



تم تحميل وعرض المادة من :

موقع واجباتي

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موقع واجباتي منصة تعليمية تساهم بنشر
حل المناهج الدراسية بشكل متميز لترتقي بمجال التعليم
على الإنترنت ويستطيع الطلاب تصفح حلول الكتب مباشرة
لجميع المراحل التعليمية المختلفة

* جميع الحقوق محفوظة للقائمين على الموقع *

Material	Smart Class 4	Class	5 th Elementary	Term	Second
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Unit	Goals	Big Picture
1 My favourite food	<ul style="list-style-type: none"> * to identify and talk about food. * to ask and answer about favourite food. * to talk about likes and dislikes. * to recognize and produce the sounds /fr/, /pr/, /br/ and /dr/. 	In this module students will learn how to identify and talk about food, ask and answer about favourite food, talk about likes and dislikes, recognize and produce the sounds /fr/, /pr/, /br/ and /dr/.

Lesson	1	Date		Lesson	2	Date		Lesson	3	Date		Lesson	4	Date	
Learning Objectives:				Learning Objectives:				Learning Objectives:				Learning Objectives:			
<ul style="list-style-type: none"> * to practise the pronunciation of r blends (fr - pr). * to identify food and drinks. * to express and ask about likes and dislikes. 				<ul style="list-style-type: none"> * to talk about what someone has for breakfast - lunch - dinner. * to say / ask what one wants / doesn't want. * to identify the food and drinks. 				<ul style="list-style-type: none"> * to practise the pronunciation of r blends (br - dr) . * to listen and read for pleasure . * to revise and consolidate vocabulary and structures. 				<ul style="list-style-type: none"> * to write a paragraph about one's breakfast / lunch / dinner . * to practise the pronunciation of r blends (fr - pr - br - dr) . 			
Know:				Know:				Know:				Know:			
<ul style="list-style-type: none"> * how to identify food and drinks. * how to express and ask about likes and dislikes. * how to pronounce r blends (fr - pr) . 				<ul style="list-style-type: none"> * how to identify the food and drinks * how to say / ask what one wants / doesn't want . * how to talk about what someone has for breakfast - lunch - dinner. 				<ul style="list-style-type: none"> * how to pronounce r blends (br - dr) . 				<ul style="list-style-type: none"> * how to pronounce r blends (fr - pr - br - dr) . * how to write a paragraph about one's breakfast / lunch / dinner. 			
Do:				Do:				Do:				Do:			
<ul style="list-style-type: none"> * Students read and circle the words that doesn't belong . * Students match the words with the correct blend . * Students write the missing letters to complete the words . 				<ul style="list-style-type: none"> * Students circle the correct answer and write the kind of food or drink in the spaces . * Students , in pairs , complete the questions and the answers . 				<ul style="list-style-type: none"> * Students read and circle the words that doesn't belong . * Students number the pictures in the order they hear them . * Students write the missing letters to complete the words . 				<ul style="list-style-type: none"> * Students circle the kind of food and drinks that doesn't belong in each picture . * Students complete the questions then answer them according to their own personal likes / dislikes . 			

Unit Assessment	<ul style="list-style-type: none"> ▪ Students make posters of food. They draw, colour and cut out pictures of food. Then, they glue them on a white paper. They ask and answer questions about favourite food. 	Reflection	
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Teacher		Supervisor		The Leader	
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Material	Smart Class 4	Class	5 th Elementary	Term	Second
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Unit	Goals	Big Picture
2 On time	<ul style="list-style-type: none"> * to identify the days of the week. * to identify different times of the day. * to identify and talk about the months of the year. * to identify and talk about seasons. 	<ul style="list-style-type: none"> * to tell time on the hour. * to talk about everyday activities. * to use ordinals (1st – 12th).
<p>In this module students will learn how to talk about everyday activities, tell time on the hour, identify different times of the day, identify the days of the week, identify and talk about the months of the year, to identify and talk about seasons and use ordinals (1st – 12th).</p>		

