

# LESSON PLAN

## Little Learners Two.

LESSON PLAN				
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School		Grade	Teacher	
		2st		
			DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 1 Question words		<b>PAGES:</b>	9-12
<b>TOPIC:</b>	Question Word. (what, how, where).			
<b>AIMS</b>				
Students Will be able to ask and answer questions with what, where, how...				
<b>LEARNING GOALS:</b>	To understand questions and answer with what, how, how old (what's your name, how are you, how old are you, where are you from?			
<b>DEVELOPMENT</b>				
<b>PRESENTATION</b>	<b>PRACTICE</b>	<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
<p>Teacher Will Begin the class saying</p> <p>to students one by one.</p> <p>What's your name?</p> <p>How old are you?</p> <p>Where do you live?</p> <p>Teacher will gather answers from students</p> <p>Teacher will ask students to repeat after listening all the expressions.</p> <p>Teacher will practice with students.</p>	<p>Teacher will encourage students to practice pronunciation in group and then in pairs.</p> <p>Students will practice all the expression to get personal information.</p> <p>Students will introduce themselves to practice.</p>	<p>Match questions with answer.</p> <p>Answer questions about yourself.</p> <p>Draw pictures about yourself.</p>	<p>Little Learners Book Two.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Practice (introduce themselves)</p>	

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School		Grade	Teacher	Time	
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<b>THEMATICS UNITS:</b>	Lesson 2. This is me.		<b>PAGES:</b>	13-15	
<b>TOPIC:</b>	This is Me (Body parts)				
<b>AIMS</b>					
Students Will be able to understand vocabulary about body parts. (head, foot, leg, mouth, nose, hand, eyes, arms).					
<b>LEARNING GOALS:</b>	To understand vocabulary about parts of the body.				
<b>DEVELOPMENT</b>					
PRESENTATION	PRACTICE	WIND DOWN	MATERIALS AND STRATEGIES		
Teacher will ask a volunteer to show parts of the body. Teacher will encourage students to participate singing the song.	Students practice pronunciation in group and then in pairs. Students will practice parts of the body saying and showing each other.	Students will work in their books. Label parts of the body. Find the missing letter. Finish the drawing. Students will sing a song about body parts.	Little Learners Book Two. Song (head, shoulders, knee and toes). Listening. Repeating Writing. Practice (introduce themselves)		

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School		Grade	Teacher	Time	
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<b>THEMATICS UNITS:</b>	Lesson 3. What do you like?		<b>PAGES:</b>	17-20	
<b>TOPIC:</b>	What do you like? Vocabulary about food.				
<b>AIMS</b>					
Students Will be able to identify vocabulary about food and drinks. (apple, milk, ice cream, coffee, spaghetti, water, bananas...)					
<b>LEARNING GOALS:</b>	To identify food vocabulary. To express preferences. To improve pronunciation.				
<b>DEVELOPMENT</b>					
<b>PRESENTATION</b>	<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
<p>Teacher will encourage students to answer questions about food preferences.</p> <p>-Do you like ...?</p> <p>- yes, I do. - No, I do not.</p> <p>- I like...</p> <p>-I do not like ...</p>	<p>Teacher will encourage students to practice pronunciation in group and then in pairs.</p> <p>Students will practice all the expression to identify food vocabulary preferences.</p>		<p>Students will answer questions. Students will help Gregory to prepare his sandwich (cut and paste activity).</p>	<p>Little Learners Book Two. Listening. Repeating Writing. Practice food preferences.</p>	

