



State of Kuwait
Ministry of Education

Modified

FUN WITH English

Ticket



Teacher's Guide

Grade

1

 LONGMAN

Julia Allen - Margaret Iggulden



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Julia Allen - Margaret Iggulden

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



H.H. Sheikh Sabah Al-Ahmad Al-Jaber Al-Sabah
The Amir of the State of Kuwait



H.H. Sheikh Nawaf Al-Ahmad Al-Jaber Al-Sabah
The Crown Prince of the State of Kuwait



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Unit 1

Hello

Speech acts:

-  Greetings and responses
-  Counting
-  Introducing oneself

1. Look and listen

- Pupils listen and look at the pictures
- Teacher encourages pupils to talk about the pictures and to greet the characters
- The teacher may use puppets or masks to help pupils perform mini dialogues or role play the lesson story
- The teacher may encourage pupils to greet each other through a game
- Songs could be used to reinforce the same speech act (Greeting others)

Suggested activities for further practice

- Pupils can play a recognition game to consolidate the listening skill . The teacher asks them to clap or jump whenever they hear a certain word while listening to the CD (Hello, Funni, Ali..etc)

2. Look at the pictures, listen and say

- This is a reinforcement activity to use new vocabulary in context.
- Pupils look at the pictures and listen to the teacher.
- The teacher encourages the pupils to talk about the pictures again using the new words in context

3. Trace

- This is a pre writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to enhance left to right orientation and to pave the way for writing the letters in the unit (a/A-s/S)

Writing tips

The first thing you might want to do is help your pupils to develop stronger hand muscles, have a better pencil grip, and keep proper writing postures.



- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self-assessment techniques by encouraging pupils to assess their own tracing.

4. Trace

- This is a pre writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to enhance left to right orientation and to pave the way for writing the letters in the unit (a/A-s/S)
- The pupils are also required to trace the lines neatly without touching the upper and lower borders.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self-assessment techniques by encouraging pupils to assess their own tracing

5. Look, count and say

- the purpose of this activity is to recognize numbers and to count
- The teacher may introduce the word "apple" then help the pupils to count 5 apples
- The teacher can also talk with the pupils about the colour of the apples, if pupils like apples or not, which kind of apples is their favourite, green or red, apples are healthy, what they can make with apples (apple pie, apple juice, apple ice cream, fruit salad)
- The teacher can encourage pupils to count classroom objects in groups through games or through some Ipad apps.

6. Trace

- The purpose of this activity is to help pupils recognise numbers and to trace numbers correctly using correct hand movement
- The teacher can start by relating this activity to the previous one about counting apples or to any counting activity



Speech tips

Good games promote learning effortlessly. Games can stimulate very fruitful practice. The enthusiasm for communicating through games can quickly overcome any inhibitions pupils may feel about speaking in English.

- The teacher should illustrate a model for the pupils before asking them to write. This can be done through writing on the air , then by helping pupils write on the four lines using a whiteboard marker.
- The teacher should attract pupils’ attention to the basics of penmanship such as left- right orientation, writing on the four lines, the correct starting point. The teacher can use extra worksheets if needed.
- After several writing practices with teacher’ s guidance, pupils can trace in the Pupil’s Book and they can assess their own work (or assess each other’s work - peer assessment)
- The teacher can reinforce recognising numbers through games or I pad apps

7. **Join and colour**

- The purpose of this activity is recognising numbers 1-5 and reinforcing ordering numbers
- The teacher can start by revising number recognition through game, I pad appscounting real objects, making groups, TPR activitiesetc
- The pupils can then play a game to reorder numbers 1-5
- The teacher can set the scene by asking the pupils about the picture in the Pupil’s Book , what might this creature in the picture be, Is it a cat?etc
- Then the teacher should give clear instructions to the pupils about how to start the dot-to-dot activity by doing the first step with them as a model
- Pupils can work in groups to do the activity with teacher’s guidance
- The teacher can talk with the pupils about the caterpillar picture , if they like it or not, what colour it might be, how many legs does it have, how many eyes, ears....etc.
- Pupils can colour the caterpillar with different colours to enhance creativity.

8. **Look and say**

- The purpose of this activity is to recognise the letter a/A
- The letter should be introduced in context (as a part of the word ant)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)

Reading tips

Teach both the names and the sounds of letters. The majority of letter names give the child a good clue as to the sound (or one of the sounds) they make.



- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils' vocabulary. Songs are also very useful for memorising the words and for adding fun to the lesson.
- The teacher can also use more activities to help pupils differentiate between the upper and lower case letters

9. Look, say and use

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound /a/
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration as the letter "a" can be pronounced in different ways. Abiding by the sound introduced is highly recommended.
- Reinforcement games can be used for further practice

10. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (a/A)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self-assessment techniques by encouraging pupils to assess their own tracing.

11. Look and listen

- Pupils listen and look at the pictures
- Teacher encourages pupils to talk about the pictures and to talk about school
- The teacher may use puppets or masks to help pupils perform mini dialogues or role play the lesson story
- Students read the word that has the letter (st)and try to come up with words that have the similar sound.

12. Look at the pictures, listen and say

- This is a reinforcement activity to use new vocabulary in context.
- Pupils look at the pictures and listen to the teacher.
- The teacher encourages the pupils to talk about the pictures again using the new words in context

13. Take me to my school

- This is a critical thinking activity
- The teacher should illustrate the context of the activity through a short story about Ali who wants to go to school but he lost his way and he needs our help to take him to school through the maze
- The teacher can start the first part of the maze with the pupils as a model

14. Look and say

- The purpose of this activity is to recognise the letter s/S
- The letter should be introduced in context (as a part of the word school)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils' vocabulary. Songs are also very useful for memorising the words and for adding fun to the lesson.
- The teacher can also use more activities to help pupils differentiate between the upper and lower case letters

15. Look and say and use

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound /s/
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration as the letter "s" can be pronounced in different ways. Abiding by the sound introduced is highly recommended.
- Reinforcement games can be used for further practice

16. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (s/S)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self-assessment techniques by encouraging pupils to assess their own tracing.

Suggested activities

Flower

Time:	4 – 5 minutes
Materials:	five flower charts – pictures of CVC words
Purpose:	<ul style="list-style-type: none"> • Revising the CVC words • Reading some CVC words correctly.
Instructions:	<ul style="list-style-type: none"> • Distributing the five flower charts for groups -Distributing the five envelopes of CVC words. • Asking pupils to classify the CVC words into the flowers petals

Clip

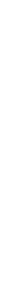
Time:	3 – 4 minutes
Materials:	clothes clips – charts of missing letters words
Purpose:	<ul style="list-style-type: none"> • Revising some previously taught words • Fill in the missing initial sounds in some CVC words
Instructions:	<ul style="list-style-type: none"> • Distributing the charts of the missing letters words • Distributing some clothes clips with some letters stuck on them. • Asking pupils to work in groups to use the clothes clips filling in the missing letters in the words.

Name

Time:	3-4 minutes
Materials:	None
Purpose:	Introducing onself
Instructions:	<ul style="list-style-type: none"> • Having pupils sit in a circle. • Naming oneself saying : "I'm" • Pupils say their names

Tornado

Time:	3 – 4 minutes
Materials:	flashcards (pictures of letters s/t), numbers on the other), 'Tornado Cards' (flashcards with numbers on one side and a tornado picture on the other).
Purpose:	Introducing onself
Instructions:	<ul style="list-style-type: none">• Stick the numbered cards on the board with either pictures on the back) facing the board.• Include 6 Tornado cards and mix them in with the picture cards.• Students then choose a number card. If they answer the question correctly then their team can draw a line to draw a house. If they choose a tornado card then they blow down their opposing teams part drawing of a house.• The first team to draw a house wins.



Unit 2

My Body

Speech acts:

- ✚ Asking for and giving information
- ✚ Asking people to do things
- ✚ Identifying parts of the body
- ✚ Counting

1. *Look and listen*

- Pupils listen and look at the picture.
- Teacher encourages pupils to talk about the picture and to name parts of the body.
- The teacher may use models or pictures to help pupils identify parts of the body.
- Songs and videos could be used to recognize the body parts and how they function.
- Pupils can play a recognition game to consolidate the listening skill . The teacher asks them to clap or jump whenever they hear a certain word while listening to the CD (head, hand, arm..etc)

2. *Look at the pictures , listen and say*

- This is a reinforcement activity to use new vocabulary in context.
- Pupils look at the pictures and listen to the teacher.
- The teacher encourages the pupils to talk about the pictures again using the new words in context
- The teacher can make use of some pictures to encourage pupils to use the new vocabulary in context.
- The teacher can also make use of the young teacher technique to encourage pupils taking part in their own learning. Pupils will absolutely enjoy to participate with the new teacher.

3. *Odd one out*

- This exercise aims to promote discussions and observations, encouraging a wider perspective and leading to deeper learning. It can be used to assess learners progress and understanding.

- Pupils are required to look at the pictures and make a decision to odd one out.
- The teacher can make use of this activity to promote the high level of thinking by encouraging pupils to give reasons and justify their answer
- The teacher can also ask the pupils to create their own odd one out activity by providing them with many pictures and encourage them to share and exchange their work.

4. Look and say

- The purpose of this activity is to recognize the letter h/H
- The letter should be introduced in context (as a part of the word head)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.
- The teacher can also use more activities to help pupils differentiate between the upper and lower case letters

5. Look, say and use

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound /h/
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration. Abiding by the sound introduced is highly recommended.
- Reinforcement games can be used for further practice
- The teacher can provide the learners with many pictures and ask them to circle/ touch the words that start with the sound /h/.
- The teacher can also motivate learners dynamic abilities by asking the pupils to jump/clap when they hear/see a word that starts with the sound /h/.

6. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (h/H)

- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self- assessment techniques by encouraging pupils to assess their own tracing.

7. **Look at the pictures, ask and answer**

- This is a speaking activity to enhance pupils conversing ability by arising their self-confidence .
- Pupils should be able to use the new vocabulary through participating in mini dialogues.
- Teachers are asked to provide equal opportunities for the learners to participate in this exercise.
- In this activity the pupils should be given the maximized safety to take part in this exercise regardless the number of mistakes.
- The teacher can make use of some masks and popular loving characters costume to attract pupils attention and to add more fun to the lesson.
- Reinforcement games and videos can be used for further practice.



Speech tips

Stories provide children with a context for speaking English. A good storyteller will also sense when to pause and ask questions to help pupils practise speaking.

8. **Draw the missing parts then match**

- This activity helps pupils to show and enjoy their artistic skills by drawing the missing parts in the given picture.
- The teacher can encourage pupils to mention the missing parts in the picture.
- To add more fun, the teacher can ask the pupils to customize the picture by dressing it up and colouring.
- Reinforcement games can be used for further practice
- The teacher may also use peer assessment techniques by encouraging pupils to assess each other`s drawing.

9. **Look and say**

- The purpose of this activity is to recognize the letter I/L
- The letter should be introduced in context (as a part of the word lake)
- The teacher should introduce the sound, name and shape of the letter.

- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.
- The teacher can also use more activities to help pupils differentiate between the upper and lower case letters

10. **Look, say and use**

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound /l/
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration. Abiding by the sound introduced is highly recommended.
- The teacher can provide the learners with many pictures and ask them to circle/touch the words that start with the sound /l/.
- The teacher can also motivate learners dynamic abilities by asking the pupils to jump/clap when they hear/see a word that starts with the sound /l/.
- Reinforcement games can be used for further practice.

Reading tips

Pupils need both upper and lowercase letter instruction. While lower case letters are more common in reading and writing, both are needed.



11. **Trace and copy**

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (l/L)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.

Writing tips

Effective handwriting instruction should focus on the three components of handwriting; letter formation, size, and spacing.



- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.

12. Listen and do

- This is an exercise to enhance pupils listening and understanding capacity.
- Pupils are required to follow instructions correctly by pointing to parts of the body after listening to a certain instruction.
- The teacher can encourage pupils to point at parts of the body through games or through some ipad apps.
- Pupils can enjoy playing many games by giving instructions to each other.
- Reinforcement songs can be used to add more fun.

13. Say it and draw it

- It is a critical thinking exercise to show pupils mastery in completing the pattern by identifying the missing body part in each row.
- Pupils can enjoy drawing the missing body part.
- The teacher may also use self and peer assessment techniques by encouraging pupils to assess their/other's drawing.
- The teacher can make use of many ipad apps that develop pupils visual and artistic skills.

14. Look and say

- The purpose of this activity is to recognize the letter t/T
- The letter should be introduced in context (as a part of the word train)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.
- The teacher can also use more activities to help pupils differentiate between the upper and lower case letters

15. Look, say and use

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound /t/

- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration. Abiding by the sound introduced is highly recommended.
- The teacher can provide the learners with many pictures and ask them to circle/ touch the words that start with the sound /h/.
- The teacher can also motivate learners dynamic abilities by asking the pupils to jump/clap when they hear/see a word that starts with the sound /h/.
- Reinforcement games can be used for further practice.

16. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (t/T)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.

Suggested activities

I have one ... I have 2

Time:	5 – 6 minutes
Materials:	5 charts – pictures of body parts
Purpose:	<ul style="list-style-type: none">• Revising the body parts• Revising the numbers from 1 to 5
Instructions:	<ul style="list-style-type: none">• Distributing the five charts for the groups• Distributing the five envelopes of body parts .• Asking pupils to classify the body parts into groups of how many body parts do we have {I have one nose /mouth} {I have two hands / arms /.....}......etc

Honeycomb Challenge

Time:	5 minutes or more
Materials:	the honeycomb challenge– word cards
Purpose:	<ul style="list-style-type: none">• Revising the body parts• Reading the body parts words correctly .• Matching the words to their suitable pictures of body parts .
Instructions:	<ul style="list-style-type: none">• Distributing the game worksheets to the pupils• Distributing the words of the body parts to the pupils• Asking pupils to read the words then stick it on their suitable pictures .



Unit 3

My Family

Speech acts:

- ✚ Asking for and giving information
- ✚ Introducing others
- ✚ Describing routines
- ✚ Counting

1. *Look and Listen*

- Pupils listen and look at the pictures.
- Teacher encourages pupils to talk about the pictures and to name what they can see.
- The teacher may use real objects or pictures to help pupils identify the new vocabulary.
- Songs and videos could be used to recognize the new vocabulary.
- Pupils can play a recognition game to consolidate the listening skill . The teacher asks them to clap or jump whenever they hear a certain word while listening to the CD (camera, family, mother..etc)

2. *Look at the pictures, listen and say*

- This is a reinforcement activity to use new vocabulary in context.
- Pupils look at the pictures and listen to the teacher.
- The teacher encourages the pupils to talk about the pictures again using the new words in context
- The teacher can make use of some pictures to encourage pupils to use the new vocabulary in context.
- The teacher can also make use of the young teacher technique to encourage pupils taking part in their own learning. Pupils will absolutely enjoy to participate with the new teacher.
- The teacher can ask the pupils to talk about their own families. Pupils will enjoy sharing their life with their friends.

3. Match

- This exercise is designed to identify the upper and lower case of the given letters.
- The pupils should be able to match the upper case to the lower case.
- The teacher can use some distractors to ensure pupils understanding.
- It is recommended to use some I pad apps that help the learners to connect upper and lower cases letters.
- Pupils will enjoy playing a memory game. The teacher flashes some small/capital letters, then asks the pupils to bring up the other case of the letter.
- The teacher may use self-assessment techniques by encouraging pupils to assess their own matching.



Speech tips

Songs and rhymes give pupils to practise English in a stress-free way. By listening to songs and singing them, pupils begin to hear the sounds of the language and experiment with the way the mouth works to produce those new sounds.

4. Count and write

- In this exercise the pupils are supposed to look at the family picture and count how many sisters and brothers there are.
- The teacher can ask the pupils to bring their family photo and say how many sisters and brothers they've got.
- As a starter the teacher can ask the pupils to count from 1 to 5 using some real objects and drawing.

5. Draw your family

- This activity helps pupils to show and enjoy their artistic skills by drawing their family in the box.
- The teacher can encourage pupils to say how many sisters and brothers they've got.
- Reinforcement games can be used for further practice
- The teacher may also use peer assessment techniques by encouraging pupils to assess each other's drawing.

6. Look and Listen

- Pupils listen and look at the pictures.
- Teacher encourages pupils to talk about the pictures and to name what they can see.
- The teacher may use real objects or pictures to help pupils identify the new vocabulary.

- Songs and videos could be used to recognize the new vocabulary.
- Pupils can play a recognition game to consolidate the listening skill . The teacher asks them to clap or jump whenever they hear a certain word while listening to the CD (Quran, mosque, house..etc)

7. **Spot the differences**

- This is a critical thinking activity. It helps the students to strengthen their visual skills.
- The pupils are asked to look at the two pictures and spot the differences.
- The teacher can arise the competitive spirit by holding some games and competitions, the pupils will enjoy to participate and accomplish the mission.
- The teacher asks the pupils to name the differences and point at them.
- The teacher may also use peer assessment techniques by encouraging pupils to assess each other`s drawing.

8. **Look and say**

- The purpose of this activity is to recognize the letter n/N
- The letter should be introduced in context (as a part of the word nine)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their priorknowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.
- The teacher can also use more activities to help pupils differentiate between the upper and lower case letters

Reading tips

Playing phonic games can be an effective way to make sure your phonics instruction is meaningful, playful, and systematic.



9. **Look, say and use**

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound /n/
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration. Abiding by the sound introduced is highly recommended.

- The teacher can provide the learners with many pictures and ask them to circle/ touch the words that start with the sound /n/.
- The teacher can also motivate learners dynamic abilities by asking the pupils to jump/clap when they hear/see a word that starts with the sound /n/.
- Reinforcement games can be used for further practice.

10. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (n/N)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.

Writing tips

Praise and encourage the pupils to write neatly. With constant practice and encouragement, they should be able to write perfectly.



11. Look and say

- This is a reinforcement activity to use new vocabulary in context.
- The teacher encourages the pupils to talk about the picture using the new word in context (ball)
- The teacher can make use of some pictures to encourage pupils to use the new vocabulary in context.
- The pupils are also asked to recognize numbers (from 6 to 10)
- The teacher should introduce the numbers in context (6 balls).
- The teacher can use some Ipad apps to consolidate the use of numbers.
- The teacher encourages the pupils to work in groups/pairs and count the objects.

12. Count and match

- The teacher can start the lesson by displaying a video and asking the pupils to count how many stars/balls are there.

- In this exercise the pupils are supposed to look at the given pictures in each box and match it to the correct number.
- The teacher can distribute some real objects and ask the pupils to count them.

13. Complete the missing numbers

- This is a writing activity. The pupils are asked to fill in the spaces with the missing numbers.
- The pupils should write the correct number in the space.
- The teacher can make use of some pictures and Ipad apps to consolidate the use of numbers in the correct sequence.

14. Look and say

- The purpose of this activity is to recognize the letter m/M
- The letter should be introduced in context (as a part of the word mosque)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.

15. Look, say and use

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound /m/
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration. Abiding by the sound introduced is highly recommended.
- The teacher can provide the learners with many pictures and ask them to circle/ touch the words that start with the sound /m/.
- The teacher can also motivate learners dynamic abilities by asking the pupils to jump/clap when they hear/see a word that starts with the sound /m/.
- Reinforcement games can be used for further practice.

