and have Ss repeat after you. •Follow the same procedure with the rest of the words. Have Ss open their books to page 38and point to the words in the vocabulary section. •Say the words again in random order and have Ss point and repeat.</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p align="center">Evaluation:</p> <p>Q: practice listening for specific information and following directions.</p>  <p align="center">Q: Use nonlinear information and key words.</p>
--	---	--	--	--

Home work: They'll complete answering the exercises in their workbooks page. ().


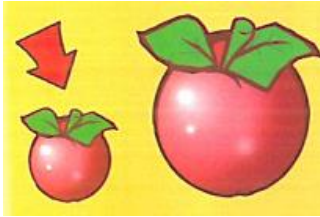
Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Smart class 4

Unit (3)	AT WORK	Date				
Lesson(6)	Phonics	Class	5 th <A>	5 th 	5 th <G>	5 th <D>

Introduction a - intr Direct students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids **phonics cards of (sm, sw.)enough for all Ss**
flashcards of small, smile, swim, swan

Objectives:	Structures	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • to practice the pronunciation of the s blends (sm, sw) • to perform a phonics chant • to say the letters of the alphabet. 	<p>Jim and the swan</p> <p>Look at the boy!</p> <p>His name is Jim</p> <p>He's got a small swan</p> <p>The swan can swim!</p> <hr/> <p align="center">Vocabulary</p> <hr/> <p>small, smile, swim, swan</p>	<p>1- Listen and say.</p> <p>Ss match the words with the pictures, as in the example •Make sure Ss have matched the words with the pictures correctly.</p> <p>2- Listen and chant.</p> <p>Direct Ss' attention to the pictures and ask Ss what the girl is doing in each one. Play the chant / poem In the morning and have Ss listen and follow along in their books.</p> <ul style="list-style-type: none"> •Play the chant / poem again, pausing after each line for Ss to repeat. •Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD. 	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p>Evaluation:</p> <p>Q: practice listening for specific information and following directions.</p>  <p>Q: Use nonlinear information and key words.</p>

Home work: They'll complete answering the exercises in their workbooks page. ().


Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Smart class 4

Unit (3)	AT WORK	Date				
Lesson(7,8,9)	story time + Project + Revision	Class	5 th <A>	5 th 	5 th <G>	5 th <D>

Introduction a - intrDirect students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids **Blown-up colour photocopies of Story time Where's the monkey?**

Objectives:	Structures	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • to listen and read for pleasure • to revise and consolidate vocabulary • and structures learnt in previous lessons • to revise and consolidate vocabulary and structures learnt in previous lessons 	<p align="center">Where's the monkey?</p>	<p>Ask Ss, in L1, if they have ever been to the zoo and if they can name the animals they saw there. Check Ss' previous knowledge on animals.</p> <p>Ask all Ss to stand up and mime an occupation (from the ones they have learnt).</p> <ul style="list-style-type: none"> •Make a ball out of scrunched-up piece of paper, throw it to a S and say, e.g. This is John. He's a waiter. He works in a restaurant. •This S has to stop, choose another S to throw the ball to and say his/her name, the occupation he/she is miming and where he/she works or what he/she does. •Ss continue in the same manner until all of them have had a turn. 	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p>Evaluation:</p> <p>Q: practice listening for specific information and following directions.</p> <div align="center">  </div> <p>Q: Use nonlinear information and key words.</p>
	<p>Vocabulary</p>			

Home work: They'll complete answering the exercises in their workbooks page. ().



Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Smart class 4

Unit (4)	PEOPLE	Date				
Lesson(1)	Phonics	Class	5 th <A>	5 th 	5 th <G>	5 th <D>

Introduction a - intr Direct students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids flashcards of flag, flower, sleep, slippers
phonics cards of (fl, sl)