Lesson	1	Date	Lesson	2	Date	Lesson	3	Date	Lesson	4	Date
Learning Objectives:			Learning Objectives:			Learning Objectives:			Learning Objectives:		
<ul style="list-style-type: none"> * to practise the pronunciation of r blends (cr - gr). * to identify the days of the week. * to talk about one's favourite day. * to ask about and tell the time. 			<ul style="list-style-type: none"> * to talk about every day activities. * to identify prepositions of time. * to identify and talk about the months and the seasons of the year. 			<ul style="list-style-type: none"> * to practise the pronunciation of the consonant blends (st - tr). * to listen and read for pleasure. * to revise and consolidate vocabulary and structures. 			<ul style="list-style-type: none"> * to practise the pronunciation of r blends (cr - gr) and consonant blends (st - tr). * to make a calendar. 		
Know:			Know:			Know:			Know:		
<ul style="list-style-type: none"> * how to pronounce r blends (cr - gr). * how to identify the days of the week. * how to talk about one's favourite day. * how to ask about and tell the time. 			<ul style="list-style-type: none"> * how to identify prepositions of time . * how to talk about every day activities. * how to identify and talk about the months and the seasons of the year. 			<ul style="list-style-type: none"> * how to listen and read for pleasure. * how to pronounce consonant blends (st - tr). * how to revise and consolidate vocabulary and structures. 			<ul style="list-style-type: none"> * how to make a calendar. * how to pronounce r blends (cr - gr). and consonant blends (st - tr). 		
Do:			Do:			Do:			Do:		
<ul style="list-style-type: none"> * Students read and circle the words that doesn't belong. * Student number the pictures in the order they hear them. * Students write the missing letters to complete the words. 			<ul style="list-style-type: none"> * Students write the phrases in the box , next to the correct picture. * Students , in pairs , complete the sentences with at or on. 			<ul style="list-style-type: none"> * Students number the pictures in the order they hear them. * Students write the correct word under each picture then math the ones with the same sound. 			<ul style="list-style-type: none"> * Students find and circle the days of the week and write them in order in the spaces provided . * Students complete the sentences with the words in the box . 		

Unit Assessment	<ul style="list-style-type: none"> ▪ Students make calendars. They draw, colour and cut out the months. Then, they glue them on a white paper. They talk about months and seasons. 	Reflection
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Teacher	Supervisor	The Leader
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Material	Smart Class 4	Class	5 th Elementary	Term	Second
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Unit	Goals	Big Picture
3 At work	<ul style="list-style-type: none"> * to identify occupations. * to talk about when someone does something. * to talk about workplaces. * to recognize and pronounce /sp/, /sn/, /sm/ and /sw/. 	<ul style="list-style-type: none"> * to talk about what someone does. <p>In this module students will learn how to identify occupations, talk about what someone does, talk about when someone does something, talk about workplaces, recognize and pronounce /sp/, /sn/, /sm/ and /sw/.</p>

Lesson	1	Date	Lesson	2	Date	Lesson	3	Date	Lesson	4	Date
Learning Objectives:			Learning Objectives:			Learning Objectives:			Learning Objectives:		
<ul style="list-style-type: none"> * to practise the pronunciation of s blends (sp - sn). * to talk about one's workplace. * to identify occupations and talk about what someone does. 			<ul style="list-style-type: none"> * to identify occupations and talk about what one doesn't do. * to talk about what time one does something. 			<ul style="list-style-type: none"> * to practise the pronunciation of s blends (sm - sw). * to listen and read for pleasure. * to revise and consolidate vocabulary and structures. 			<ul style="list-style-type: none"> * to practise the pronunciation of s blends (sp - sn - sm - sw). * to write about someone's daily schedule. 		
Know:			Know:			Know:			Know:		
<ul style="list-style-type: none"> * how to talk about one's workplace. * how to pronounce s blends (sp - sn). * how to identify occupations and talk about what someone does. 			<ul style="list-style-type: none"> * how to talk about what time one does something. * how to identify occupations and talk about what one doesn't do. 			<ul style="list-style-type: none"> * how to pronounce s blends (sm - sw). 			<ul style="list-style-type: none"> * how to write about someone's daily schedule. * how to pronounce s blends (sp - sn - sm - sw). 		
Do:			Do:			Do:			Do:		
<ul style="list-style-type: none"> * Students read and circle the words that doesn't belong. * Students, in pairs , number the pictures in the order they hear them. * Students write the missing letters to complete the words. 			<ul style="list-style-type: none"> * Students listen and , in pairs , tick the correct boxes. * Students, in pairs , answer the questions using the prompts given in brackets. 			<ul style="list-style-type: none"> * Students , in pairs , match the words they hear with the correct s blend. * Students , in pairs , match the pieces to form words and then match the words with the correct picture. 			<ul style="list-style-type: none"> * Students write the third singular of the verbs given. * Students read the text and circle the correct form of the verb. * Students complete the questions with the correct auxiliary verb and answer them about themselves. 		