16. *Trace and copy*

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (m/M)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.

Suggested activities

Frozen

Time:	5 minutes or more
Materials:	cards (with words or pictures representing vocabulary of the family)
Purpose:	various review, fluency
Instructions:	<ul style="list-style-type: none">• Hand out the of parts of the body cards, one to each pupil and practice the vocabulary so that everyone knows their own word.• One person is "it". When they touch another person, they become frozen (can't move) but their friends can unfreeze them.• To do this, the friend tells the frozen person what's on their card.• The frozen person then either repeats or acts out the item. Then they are free.
Alternatives:	from time to time have pupils switch cards and teach each other their own vocabulary and change the person who is "it".

Analogies

Time:	4 minutes or more
Materials:	worksheets
Purpose:	<ul style="list-style-type: none">• Revising the numbers from 1 to 10• Write the numbers correctly from 1 to 10
Instructions:	<ul style="list-style-type: none">• Read the numbers in the worksheets correctly• Asking pupils to write the missing numbers in analogical order in the worksheets.

Unscramble

Time:	4 minutes or more
Materials:	Board, Board Pens
Purpose:	Revising the family members words.
Instructions:	Write a word on the board(a family member) that has all its letters mixed up (e.g. "therfa" = "father"). Ss have to unscramble the word.
Variation:	use letter blocks / letter shapes instead of writing on the board. Distributing the boxes with family members words sticking inside them for the groups

Unit 4

My House

Speech acts:

- ✚ Responding politely to requests
- ✚ Expressing gratitude
- ✚ Expressing approval
- ✚ Asking and answering questions (about location)
- ✚ Describing colours / actions

1. Look and listen

- Pupils listen and look at the pictures
- Teacher encourages pupils to talk about the pictures in simple phrases and sentences
- The teacher may use puppets or masks to help pupils perform mini dialogues or role play the lesson story
- The teacher may encourage pupils to talk about their houses and furniture such as sofa, table , chair ..etc. through a picture of a house and some house items , game or I pad apps.
- Songs, flashcards, wall charts , realia .. etc could be used to reinforce the speech act (responding politely to a request)
- Suggested activities for further practice
- Pupils can play a recognition game to consolidate the listening skill . The teacher asks them to clap or jump whenever they hear a certain word while listening to the CD (chair, table, computer.. etc)

2. Look at the pictures, listen and say

- This is a reinforcement activity to use new vocabulary in context.
- Pupils look at the pictures and listen to the teacher.
- The teacher encourages the pupils to talk about the pictures again using the new words in context

3. Look and say

- The purpose of this activity is to recognise the letter d/D
- The letter should be introduced in context (as a part of the word desk)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils' vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.
- The teacher can also use more activities to help pupils differentiate between the upper and lower case letters

4. Look, say and use

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound /d/
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration as the letter "d" can be pronounced in different ways. Abiding by the sound introduced is highly recommended.
- Reinforcement games can be used for further practice

5. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (d/D)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.

6. **Look at the pictures, then ask and answer**

- In this activity, pupils ask and answer questions related to a picture or pictures
- This activity serves to further practise the vocabulary taught previously
- The teacher can give an example first with the class and then the pupils can be divided into pairs to do the activity
- Teacher should ensure that both pupils have the opportunity to do both roles
- Teacher can use different game ideas, masks, realia, miming, pictures and other materials needed to encourage pupils to take part in this activity



Speech tips

Videos can be a pleasurable and stimulating English language learning tool, especially in situations where a native speaker model is unavailable.

7. **Draw**

- This is a drawing activity to help show the pupils the fun side of learning and at the same time to enhance the pre taught vocabulary and numbers.
- Teacher can start the activity by asking pupils to describe what they can see in the fridge using simple phrases and sentences
- Teacher can move one and explain the task to pupils.
- Teacher can ask pupils to draw five apples inside the fridge making sure that pupils understood the preposition " in"
- Teacher can demonstrate the activity on the board using pictures, drawings, modal of a fridge or a data show.
- Teacher may ask pupils to work in groups using different colours of the apples (green – red- yellow) and start drawing

8. **Look and say**

- The purpose of this activity is to recognise the letter r/R
- The letter should be introduced in context (as a part of the word red)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils' vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.
- The teacher can also use more activities to help pupils differentiate between the upper and lower case letters

9. Look, say and use

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound /r/
- The teachers can add as many words as he/she likes, but the correct sound should be taken into consideration as the letter “r” can be pronounced in different ways. Abiding by the sound introduced is highly recommended.
- Reinforcement games can be used for further practice

Reading tips

Pupils need to have purposeful exposure to letters (in context) each day. Letters need to be pointed out and used during varied activities.



10. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils’ fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (r/R)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.

11. Look and listen

- Pupils listen and look at the pictures
- Teacher encourages pupils to talk about the pictures and in simple phrases and sentences
- The teacher may use puppets or masks to help pupils perform mini dialogues or role play the lesson story
- The teacher may encourage pupils to talk about their grandparents ,houses and house items such as sofa, table , chair, bedrooms, bed room colours ..etc. through a given picture of a house and some house items , game or I pad apps.
- Teacher may use the speech bubbles to encourage pupils try to read simple words, phrases and sentences to practice reading
- Songs, flash cards, charts , realia .. etc could be used to reinforce the speech act (responding politely to a request)

Suggested activities for further practice

- Pupils can play a recognition game to consolidate the listening skill . The teacher asks them to clap or jump whenever they hear a certain word while listening to the CD (colours, wall, bed..etc)

12. Look at the pictures, and say the colours

- This is a reinforcement activity to use new vocabulary in context and to help pupils recognize and differentiate between colours
- Pupils look at the pictures and listen to the teacher.
- The teacher encourages the pupils to talk about the pictures again using the new words in context
- Cards with different colours can be used to help pupils participate in this activity

13. Colour then, ask and answer

- This is a reinforcement activity to use the speech act “describing colours” in context.
- Pupils work in groups/ pairs, look at the pictures identify and colour the buckets according to the given labels then ask and answer orally.
- The teacher encourages the pupils to talk about the pictures again using the new words in context

14. Look and say

- The purpose of this activity is to recognise the letter b/B
- The letter should be introduced in context (as a part of the word banana)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils’ vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.
- The teacher can also use more activities to help pupils differentiate between the upper and lower case letters

15. *Look, say and use*

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound /b/
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration as the letter “b” can be pronounced in different ways. Abiding by the sound introduced is highly recommended.
- Reinforcement games can be used for further practice

16. *Trace and copy*

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils’ fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (b/B)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.

Writing tips

A multisensory, integrated approach to handwriting is the most time-efficient, cost-efficient, and brain-friendly way for good handwriting.



Suggested activities

Cubes

Time:	3 minutes or more
Materials:	cubes with sticking words on them
Purpose:	<ul style="list-style-type: none"> Revising the furniture / rooms words
Instructions:	<ul style="list-style-type: none"> Distributing cubes for the groups Asking pupils to re order the cubes of the words to form meaningful sentences

Bowling

Time:	5 minutes or more
Materials:	bowling – word cards – a ball
Purpose:	<ul style="list-style-type: none"> Revising the furniture and rooms Using the words in meaningful sentences
Instructions:	<ul style="list-style-type: none"> Ordering the bowling Sticking the words cards on the bowling Asking a pupil to hit the bowling with the ball and then read the words on the bowling that fall down .Then use it in meaningful sentences .

Colour Matching

Time:	as short as 5 minutes per round
Materials:	Materials: buttons/ pictures of animals/ items of food
Purpose:	<ul style="list-style-type: none"> to practice using colours/ fluency
Instructions:	<p>for Group work.</p> <ul style="list-style-type: none"> Pupils in groups are allowed to match the given items (food items /zoo animals)to the suitable colour.



House

Time:	as short as 5 minutes per round
Materials:	cubes / word cards of rooms of house
Purpose:	<ul style="list-style-type: none">• to practice reading rooms of house
Instructions:	<p>for Group work.</p> <ul style="list-style-type: none">• Pupils in groups are allowed to find similar words and put them together, they form a small house. They compete to see who can form it first.

Unit 5

My Food

Speech acts:

- ✚ Using polite requests
- ✚ Expressing gratitude
- ✚ Expressing likes and dislikes
- ✚ counting

1. *Look, listen then ask and answer*

- In this activity, pupils ask and answer questions related to a picture or pictures
- This activity serves to further practise the vocabulary taught previously
- The teacher can give an example first with the class and then the pupils can be divided into pairs to do the activity
- Teacher should ensure that both pupils have the opportunity to do both roles
- Teacher can use different game ideas, masks, realia, miming, pictures and other materials needed to encourage pupils to take part in this activity
- Teacher start this activity by introducing the new speech act (Polite request) Can I have.. Yes, here you are. (Expressing likes and dislikes) Do you like ... Yes, I do
- Teacher can use different food items to help introduce the speech act.
- Teacher can demonstrate the activity with one or two activity
- The teacher may encourage pupils to talk about their likes and dislikes using different teaching materials such as pictures, charts, realia ...etc.
- Teacher encourages pupils to talk about the pictures in the book in simple phrases and sentences
- The teacher may use puppets or masks to help pupils perform mini dialogues and ask and answer in pairs
- Songs, flash cards, charts , realia .. etc could be used to reinforce the speech act (responding politely to a request)

Suggested activities for further practice

- Pupils can play a game to consolidate the speaking skill along with the new speech act presented in the lesson . The teacher can pass a ball to a pupil and ask him do you like .. and elicit the answer from the pupil. Teacher can also ask pupils do this in pairs.