Objectives:	Structures	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> to practice the pronunciation of l blends (fl, sl) to say a phonics chant / poem.  <p align="center">flower</p>	<p>The small bird The small bird can fly. It's on the flower. It's in the bag. Look! It's on the flag!</p> <hr/> <p align="center">Vocabulary</p> <hr/> <p>flag, flower, sleep, slippers</p>	<p>1-Listen and say Write fl and sl on the board. Under each consonant blend stick the flashcards with the words that start with that sound. •Point to fl and say /fl/ a couple of times, encouraging Ss to repeat after you. Then point to each of the words (flag, flower) and say them aloud, having Ss repeat after you. • Follow the same procedure with sl.</p> <p>2- Listen and chant Direct Ss' attention to the pictures and ask them to name the items. •Explain to Ss that they will listen to the words and they have to number them in the order they hear them.</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p>Evaluation:</p> <p>Q: practice listening for specific information and following directions.</p>  <p>Q: Use nonlinear information and key words.</p>

Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Smart class 4

Unit (4)	PEOPLE	Date				
Lesson(2)	A chant	Class	5 th <A>	5 th 	5 th <G>	5 th <D>



<i>Introduction</i>	a - intrDirect students' attention to the photos in the book- Write the topic, skim the lesson.				
<i>Teaching aids</i>	Flashcards , photos , word cards , Blu tack				
<i>Objectives:</i>	<i>Structures</i>	<i>Procedure</i>	<i>Modern teaching strategies</i>	<i>Verification</i>	
<ul style="list-style-type: none"> • to say a chant / poem • to talk about activities happening at the moment of speaking  <p style="text-align: center;">He's playing football.</p>	<p>I'm/You're playing basketball.</p> <p>She's playing a board game.</p> <p>We/They're playing volleyball.</p> <hr/> <p style="text-align: center;"><i>Vocabulary</i></p> <hr/> <p>Basketball. football.</p> <p>Tennis. volleyball.</p>	<p>1- Listen and match. Then, say.</p> <p>Present the new vocabulary through miming. Pretend you are dribbling a basketball and then shooting the ball and say I'm playing basketball. Repeat this couple of times and have Ss repeat and mime the actions after you.</p> <p>2- Look at activity 1 and say.</p> <p>Direct Ss' attention to the gr ammar box at the bottom of the page. Read the sentences and have Ss repeat. Point out that I'm, He's, She's and They're the short forms of I am, He is, She is and They are respectively.</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p style="text-align: center;"><u>Evaluation:</u></p> <p>Q: practice listening for specific information and following directions.</p>  <p>Q: Use nonlinear information and key words.</p>	
<i>Home work:</i>	They'll complete answering the exercises in their workbooks page. ().				
<i>Evaluation tools</i>	<input type="radio"/> Oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....				

Smart class 4

Unit (4)	PEOPLE	Date			
Lesson(3)	smart kids	Class	5 th <A>	5 th 	5 th <G> 5 th <D>

Introduction a - intrDirect students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids flashcards of trainers, glasses, jeans, jacket, gloves, scarf, wear



Objectives:	Structures	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • to identify and talk about clothes. • to ask and answer about what someone is wearing. <div style="text-align: center; margin-top: 20px;">  <p>wear</p> </div>	<p>Are you wearing (a scarf?)(Yes, I am./No, I'm not.</p> <hr/> <p style="text-align: center;">Vocabulary</p> <p>Clothes and accessories: trainers, glasses, jeans, gloves, scarf, jacket</p> <p>Action: wear</p>	<p>1- Look and listen. Have Ss look at the presentation and ask them where the children are (They are at the park.)</p> <p>2- Read, look at activity 1 and choose. Explain to Ss that they have to refer to activity 1 and circle the correct answer.</p> <p>3- Activity 3 Point to the example and ask Ss Is she wearing gloves? Encourage Ss to answer Yes, she is</p> <p>4- Play. Divide the Ss into pairs and have them play the game making sure they take turns. Have a couple of pairs play the game in front of the class.</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p>Evaluation:</p> <p>Q: practice listening for specific information and following directions.</p> <div style="text-align: center; margin: 20px 0;">  </div> <p>Q: Use nonlinear information and key words.</p>

Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Smart class 4

Unit (4)	PEOPLE	Date			
Lesson(4+5)	Our world & (let's Play)	Class	5 th <A>	5 th 	5 th <G> 5 th <D>