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<b>THEMATICS UNITS:</b>	Lesson 4. In my House.		<b>PAGES:</b>	21-24	
<b>TOPIC:</b>	In my house (objects, food and drinks).				
<b>AIMS</b>					
Students Will be able to identify vocabulary about house (objects, food, drink).					
<b>LEARNING GOALS:</b>	To identify vocabulary about objects, foods and drinks. To differentiate the correct use of A-AN.				
<b>DEVELOPMENT</b>					
<b>PRESENTATION</b>	<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
<p>Teacher will encourage students to look around and to say what can they see around.</p> <p>Students will mention objects they can see.</p> <p>Student will mention objects that they have in their houses.</p>	<p>Teacher will encourage students to practice pronunciation in group and then in pairs.</p> <p>Students will work in their books and Students will practice all the expression related to objects, foods and drinks.</p>		<p>Teacher will help students to work in their books and students will do a shopping list.</p>	<p>Little Learners Book Two.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Practice food preferences.</p>	

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School		Grade	Teacher		Time	
		2st			DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 5. This is my house.		<b>PAGES:</b>	25-28		
<b>TOPIC:</b>	Parts of the house (Where is ...?)					
<b>AIMS</b>						
Students Will be able to identify parts of the house. (bedroom, living room, kitchen, bathroom...)						
<b>LEARNING GOALS:</b>	To understand vocabulary about parts of the house.To practice reading skill.					
<b>DEVELOPMENT</b>						
<b>PRESENTATION</b>		<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
<p>Teacher will ask a volunteer to show parts of the house in wall chart or in a picture.</p> <p>Teacher will encourage students to participate answering questions.</p>		<p>Students practice pronunciation in group and then in pairs.</p> <p>Students will practice reading parts of the house using their books.</p> <p>Students will work in their books writing parts of the house.</p>		<p>Students will work in their books.</p> <p>Label parts of the house.</p> <p>Cut and paste parts of the house.</p> <p>Crossword puzzle.</p>	<p>Little Learners Book Two.</p> <p>Reading.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p>	

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School		Grade	Teacher	Time	
		2st		DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 6. About Me.		<b>PAGES:</b>	30-33	
<b>TOPIC:</b>	Verb BE (am, is, are)				
<b>AIMS</b>					
Students Will be able to ask and answer questions using the verb BE (are - is - am).					
<b>LEARNING GOALS:</b>	To understand vocabulary and structure related to the verb BE, using are, is, am, I am..., she is ..., they are...				
<b>DEVELOPMENT</b>					
PRESENTATION	PRACTICE	WIND DOWN	MATERIALS AND STRATEGIES		
<p>Teacher Will Begin the class saying</p> <p>to students one by one.</p> <p>What's your name?</p> <p>How old are you?</p> <p>Where do you live?</p> <p>Teacher will gather answers from students</p> <p>Teacher will ask students to repeat after listening all the expressions.</p> <p>Teacher will practice with students.</p>	<p>Teacher will encourage students to practice pronunciation in group and then in pairs.</p> <p>Students will practice all the expression to give personal information.</p> <p>Students will introduce themselves and practice in pair.</p>	<p>Match questions with answer.</p> <p>Answer questions about yourself.</p> <p>Writing about you using the text as a guide.</p>	<p>Little Learners Book Two.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Practice (introduce themselves)</p>		



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School		Grade	Teacher	Time	
		2st		DATE	HOUR
<b>THEMATICS UNITS:</b>	UNITS Lesson 7. My Family.		<b>PAGES:</b>	34-36	
<b>TOPIC:</b>	My Family (verb BE -are-is-am) (she-he)				
<b>AIMS</b>					
Students Will be able to identify family members and the use of the verb BE (are, is, am).					
<b>LEARNING GOALS:</b>	To identify family members, to differentiate the correct use of SHE - HE. To pronounce vocabulary related to family.				
<b>DEVELOPMENT</b>					
<b>PRESENTATION</b>	<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
Teacher will encourage to students to talk about family members. Teacher will gather information about families. Students will talk about their families.	Teacher will encourage students to practice pronunciation in group and then in pairs. Students will practice all the expression to give information about family members.		Students will practice structure with the verb BE. Expressions: Who is she? Who is he? He is my... She is my ... Students will work in their books. Students will identify father, mother, brother, sister, grandma. Grandpa...	Little Learners Book Two. Listening. Repeating Writing. Practice	