2. Find the right shadow

- Teacher introduces the activity by asking pupils to identify what they can see in the pictures
- Teacher ask pupils to work in groups to match the pictures with the correct shadow then name the item after identification
- Teacher can also encourage pupils to use the words into simple sentences or phrases for further practice.
- Drawings, cut and paste activities can be adapted for further practice.

3. Look and say

- The purpose of this activity is to recognise the letter e/E
- The letter should be introduced in context (as a part of the word egg)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils' vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.
- The teacher can also use more activities to help pupils differentiate between the upper and lower case letters

4. Look, say and use

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound / e /
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration as the letter "e" can be pronounced in different ways. Abiding by the sound introduced is highly recommended.
- Reinforcement games can be used for further practice

5. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (e/E)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.

6. Listen and number

- Teacher introduces the new vocabulary "date" into context through (short story / situations ...,etc.)
- Teacher then ask pupils to describe what they can see in simple phrases or sentences.
- Teacher can also revise pre taught numbers and figures (1-10) using classroom objects, realia and pictures.
- In this activity, teacher asks pupils listen to a short dialogue on the CD and are asked to number the pictures in the Pupil's Book which matches the information on the CD. This activity serves to consolidate the vocabulary as well as the speech acts previously taught and to improve listening skills.



Speech tips

Using ICT can provide a wide variety of learning experiences that combine activities in a safe digital environment, designed especially for children.

7. Ask and answer

- In this activity, pupils ask and answer questions related to a picture or pictures
- This activity serves to further practise the vocabulary and numbers taught previously
- The teacher can give an example first with the class and then the pupils can be divided into pairs to do the activity
- Teacher should ensure that both pupils have the opportunity to do both roles
- Teacher can use different game ideas, masks, realia, miming, pictures and other materials needed to encourage pupils to take part in this activity
- Teacher can demonstrate the activity with one or two pupils
- Songs, flash cards, charts , realia .. etc could be used to reinforce the speech act (responding politely to a request)

8. Count and circle

- Teacher can introduce this activity by asking pupils to talk about the pictures they can see in their pupils book.
- Teacher can use cards, pictures, realia to revise numbers 1-10 orally.
- Teacher then ask pupils to work in groups or pairs to count and circle the correct number.
- Teacher then can check the answers on the board to make sure of pupils answers.
- Further practice can be done using songs and different Ipad apps.

9. Look and say

- The purpose of this activity is to recognise
- the letter o/O
- The letter should be introduced in context (as a part of the word octopus)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils' vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.
- The teacher can also use more activities to help pupils differentiate between the upper and lower case letters

Reading tips

Singing the alphabet song helps pupils pronounce the letters in a fun way.

A song about alphabet letters and the sounds they make can be very helpful.



10. Look, say and use

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound / o /
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration as the letter "o" can be pronounced in different ways. Abiding by the sound introduced is highly recommended.
- Reinforcement games can be used for further practice

11. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (o/O)
- The pupils are also required to write on the four lines correctly.

Writing tips

Helping pupils to write their names can be very encouraging.



- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.

12. Look and say

- This activity provides controlled oral practice.
- Teacher introduce the new vocabulary into context through (short story / situationsetc.)
- Teacher ask pupils to look at the pictures and say the appropriate words and identify the food items
- Teacher then can ask pupils to use the speech act (likes and dislikes) to talk about the pictures using phrases or sentences
- This activity can be done first as a class and then in small groups or pairs.
- Teacher should monitor the pupils to help with any pronunciation problems
- This stage serves to further practise and recycle the vocabulary taught in the previous lessons as well.

13. Ask and answer

- In this activity, pupils ask and answer questions related to a picture or pictures
- This activity serves to further practise the vocabulary taught previously
- The teacher can give an example first with the class and then the pupils can be divided into pairs to do the activity
- Teacher should ensure that both pupils have the opportunity to do both roles
- Teacher can go round and monitor, giving help where necessary.
- Teacher can use different game ideas, masks, realia, miming, pictures and other materials needed to encourage pupils to take part in this activity
- Teacher can demonstrate the activity with one or two pupils
- Songs, flash cards, charts , realia .. etc could be used to reinforce the speech act (Expressing likes and dislikes)

14. Look and say

- The purpose of this activity is to recognise the letter f/F
- The letter should be introduced in context (as a part of the word flower)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)

- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils' vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.
- The teacher can also use more activities to help pupils differentiate between the upper and lower case letters

15. Look, say and use

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound / f /
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration as the letter "f" can be pronounced in different ways. Abiding by the sound introduced is highly recommended.
- Reinforcement games can be used for further practice

16. Colour F green and f blue

- The purpose of this activity is to differentiate between the upper and lower case of the new letter presented (f/F).
- Teacher can present the word fish and then explain it to pupils
- Teacher can demonstrate the first one as an example then allow pupils to look at the pictures and colour the capital F with green and the small f with blue
- Teacher can ask pupils to work in groups to finish up the activity
- Teacher can check pupils answer on the board

17. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (f/F)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.

Suggested activities

Market memory

Time:	5 minutes
Materials:	pictures or lists of market items (fruit, juice, etc.)
Purpose:	<ul style="list-style-type: none"> to practice food items
Instructions:	This morning, I went to the market and bought _____ (some apples) Groups then work around the circle. Each must repeat all the items added by previous pupils and add their own. You can add a twist with the requirement that items must be alphabetical, i.e., some apples, some bananas, a comb, etc.

Word Search Puzzle

Time:	as short as 5 minutes per round
Materials:	cards/ pictures
Purpose:	<ul style="list-style-type: none"> to practice vocabulary
Instructions:	<p>for Group work.</p> <ul style="list-style-type: none"> Pupils in groups are allowed to find the words in the word search puzzle with the help of assisted pictures. The first group to find the words gets a point. The team with the most points wins

Word Search Puzzles





Daily Lesson Plan						
Day:		Class:		Unit: 1	Period No.: 2	
Date:		Period:		Topic: Hello!		
Specific Competences	1.2.2 / 1.1 / 1.3 / 2.2					
Language Structures	Phonics: None Voc: Greetings (Hello – goodbye – Muslim) Grammar: Present simple (I'm ...)					
Language Functions (Speech Acts)	<ul style="list-style-type: none"> Greetings and responses Introducing oneself 					
Learning & Teaching Strategies	<input checked="" type="checkbox"/>	Demonstration	<input type="checkbox"/>	Discussion	<input checked="" type="checkbox"/>	Role Play
	<input checked="" type="checkbox"/>	Learning by Doing	<input checked="" type="checkbox"/>	Cooperative Learning	<input type="checkbox"/>	Brainstorming
	Other:					
Thinking Skills	<input checked="" type="checkbox"/>	Logical Thinking	<input checked="" type="checkbox"/>	Critical Thinking	<input checked="" type="checkbox"/>	Creative Thinking
Resources	<ul style="list-style-type: none"> •PB p.(16) •ICT •CD Player •Data show •Pictures •Name tags for pupils •Glove puppet •Project materials 					
Assessment Tools	<input checked="" type="checkbox"/>	Observation	<input checked="" type="checkbox"/>	Oral response	<input type="checkbox"/>	Oral presentation
	<input checked="" type="checkbox"/>	Questions	<input checked="" type="checkbox"/>	Games	<input checked="" type="checkbox"/>	Projects
	<input type="checkbox"/>	Written Tasks	<input type="checkbox"/>	Self assessment	<input type="checkbox"/>	Peer assessment
	<input type="checkbox"/>	Quizzes	<input type="checkbox"/>	Portfolio	<input checked="" type="checkbox"/>	
	Other:					

(Note: Numbers of Specific Competences should be written beside each activity)

Opener:

- **(1.2.2)** Greeting pupils by saying "Hello my dear pupils. How are you doing today?." Calling up pupils' names to pin the name tag on. Asking pupils to say "Yes" aloud with their hands up once they hear their names.

Sequence of Activities :

- **(1.1 -1.3)** Playing "Ball Pass" and saying names:
 - Explaining the task to pupils and giving them an example.
 - Pupils pass the soft ball in a circle and each time a pupil gets the ball, he should say "Hello I'm .." then pass the ball to the next pupil saying "pass".
- **(1.22 – 2.2)** Introducing glove puppets – greetings and introduction activity:
 - Using the character's (Ali/ Haya / Funni) glove puppet and putting it in a bag.
 - Bringing out the bag, opening it enough to see in and saying into the bag "Hello!"
 - Bringing the bag opening near my ear to listen and miming that I hear nothing.
 - Going to each pupil and encouraging him to say aloud "Hello" into the bag - each time nothing happens.
 - Finally, asking all pupils to say aloud "Hello!" at the same time.
 - This time the puppet of Funni wakes up and jumps out of the bag.
 - Modeling the role-play with the puppet
 - **Teacher: "Hello.I'm ..."**
 - **Puppet: "Hi. I'm Funni"**
 - Asking pupils to say aloud "Hello!" again ; this time another character comes out.
 - Pupils identify the character and role play mini dialogues using the glove puppet.
 - **(logical thinking)**
 - Finally, going around saying "Goodbye" and "See you" before the puppet goes back into the bag to sleep. **(Vocabulary and grammar in context)**
- **(1.1-1.3)** Singing the "Hello Song"
 - Sitting in a circle and listening to the song (clapping along or patting knees).
 - Playing it once more, emphasizing "Hello" to help pupils pick up the words quickly.
- **(1.1)** Presenting the new vocabulary (Muslim) in context
 - Watching a video (Upsy Daisy - I Look, I See 2 Yusuf Islam, Friends & Children).
 - Encouraging pupils to use the face mask and role play in front of the class saying: "Hello. I'm ... I'm a Muslim."
- **(1.1-1.3)** Take us to the mosque maze:
 - Telling pupils that Ali and Haya want to go to the mosque.
 - Asking pupils to use the Ipad (You Doodle app) to complete the maze. **(critical thinking) (ICT)**