Unit Assessment	<ul style="list-style-type: none"> ▪ Students make posters of daily activities. They draw and colour activities they do every day and their time. Then, they talk about their day or ask and answer questions about their day. 	Reflection	
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Material	Smart Class 4	Class	5 th Elementary	Term	Second
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Unit	Goals	Big Picture
4 People	<ul style="list-style-type: none"> * to identify and talk about sports and games. * to talk about activities happening at the moment of speaking. * to identify and talk about clothes. * to talk about possessions. * to recognize and pronounce /f/, /s/, /b/ and /g/. 	In this module students will learn how to identify and talk about sports and games, identify and talk about clothes, talk about possessions, talk about activities happening at the moment of speaking, recognize and pronounce /f/, /s/, /b/ and /g/.

Lesson	1	Date	Lesson	2	Date	Lesson	3	Date	Lesson	4	Date
Learning Objectives:			Learning Objectives:			Learning Objectives:			Learning Objectives:		
<ul style="list-style-type: none"> * to practise the pronunciation of l blends (fl - sl). * to talk about activities happening at the moment of speaking. * to ask and talk about what someone is wearing. 			<ul style="list-style-type: none"> * to talk about sports and games . * to talk about things happening at the moment. * to identify and talk about clothes . * to talk about possession. 			<ul style="list-style-type: none"> * to practise the pronunciation of l blends (bl - gl) . * to listen and read for pleasure . * to revise and consolidate vocabulary and structures. 			<ul style="list-style-type: none"> * to practise the pronunciation of l blends (fl - sl - bl - gl) . * to read and write a paragraph about the clothes one is wearing . 		
Know:			Know:			Know:			Know:		
<ul style="list-style-type: none"> * how to identify and talk about clothes. * how to ask and talk about what someone is wearing. * how to talk about activities happening at the moment of speaking. 			<ul style="list-style-type: none"> * how to talk about possession. * how to talk about sports and games . * how to identify and talk about clothes. * how to talk about things happening at the moment. 			<ul style="list-style-type: none"> * how to practise the pronunciation of l blends (bl - gl) . 			<ul style="list-style-type: none"> * how to read and write a paragraph about the clothes one is wearing . * how to practise the pronunciation of l blends (fp - sl - bl - gl) . 		
Do:			Do:			Do:			Do:		
<ul style="list-style-type: none"> * Students read and circle the words that doesn't belong. * Students , in pairs , number the pictures in the order they hear them. * Students write the missing letters to complete the words. 			<ul style="list-style-type: none"> * Students complete the sentences by looking at the pictures . * Students , in pairs , complete the texts with the correct form of the verbs according to what they see in the pictures . 			<ul style="list-style-type: none"> * Students , in pairs , match the words they hear with the correct l blend. * Students , in pairs , match the pieces to form words and then match the words with the correct picture. 			<ul style="list-style-type: none"> * Students write the correct word underneath each photo . * Students circle the correct form of the verb according to what Saad is wearing. 		

Unit Assessment	<ul style="list-style-type: none"> ▪ Students draw pictures of one of their friends. They draw and colour the pictures. Then, they write about their friends. When they finish, they introduce their friends' pictures to the class and read what they wrote about them. 	Reflection
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