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School		Grade	Teacher	Time	
		2st		DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 8. My Routine.		<b>PAGES:</b>	37-41	
<b>TOPIC:</b>	My routine and Weekdays.				
<b>AIMS</b>					
Students Will be able to understand expressions about daily routine and the correct use of verbs. (get up, go, have, do, play, watch).					
<b>LEARNING GOALS:</b>	To understand vocabulary about routines (Verbs and days of the Week). To differentiate time expressions (yesterday, today and tomorrow).				
<b>DEVELOPMENT</b>					
<b>PRESENTATION</b>	<b>PRACTICE</b>	<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>		
Teacher will ask a volunteer to talk about daily routines. Teacher will encourage students to participate answering questions. Teacher will practice reading skill with students.	Teacher will encourage students to practice pronunciation in group and then in pairs. Students will practice reading the text given. Students will work in their books identifying verbs.	Students will work in their books. Students will talk about routines and practice structure and the correct use of verbs. Students will identify days of the week. Students will work with Dolly's routine.	Little Learners Book Two. Reading. Listening. Repeating Writing.		



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School		Grade	Teacher		Time	
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<b>THEMATICS UNITS:</b>	Lesson 9. My new school.		<b>PAGES:</b>	43-47		
<b>TOPIC:</b>	My new school. Time to Read.					
<b>AIMS</b>						
Students Will be able to understand expressions about school dependencies, preposition of place and adjectives (old, young, fat, thin).						
<b>LEARNING GOALS:</b>	To understand vocabulary about preposition of place, adjectives and school dependencies.					
<b>DEVELOPMENT</b>						
<b>PRESENTATION</b>	<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>		
Teacher will ask a volunteer to talk about school dependencies. Teacher will encourage students to participate answering questions. Teacher will practice reading skill with students using the text given (My new school).	Teacher will encourage students to practice pronunciation in group and then in pairs. Students will practice reading the text given. Students will work in their books with school dependencies, preposition of place (in, next, behind, In front of, outside).		Students will work in their books, will talk about school dependencies. Students will work with structure and the correct use of verbs. Students will identify preposition of place and school dependencies. Students will improve reading skill.	Little Learners Book Two. Reading. Listening. Repeating Writing.		

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School		Grade	Teacher	Time	
		2st		DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 10. Who is who?		<b>PAGES:</b>	48-51	
<b>TOPIC:</b>	Who is who? (People description).				
<b>AIMS</b>					
Students Will be able to understand expressions about people appearance using adjectives (tall, short, blond, thin, curly) and nationalities.					
<b>LEARNING GOALS:</b>	To understand vocabulary about people appearance using adjectives and the verb BE in questions and answers.				
<b>DEVELOPMENT</b>					
<b>PRESENTATION</b>	<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
Teacher will ask a volunteer to talk about people appearance. Teacher will encourage students to participate answering questions using the structure of BE. Teacher will practice reading skill with students using pictures in the book.	Teacher will encourage students to practice pronunciation in group and then in pairs. Students will improve speaking skill. Students will work in their books describing people by using several adjectives. Students will guess about people by descriptive job.		Students will work in their books. Students will talk about appearance. Students will work with structure and the correct use of verb BE and adjectives. Students will improve speaking skill.	Little Learners Book Two. Reading. Listening. Repeating Writing.	