- **(1.2.2-1.3)** Pupil's book p.... Ex: 1 Look and listen:
 - Setting the scene by encouraging pupils to talk about the pictures.
 - Playing the CD and asking pupils to listen carefully.
 - Giving each group enlarged pictures of the characters, then asking pupils to listen again and each time they hear a character talking they raise the correct picture.
- **(2.2)** Talk about yourself:
 - Using the puppet theater or a microphone to set a real life situation and to encourage pupils to talk about themselves after listening to the teacher. (extension)

Closure:

- **(1.2.2-2.2)** Giving each group materials they need to make two finger puppets of the characters and asking them to colour them in groups.
 - Each member of the group introduces the character to the group members saying: "Hello! I'm..." (project) (creative thinking)

<p style="text-align: center;">Reflection Challenges & Suggestions</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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Daily Lesson Plan						
Day:		Class:		Unit: 4	Period No.: 8	
Date:		Period:		Topic: My House		
Specific Competences	1.4 / 2.1 / 2.3					
Language Structures	Phonics: None Voc: Colours (red) Grammar: Present simple (What colour is it ? It's)					
Language Functions (Speech Acts)	• Describing colours					
Learning & Teaching Strategies	<input checked="" type="checkbox"/>	Demonstration	<input type="checkbox"/>	Discussion	<input type="checkbox"/>	Role Play
	<input checked="" type="checkbox"/>	Learning by Doing	<input checked="" type="checkbox"/>	Cooperative Learning	<input type="checkbox"/>	Brainstorming
	Other:					
Thinking Skills	<input checked="" type="checkbox"/>	Logical Thinking	<input checked="" type="checkbox"/>	Critical Thinking	<input checked="" type="checkbox"/>	Creative Thinking
Resources	•ICT •CD Player •Data show •classroom objects •coloured balls & cups •colouring worksheet •Project material (playing dough)					
Assessment Tools	<input checked="" type="checkbox"/>	Observation	<input checked="" type="checkbox"/>	Oral response	<input type="checkbox"/>	Oral presentation
	<input checked="" type="checkbox"/>	Questions	<input checked="" type="checkbox"/>	Games	<input checked="" type="checkbox"/>	Projects
	<input type="checkbox"/>	Written Tasks	<input type="checkbox"/>	Self assessment	<input type="checkbox"/>	Peer assessment
	<input type="checkbox"/>	Quizzes	<input type="checkbox"/>	Portfolio	<input type="checkbox"/>	
	Other:					

(Note: Numbers of Specific Competences should be written beside each activity)

Opener:

- **(1.4 / 2.1)** Singing along:
 - Watching a song about colours and encouraging pupils to sing along to remember as many colours as they can

Sequence of Activities :

- **(2.1 / 2.3)** Matching game:
 - Pupils select groups of coloured cups and balls
 - Pupils work in groups to play the matching game (to match the balls and cups of the same colour)
 - The teacher monitors groups and starts to ask : "What colour is it?"
 - The teacher encourages the pupils to say the colour : " It's....." . **(Logical thinking)**
- **(2.1)** Presenting the new colour "red":
 - The teacher uses the red cups and balls from the matching game to present the colour "red".
 - Pupils compete to mention as many red objects as they can (tomatoes, strawberry, water melonetc.) through a game.
- **(1.4 / 2.1)** The Colour Rows game:
 - Asking pupils about the colours of classroom objects [T/P – P/P]- (open & closed pairs)
 - Distributing coloured cards among pupils in different groups
 - Saying the name of a colour . The pupils who have the same coloured cards run and stand in a row together making one group for each colour
 - Then, on the count of three, the pupils in the row run to fetch objects that have the same colour (a competition among the members of the same group)
 - Asking pupils to make coloured groups again. Each group should know how to make a shape to represent an object that has the same colour of their group (e.g. a yellow sun – a blue seaetc.) **(critical thinking)**
- **(2.1 / 2.3)** Pupil's book p Ex 3: Colour, then ask and answer:
 - Asking pupils to work in groups to colour big pictures of some rooms of the house.
 - Pupils ask and answer in open pairs about the colours in the pictures.
 - Asking pupils: " What colour is your table? "
 - Encouraging pupils to talk about their favourite colours. **(extension)**

Closure:

- **(2.3)** Making A Coloured Rainbow: **(project) (creative thinking)**
 - Making a coloured rainbow using coloured play dough – Group work
 - Pupils talk about their rainbow in simple sentences

- Asking pupils if they like their rainbows (and if they want to make any modifications)
(Self assessment)

Reflection Challenges & Suggestions	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Daily Lesson Plan						
Day:		Class:		Unit: 5	Period No.: 9	
Date:		Period:		Topic: My Food		
Specific Competences	2.1 / 2.3/ 3.2					
Language Structures	Phonics: None Voc: Food items (banana – ice cream – chocolate) Grammar: Present simple (Do you like?)					
Language Functions (Speech Acts)	<ul style="list-style-type: none"> Expressing likes and dislikes 					
Learning & Teaching Strategies	<input checked="" type="checkbox"/>	Demonstration		Discussion	<input checked="" type="checkbox"/>	Role Play
	<input checked="" type="checkbox"/>	Learning by Doing	<input checked="" type="checkbox"/>	Cooperative Learning	<input checked="" type="checkbox"/>	Brainstorming
	Other:					
Thinking Skills	<input checked="" type="checkbox"/>	Logical Thinking	<input checked="" type="checkbox"/>	Critical Thinking	<input checked="" type="checkbox"/>	Creative Thinking
Resources	<ul style="list-style-type: none"> •PB p. (52) •ICT •CD Player •Data show •Pictures •cards •blending flower •tracing worksheet •Project material (coloured papers – glue – scissors) 					
Assessment Tools	<input checked="" type="checkbox"/>	Observation	<input checked="" type="checkbox"/>	Oral response		Oral presentation
	<input checked="" type="checkbox"/>	Questions	<input checked="" type="checkbox"/>	Games	<input checked="" type="checkbox"/>	Projects
	<input checked="" type="checkbox"/>	Written Tasks		Self assessment		Peer assessment
		Quizzes		Portfolio	<input checked="" type="checkbox"/>	
	Other:					

(Note: Numbers of Specific Competences should be written beside each activity)

Opener:

- **(3.2)** Guessing game:
 - Asking one of the pupils to close his eyes and touch some food items (apple – sandwich – egg) to identify them. Telling the pupil to circle the correct picture.
 - Encouraging pupils to match the picture with the suitable initial sound (a – s –h).

Sequence of Activities :

- **(3.2)** Connecting game:
 - Inviting a pupil to complete a fruit shape with the upper case of a given letter by connecting it with its correct lower case letter.
- **(3.2)** Reading flower game:
 - using “ the reading flower” to encourage pupils blend sounds to form words
 - e.g. s –a –t →sat
- **(2.1)** Blindfold game:
 - Using boxes with different fruits.
 - Blindfolding a pupil and encouraging him to touch and guess the fruit name
 - Asking him to count the fruit, and then write the numbers on the board. (Logical thinking)
- **(2.1)** Playing a group game:
 - Asking each group to categorize some fruits according to their colour using cards. (critical thinking)
- **(2.1)** Singing a song about fruit:
 - Pupils stand in a circle “Ten In The Bed Fruits” and sing while miming the actions
- **(2.1)** Pupil's book p 52 Ex: Look and say:
 - Presenting the new voc. in context using the small fruit market scene in the class.
 - Asking pupils about what they can buy from the market and eliciting the answers.
 - Introducing the new voc. (banana – ice cream – chocolate).
- **(2.1)** Food song:
 - Pupils sing (Do you like ...) song to practice grammar in context.
- **(2.3)** Pupil's book p..... Ex: ask and answer:
 - Setting the scene by explaining the task to pupils then giving them an example with a pupil
 - Encouraging them to use the face masks or the puppets to ask and answer in pairs or groups using (Do you like ...)and the small market scene. (extension)

- **(2.3)** Worksheet:
 - Using a colouring worksheet in groups and asking each member of the group to colour the food items then talk about them.
 - Each member of the group shows his worksheet to his friend to assess him. (Peer assessment)

Closure:

- **(2.3)** Pupils work in groups to use coloured papers, glue, and safe scissors to create a fruit basket then, ask and answer in pairs using (Do you like ..?) (project) (creative thinking)