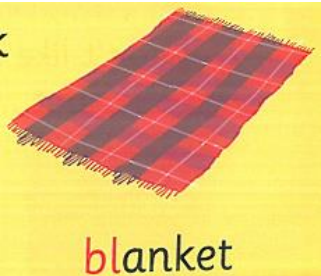

Introduction	a - intrDirect students' attention to the photos in the book- Write the topic, skim the lesson.				
Teaching aids	flashcards , photocopies , word cards , Blu tack				
Objectives:	Structures	Procedure	Modern teaching strategies	Verification	
<ul style="list-style-type: none"> • To talk about sports and games. • to talk about things happening at the moment of speaking. • to identify and talk about clothes. • to talk about possession. 	<p>I'm not (playing table tennis).</p> <p>You aren't (playing tennis).</p> <p>He isn't (playing hide and seek).</p>	<p>1- warm up</p> <p>Hold up the flashcard of They're playing hide and seek. Say the phrase a couple of times and have Ss repeat after you. In L1, briefly describe how the game is played and ask Ss if they play a similar game.</p> <p>•Do the same thing with the rest of the Flashcards.</p> <p>Pretend to be reading and ask the Ss Am I reading? Encourage Ss to answer Yes, you are. Say I'm reading. and write the sentence on the board. Ask the Ss again Am I playing table tennis? Encourage Ss to say No, you aren't. Say I'm not playing table tennis. And write it on the board, under the first sentence. Follow the same procedure with the rest of the persons and write the sentences on the board</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p>Evaluation:</p> <p>Q: practice listening for specific information and following directions.</p>  <p>Q: Use nonlinear information and key words.</p>	
	Vocabulary	Clothes: coat, socks, ,pyjamas, abaya sandals			
Home work:	They'll complete answering the exercises in their workbooks page. ().				
Evaluation tools	<input type="radio"/> Oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....				

Smart class 4

Unit (4)	PEOPLE	Date				
Lesson(6)	Phonics	Class	5 th <A>	5 th 	5 th <G>	5 th <D>

Introduction a - intr Direct students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids phonics cards of (bl, gl) enough for all Ss
flashcards of black, blanket, igloo, gloves

Objectives:	Structures	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> to practice the pronunciation of l blends (bl, gl) to perform a phonics chant to say the letters of the alphabet.  <p align="center">blanket</p>	<p align="center">In the igloo Look at Ralph He's in the igloo He's wearing his gloves and his black scar.</p> <p align="center">Vocabulary</p> <p align="center">black, blanket, igloo, gloves</p>	<p>1- Listen and say. Ss match the words with the pictures, as in the example •Make sure Ss have matched the words with the pictures correctly.</p> <p>2- Listen and chant. Direct Ss' attention to the pictures and ask Ss what the girl is doing in each one. Play the chant / poem In the morning and have Ss listen and follow along in their books. •Play the chant / poem again, pausing after each line for Ss to repeat. •Then play the chant / poem once more and encourage Ss to say the chant / poem along with the CD.</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p>Evaluation:</p> <p>Q: practice listening for specific information and following directions.</p>  <p>Q: Use nonlinear information and key words.</p>

Home work: They'll complete answering the exercises in their workbooks page. ().


Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Smart class 4

Unit (4)	PEOPLE	Date				
Lesson(7,8,9)	story time + Project + Revision	Class	5 th <A>	5 th 	5 th <G>	5 th <D>

Introduction a - intrDirect students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids **Blown-up colour photocopies of Story time I don't like sports**

Objectives:	Structures	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • to listen and read for pleasure • to revise and consolidate vocabulary • and structures learnt in previous lessons • to revise and consolidate vocabulary and structures learnt in previous lessons 	<p>I don't like sports</p>	<p>Stick the flashcards of the sports/ games Ss have learnt in this module on the board.</p> <ul style="list-style-type: none"> •Choose one of them and start miming it. <p>Explain to Ss that they have to guess what you are doing by asking, e.g. Are you playing tennis?</p> <ul style="list-style-type: none"> •Follow the same procedure until you have revised all the sports / games of the module. <p>Play the game "Game show" in the TM on page 83 to revise the vocabulary learnt in this module.</p> <p>Play the game Don't break the chain with the items of clothing learnt in this module.</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p>Evaluation:</p> <p>Q: practice listening for specific information and following directions.</p>  <p>Q: Use nonlinear information and key words.</p>
	<p>Vocabulary</p>			

Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....