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School	Grade	Teacher	Time	
	2st		DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 11. Numbers	<b>PAGES:</b>	52-54	
<b>TOPIC:</b>	Numbers (0 to 50). There is /there are.			
<b>AIMS</b>				
Students Will be able to identify numbers from 0 to 50. There is /there are.				
<b>LEARNING GOALS:</b>	To identify numbers from 0 to 50, and how to spell them.			
<b>DEVELOPMENT</b>				
PRESENTATION	PRACTICE	WIND DOWN	MATERIALS AND STRATEGIES	
<p>Teacher will ask a volunteer to count objects and school materials in the classroom.</p> <p>Teacher will encourage students to participate answering questions.</p> <p>-How many students are there in the classroom?</p> <p>-There are _____ students in the classroom.</p> <p>-How many teacher is there in the classroom?</p> <p>-There is one teacher in the classroom.</p> <p>-How many chairs are there in the classroom?</p> <p>-There are twenty chairs in the classroom.</p>	<p>Teacher will encourage students to practice pronunciation in group and then in pairs.</p> <p>Students will differentiate structure of the verb BE by practicing questions and answers.</p> <p>There is.</p> <p>There are.</p> <p>Students will work in their books.</p>	<p>Students will work in their books.</p> <p>Students will count down from 0 to 50.</p> <p>Can be one by one.</p> <p>Can be five by five.</p> <p>Can be ten by ten.</p> <p>Students will work with structure and the correct use of verb BE in questions and answers with the expressions</p> <p>There is / there are.</p> <p>Students will improve spelling and pronunciation.</p>	<p>Little Learners Book Two.</p> <p>Reading.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p>	

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School		Grade	Teacher	Time	
		2st		DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 12 In the Farm.		<b>PAGES:</b>	55-58	
<b>TOPIC:</b>	In the farm (farm animals).				
<b>AIMS</b>					
Students Will be able to identify several animals farm (rooster, cow, sheep, duck, horse, hen, pig) and improve reading skill.					
<b>LEARNING GOALS:</b>	To understand vocabulary about farm animals.To improve reading skill.				
<b>DEVELOPMENT</b>					
<b>PRESENTATION</b>	<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
<p>Teacher will show students animal's pictures.</p> <p>Teacher will encourage students to talk about animals.</p> <p>Teacher will practice reading with students using the text and pictures in the book.</p>	<p>Teacher will encourage students to practice pronunciation in-group and then in pairs.</p> <p>Students will improve reading skill.</p> <p>Students will work by guessing farm animal's description.</p>		<p>Students will work in their books.</p> <p>Students will talk about farm animals.</p> <p>Students will work with the adjectives by describing animals and improving reading skill.</p> <p>Students will improve speaking skill also.</p>	<p>Little Learners Book Two.</p> <p>Reading.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p>	

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School	Grade	Teacher	Time	
	2st		DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 13 Seasons.		<b>PAGES:</b>	60-63
<b>TOPIC:</b>	Seasons "At the beach".			
<b>AIMS</b>				
Students Will be able to differentiate season's expressions (spring, summer, fall, winter) and weather vocabulary (rainy, windy, cold, hot, and cloudy).				
<b>LEARNING GOALS:</b>	To understand vocabulary about weather and seasons of the year.			
<b>DEVELOPMENT</b>				
PRESENTATION	PRACTICE	WIND DOWN	MATERIALS AND STRATEGIES	
<p>Teacher will ask students about season preference.</p> <p>Teacher will encourage students to answer questions about seasons and weather.</p> <p>Teacher will practice reading with students using the text and pictures in the book about "At the Beach".</p>	<p>Teacher will encourage students to practice pronunciation in-group and then in pairs.</p> <p>Students will improve reading skill.</p> <p>Students will talk about weather and season of the year.</p> <p>Students will work in their books.</p>	<p>Students will work in their books.</p> <p>Students will complete sentences.</p> <p>Students will label the seasons of the year and draw pictures about weather.</p> <p>Students will improve writing skill also.</p>	<p>Little Learners Book Two.</p> <p>Reading.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p>	