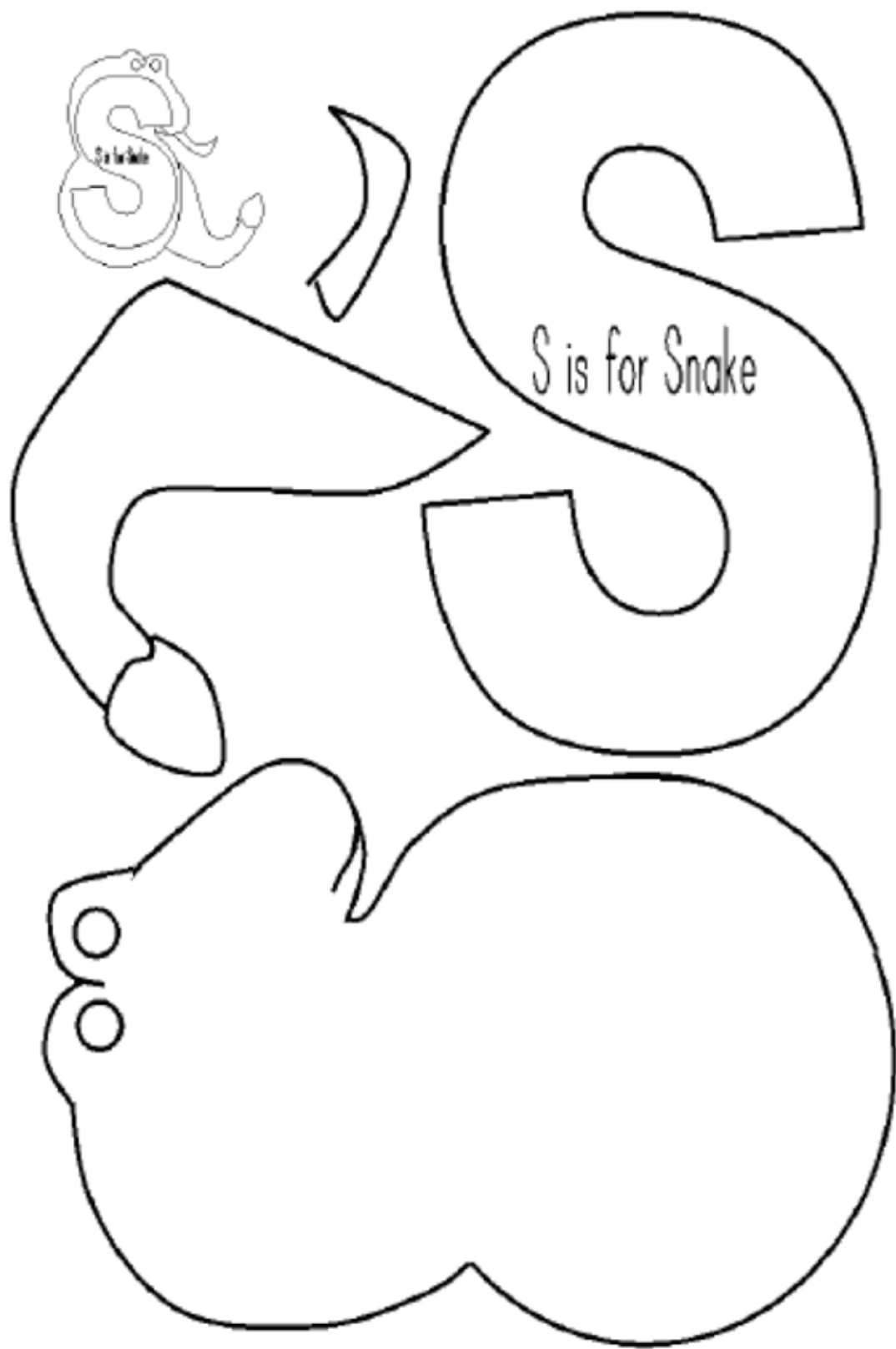
<p>Reflection Challenges & Suggestions</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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Projects



Project 1

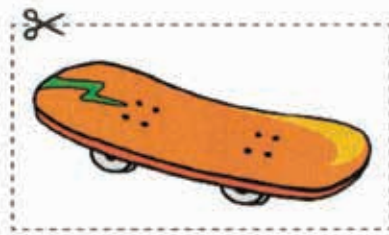
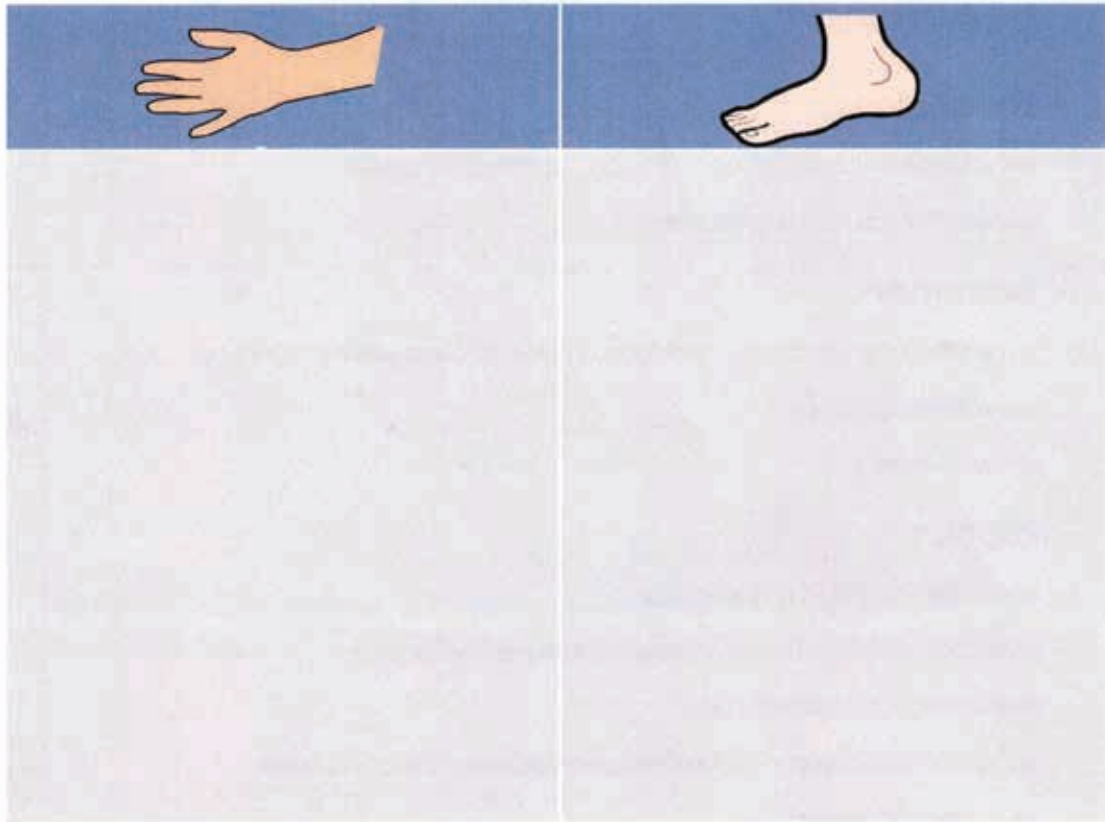


Project 1: **S** is for Snake

- The purpose of this project is to recognize and read the letter "S".
- Pupils should work in groups to cut the parts of the project, then put the pieces together to make a picture of a snake. Then, pupils paste the letter "S" on the body of the snake.
- Then, pupils should talk about the project in simple sentences.
- Pupils mention more words that start with the sound /s/.
- The last step can be self assessment or peer assessment.

Project 2

Body parts - Cut and paste the pictures in the correct boxes



Project 2: Body Parts

- The purpose of this project is to reinforce vocabulary related to body parts and clothes and to relate what the pupils learn at school to their real life.
- Pupils should work in groups to cut the pictures of clothes and objects related to them.
- After that, pupils classify the pictures (some are related to the hand, others are related to the foot) , then they should glue them in the correct box.
- Then, pupils should talk about the project in simple sentences.

For example:

- I can wear a glove in my hand. It's a red glove. We wear gloves in winter....etc.
- The last step can be self assessment or peer assessment.

Project 3

Maze - Find and colour the letter N n

S	H	t	A	T	L
L	N	h	l	S	n
a	n	N	L	a	N
s	n	S	n	t	N
A	N	h	l	N	n
t	n	a	H	T	n
S	H	h	l	A	s

Project 3: Maze

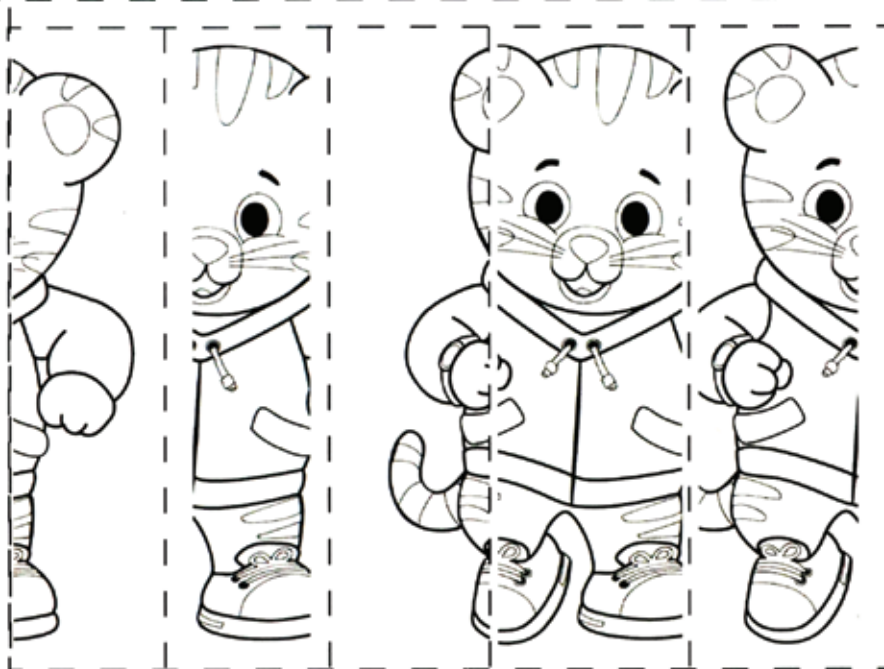
- The purpose of this project is to recognize the letter "N/n".
- Pupils should work in groups to find the letter "N/n", then colour all the letters they find.
- Then, pupils should talk about the project in simple sentences.
- Pupils mention more words that start with the sound /s/.
- The last step can be self assessment or peer assessment.

Project 4

Name: _____

Cut and paste the cards in order from 1-5

--	--	--	--	--



5

3

1

4

2

Project 4: Numbers

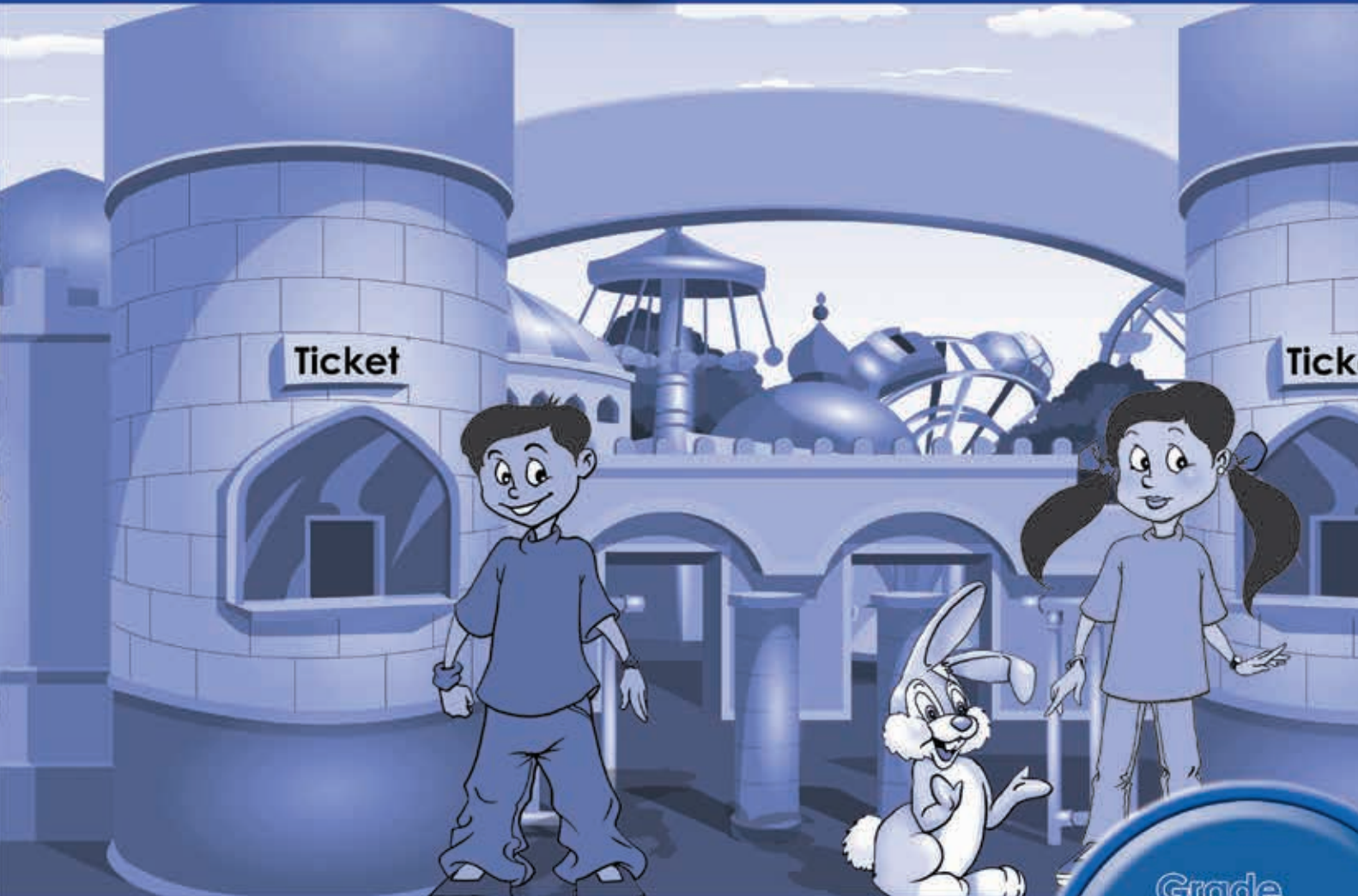
- The purpose of this project is to recognize and reorder numbers 1-5.
- Pupils should work in groups to cut the parts of the picture, then put the parts in order according to the numbers to form a complete picture .
- Then, pupils should talk about the project in simple sentences.
- The last step can be self assessment or peer assessment.



State of Kuwait
Ministry of Education

Modified

FUN WITH English



Teacher's Guide

Grade

1B

 LONGMAN

Julia Allen - Margaret Iggulden

Unit 6

Going to school

Speech acts:

-  Talking about actions
-  Identifying colours
-  Making suggestions
-  Asking questions
-  Using polite request
-  Expressing gratitude
-  Counting

1. *Look and say then ask and answer*

- In this activity, the pupils look at the pictures and say the appropriate words
- This Activity can be done first as a class and then in small groups or pairs
- Teacher should monitor to help with any pronunciation problems should they occur
- This stage serves to further practice and recycle the vocabulary taught in the previous lessons
- Pupils look at the pictures try to identify the characters.
- Teacher encourages pupils to talk about the pictures and in simple phrases and sentences

Suggested activities for further practice

- Pupils can play a recognition game to consolidate the listening skill . The teacher asks them to clap or jump whenever they hear a certain word while listening to the CD (book, ruler, eraser..etc.)

2. *Ask and answer*

- Teacher may encourage pupils to talk about their actions previously taught such as.. I am writing, reading, eating, drinking .. etc. through pictures, miming, videos, game or Ipad apps.
- Songs, flash cards, charts , realia .. etc. could be used to reinforce the speech act (talking about actions, identifying colours)

3. **Look and say**

- The purpose of this activity is to recognise the letter p/P
- The letter should be introduced in context (as a part of the word purple)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils' vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.
- The teacher can also use more activities to help pupils differentiate between the upper and lower case letters

4. **Look, say and use**

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound /p/
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration as the letter "p" can be pronounced in different ways. Abiding by the sound introduced is highly recommended.
- Reinforcement games can be used for further practice

5. **Trace and copy**

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (p/P)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self-assessment techniques by encouraging pupils to assess their own tracing.



Speech tips

Songs, chants, and poems, encourage pupils to mimic the model they hear. This helps pupils to master the sounds, rhythms, and intonation of the English language through simple reproduction.

6. **Look , listen then ask and answer**

- Pupils look at the pictures and listen
- Teacher encourages pupils to talk about the pictures and in simple phrases and sentences
- The teacher may use puppets or masks to help pupils perform mini dialogues or role play the lesson story
- The teacher may encourage pupils to talk about their class and classroom items such as pencil, book , bag ..etc. through a given picture of a classroom items, game or Ipad apps.
- Songs, flash cards, charts , realia .. etc. could be used to reinforce the speech act (asking questions and polite request)

Suggested activities for further practice

- Pupils can play a recognition game to consolidate the listening skill . The teacher asks them to clap or jump whenever they hear a certain word while listening to the CD (book, ruler, bag..etc.)

7. **Help Ali and Haya get to the book and ruler**

- This is a critical thinking activity
- The teacher should illustrate the context of the activity through a short story about Ali and Haya who wants to get to school items. Pupils have to help them go through the maze to know what school items they need
- The teacher can start the first part of the maze with the pupils as a model
- Pupils can then work in groups to go through the maze

8. **Look at the pictures then write (p or b)**

- The purpose of this activity is to make sure that pupils can differentiate between the /p/ and /b/ sound properly.
- Teacher can ask pupils to describe what they can see in simple sentences and phrases.
- Teacher explains the task to pupils then asks them to work in groups/ pair to complete the activity while monitoring and providing any help needed.
- Teacher can go through their answers and check them on the board.

Reading tips

Try to provide a tactile and visual way to help children learn the alphabet.



9. Spot the differences

- This is a critical thinking activity
- Teacher describe what they can see in simple sentences and phrases.
- Teacher then explains the task to pupils and asks them to work in pairs / groups to spot the differences.
- This is a reinforcement activity to use pre taught vocabulary and to help pupils recognize and differentiate between colours

10. Draw the things used at school

- This is a drawing activity to help show the pupils the fun side of learning and at the same time to enhance the pre taught vocabulary and school items.
- Teacher can start the activity by asking pupils to talk about the things they can see and use in school using simple phrases and sentences
- Teacher can move one and explain the task to pupils.
- Teacher can ask pupils to draw school or classroom items they use making sure that pupils understood the task
- Teacher can demonstrate the activity on the board using drawings or pictures
- Teacher may ask pupils to work in groups using different colours or pencils and start drawing

11. Count, then ask and answer

- The purpose of this activity is to recognize numbers and to count
- The teacher may introduce the word "class" and numbers (11-15) then help the pupils to count classroom objects in the activity
- The teacher can also talk with the pupils about the colour of the classroom items, if pupils have a pencil or not, what is the colour of their bags (green or red.. etc.)
- The teacher can encourage pupils to count classroom objects in groups through games or through some lpad apps.

12. Trace

- The purpose of this activity is to help pupils recognise numbers and to trace numbers correctly using correct hand movement
- The teacher can start by relating this activity to the previous one about counting classroom objects or to any counting activity
- The teacher should illustrate a model for the pupils before asking them to write. This can be done through writing on the air , then by helping pupils write on the four lines using a whiteboard marker.

- The teacher should attract pupils attention to the basics of penmanship such as left- right orientation, writing on the four lines, the correct starting point. The teacher can use extra worksheets if needed.
- After several writing practices with teacher's guidance, pupils can trace in the Pupil's Book and they can assess their own work (or assess each others work - peer assessment)
- The teacher can reinforce recognising numbers through games or Ipad apps

13. Look at the jar, count and write

- This is a reinforcement activity to integrate the learned numbers with other subjects such as mathematics and using the numbers in context through equation
- Pupils work in groups/ pairs, look at the marbles identify the colours count, add and write the number in the given square
- The teacher encourages the pupils to talk about the pictures again using the numbers orally

14. Look and say

- The purpose of this activity is to recognise the letter c/C
- The letter should be introduced in context (as a part of the word carrot)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils' vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.
- The teacher can also use more activities to help pupils differentiate between the upper and lower case letters

15. Look, say and use

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound / K /
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration as the letter "c" can be pronounced in different ways. Abiding by the sound introduced is highly recommended.
- Reinforcement games can be used for further practice

16. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (c/C)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self-assessment techniques by encouraging pupils to assess their own tracing.