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School		Grade	Teacher		Time	
		2st			DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 14 Places in town		<b>PAGES:</b>		64-66	
<b>TOPIC:</b>	Places in Town.					
<b>AIMS</b>						
Students Will be able to identify places in town( school,Zoo,Bank,Market, Park,Restaurant,Stadium,Church,Police Station, Fire Station, Hospital).						
<b>LEARNING GOALS:</b>	To identify places in the town. To improve spelling and writing skills.					
<b>DEVELOPMENT</b>						
<b>PRESENTATION</b>		<b>PRACTICE</b>		<b>WIND DOWN</b>		<b>MATERIALS AND STRATEGIES</b>
<p>Teacher will ask students about places in the city or town.</p> <p>-Do you know the church in your town?</p> <p>-do you have a police station in your town?</p> <p>Teacher will encourage students to answer questions.</p> <p>Teacher will show students picture in their books and speak about places in towns.</p>		<p>Teacher will encourage students to practice pronunciation in-group and then in pairs.</p> <p>Teacher will help student to spell places in the city.</p> <p>Students will identify the places in the town.</p>		<p>Students will work in their books.</p> <p>Students will practice spelling skill.</p> <p>Students will practice pronunciation at all.</p>		<p>Little Learners Book Two.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Spelling skills.</p>

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School		Grade	Teacher	Time	
		2st		DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 15 Jobs		<b>PAGES:</b>	67-69	
<b>TOPIC:</b>	JOBS "Guess their jobs".				
<b>AIMS</b>					
Students Will be able to identify professions. (Teacher, doctor, waiter, mechanic, pilot, vet, police officer).					
<b>LEARNING GOALS:</b>	To identify professions. To improve spelling and writing skills.				
<b>DEVELOPMENT</b>					
<b>PRESENTATION</b>	<b>PRACTICE</b>		<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
<p>Teacher will ask students about their parents' job.</p> <p>-what does your mother / father do?</p> <p>-Where does she/he work?</p> <p>Teacher will encourage students to answer questions.</p> <p>Teacher will show students picture about people and their jobs.</p>	<p>Teacher will encourage students to answer questions about people and their jobs.</p> <p>Students will answer questions in their books.</p> <p>Students will read and draw pictures about people and their jobs.</p> <p>Students will improve reading by practicing the expressions.</p>		<p>Students will work in their books.</p> <p>Students will practice spelling skill.</p> <p>Students will practice pronunciation and spelling at all.</p>	<p>Little Learners Book Two.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Spelling skills.</p>	

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School		Grade	Teacher	
		2st		
			DATE	HOUR
<b>THEMATICS UNITS:</b>	Lesson 16 Clothing		<b>PAGES:</b>	70-73
<b>TOPIC:</b>	Clothing (This is -this are).			
<b>AIMS</b>				
Students Will be able to identify clothing (coat, scarf, t-shirt, shorts, sneakers, dress, shoes...) wore in several season and the correct use of this is - these are/ing form.				
<b>LEARNING GOALS:</b>	To identify clothing and the structure of the expression This is - these are. To understand the structure of the ING form (I am/she is /he is wearing...).			
<b>DEVELOPMENT</b>				
<b>PRESENTATION</b>	<b>PRACTICE</b>	<b>WIND DOWN</b>	<b>MATERIALS AND STRATEGIES</b>	
<p>Teacher will ask students about clothing and weather report.</p> <p>-what do you wear in ... summer, winter, fall, spring...)</p> <p>Teacher will encourage students to answer questions.</p> <p>Teacher will show students picture about clothing.</p>	<p>Teacher will encourage students to answer questions about clothing.</p> <p>Students will answer questions in their books.</p> <p>Students will complete the exercises about clothing.</p> <p>Students will improve reading by practicing the expressions with the ING form.</p> <p>- I am wearing ...</p> <p>- She is wearing...</p> <p>- He is wearing...</p>	<p>Students will work in their books.</p> <p>Students will practice spelling skill.</p> <p>Students will practice pronunciation and spelling.</p> <p>Students will mention what they are wearing at all.</p>	<p>Little Learners Book Two.</p> <p>Listening.</p> <p>Repeating</p> <p>Writing.</p> <p>Spelling skills.</p>	