Writing tips

Set up a writing center and provide many opportunities for your pupils to use it. Include all sorts of fun materials like coloured pencils, glitter crayons, markers, magnetic letters, alphabet stamps, glue, tape, and scissors.



Suggested activities

Cubes

Time:	as short as 5 minutes per round
Materials:	cubes / word cards / letter cards
Purpose:	to practice spelling and sentence building
Instructions:	<p>for Group work.</p> <p>Pupils in groups are allowed to form words using the cubes and letter cards with the help of assisted pictures/ or form a sentence using the word cards</p>



What the Word is

Time:	5 minutes
Materials:	Item lists
Purpose:	to practice circumlocution
Instructions:	Pupils are given a list of items classroom objects. They pick one item and try to describe it to their partner who guesses. They may not use the name of the item, or give spelling hints.
Caution:	The items the teacher gives to the pupils should reflect their ability. The more items there are to choose from, the more difficult the game becomes. Also the more similar the items are, the more difficult the game becomes. Teachers should be careful not to make it too easy lest it become uninteresting.
Alternatives:	food, furniture, jobs, family relationships, classroom items, sports, etc.



Unit 7

Let's do it

Speech acts:

- ✚ Giving instructions
- ✚ Making suggestions
- ✚ Talking about actions
- ✚ Asking and answering questions

1. Look and listen

- Pupils look at the pictures and listen
- Teacher encourages pupils to talk about the pictures and identify character and actions
- The teacher may use puppets or masks to help pupils perform mini dialogues or role play the lesson story
- The teacher may encourage pupils to perform the new action learned through a game
- Songs could be used to reinforce the same speech act (talking about actions e.g. run don't run.. etc.)

Suggested activities for further practice

- Pupils can play a recognition game to consolidate the listening skill . The teacher asks them to clap or jump whenever they hear a certain word while listening to the CD (Hello, Funni, Ali..etc)

2. Look at the pictures and tell them what to do

- This is a reinforcement activity to use new vocabulary and speech act in context.
- This activity serves to further practise the vocabulary taught
- The teacher can give an example first with the class and then the pupils can be divided into pairs to do the activity
- Teacher should ensure that both pupils have the opportunity to do both roles



Speech tips

Make sure the activities you present to the pupils, provide a reason for speaking, whether this is to play a game or to find out real information about friends in the class.

- Teacher can go round and monitor, giving help where necessary.
- Teacher can use different game ideas, masks, realia, miming, pictures and other materials needed to encourage pupils to take part in this activity

3. Look and say

- The purpose of this activity is to recognise the letter j/J
- The letter should be introduced in context (as a part of the word jump)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils' vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.
- The teacher can also use more activities to help pupils differentiate between the upper and lower case letters

4. Look, say and use

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound / dʒ /
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration as the letter "j" can be pronounced in different ways. Abiding by the sound introduced is highly recommended.
- Reinforcement games can be used for further practice

5. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (j/J)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self-assessment techniques by encouraging pupils to assess their own tracing.

6. **Look and say**

- In this activity, the pupils look at the pictures and say the appropriate words and actions
- This Activity can be done first as a class and then in small groups or pairs
- Teacher should monitor to help with any pronunciation problems should they occur
- This stage serves to further practise and recycle the vocabulary taught in the previous lessons as well as the new vocabulary. New and pre taught speech acts can also be practiced
- Pupils look at the pictures try to identify the characters and actions.
- Teacher encourages pupils to talk about the pictures and in simple phrases and sentences
- Teacher may encourage pupils to talk about actions previously taught such as.. write, read, eat, drink .. etc. through pictures, miming, videos, game or Ipad apps.
- Songs, flash cards, charts , realia .. etc. could be used to reinforce the speech act (talking about actions and giving instructions)

7. **Point, read and say**

- The reading should be broken into small sections so that the students have time to think about and process information.
- The purpose of this activity is to help pupils differentiate between pre learnt sounds and help them to blend and read the complete word.
- Teacher should give clear instructions before starting this activity and make sure to demonstrate and example on the board with the help pictures, cards ..etc.
- Teacher ask pupils to read aloud the sounds then blend them and say the complete word with the help of the given picture.
- The given picture helps the pupils to understand the word in context.

8. **Look and say**

- The purpose of this activity is to recognise the letter k/K
- The letter should be introduced in context (as a part of the word kick)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils' vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.
- The teacher can also use more activities to help pupils differentiate between the upper and lower case letters

9. *Look, say and use*

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound / k /
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration as the letter “k” can be pronounced in different ways. Abiding by the sound introduced is highly recommended.
- Reinforcement games can be used for further practice

10. *Trace and copy*

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils’ fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (k/K)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self-assessment techniques by encouraging pupils to assess their own tracing.

11. *Look and listen*

- Pupils look at the pictures and listen
- Teacher encourages pupils to talk about the pictures and in simple phrases and sentences
- The teacher may use puppets or masks to help pupils perform mini dialogues or role play the lesson story
- The teacher may encourage pupils to talk about their favourite animal and actions such as run, kick, jump ..etc. through a given pictures, games miming or Ipad apps.
- Songs, flash cards, charts , realia ..etc. could be used to reinforce the speech act (asking and answering questions and talking about actions)

Suggested activities for further practice

- Pupils can play a recognition game to consolidate the listening skill . The teacher asks them to clap or jump whenever they hear a certain word while listening to the CD (book, ruler, bag..etc.)

12. Look at the pictures and write (k or c)

- The purpose of this activity is to make sure that pupils can differentiate between the /k/ and /c/ sound properly.
- Teacher can ask pupils to describe what they can see in simple sentences and phrases.
- Teacher explains the task to pupils then asks them to work in groups/ pair to write the initials sound of the words to complete the activity while monitoring and providing any help needed.
- Teacher can go through their answers and check them on the board.

Reading tips

Some letters look very much the same (such as b, d, p, and q or k, c). And kids confuse these often. You can separate these letters and help pupils to discriminate them at different times to minimize confusion.



13. Look and say

- The purpose of this activity is to recognise the letter w/W
- The letter should be introduced in context (as a part of the word walk)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils' vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.
- The teacher can also use more activities to help pupils differentiate between the upper and lower case letters

14. Look, say and use

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound / w /
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration as the letter "w" can be pronounced in different ways. Abiding by the sound introduced is highly recommended.
- Reinforcement games can be used for further practice

15. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (w/W)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self-assessment techniques by encouraging pupils to assess their own tracing.

Writing tips

Guided handwriting practice worksheets support and challenge diverse learners. Don't forget to help your pupils to recognize the starting point for writing letters.



Suggested activities

Add a Word

Time:	as short as 5 minutes per round
Materials:	word cards
Purpose:	to practice sentence building/ fluency
Instructions:	<p>The teacher writes a short, simple sentence on the board. One by one, pupils give the teacher one word and says where it fits into the sentence. It is then added and the next pupil takes a turn.</p> <p>For example: A horse can run /. A horse can walk. / A rabbit can run.</p>
Alternatives:	<p>for Group work. Pupils may be allowed to add two or three words. Pupils in groups may be allowed to replace a word with two more. Words can be written on cards and the sentence built from the word cards.</p>

Exercises

Time:	as short as 5 minutes per round
Materials:	None
Purpose:	to practice actions and response to instructions
Instructions:	<p>The teacher asks pupils to stand in a line and call out instructions: "Jump 10 times", "Turn around 4 times" etc. Other good ones to use are: run (on the spot), hop, hands up & down, touch your (body part), stand up & sit down and jump</p>



Unit 8

On the farm

Speech acts:

- ✚ Asking for and giving information
- ✚ Describing actions
- ✚ Describing animals
- ✚ Counting
- ✚ Giving instructions

1. Look and Listen

- Pupils listen and look at the pictures.
- Teacher encourages pupils to talk about the pictures and to name what they can see.
- The teacher may use pictures to help pupils identify the new vocabulary.
- Songs and videos could be used to recognize the new vocabulary.
- Pupils can play a recognition game to consolidate the listening skill . The teacher asks them to clap or jump whenever they hear a certain word while listening to the CD (bird, mice, cow..etc)
- The teacher can ask the pupils to point at the animal after they hear some animals sounds.

2. Ask and answer

- This is a speaking activity to enhance pupils conversing ability by arising their self-confidence .
- Pupils should be able to use the new vocabulary through participating in mini dialogues.
- Teachers are asked to provide equal opportunities for the learners to participate in this exercise.
- In this activity the pupils should be given the maximized safety to take part in this exercise regardless the number of mistakes.



Speech tips

Try to treat errors casually by praising the pupil and simply repeating it correctly without necessarily highlighting the errors.

- The teacher can make use of some masks and popular loving characters costume to attract pupils attention and to add more fun to the lesson.
- Reinforcement games and videos can be used for further practice.

3. Look and say

- The purpose of this activity is to recognize the letter y/Y
- The letter should be introduced in context (as a part of the word mosque)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.

4. Look, say and use

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound /y/
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration. Abiding by the sound introduced is highly recommended.
- The teacher can provide the learners with many pictures and ask them to circle/ touch the words that start with the sound /y/.
- The teacher can also motivate learners dynamic abilities by asking the pupils to jump/clap when they hear/see a word that starts with the sound /y/.
- Reinforcement games can be used for further practice.

5. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (y/Y)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.

6. Look at the pictures, listen and say

- This is a reinforcement activity to use new vocabulary in context.
- Pupils look at the pictures and listen to the teacher.
- The teacher encourages the pupils to talk about the pictures again using the new words in context
- The teacher can make use of some pictures to encourage pupils to use the new vocabulary in context.
- The teacher can also make use of the young teacher technique to encourage pupils taking part in their own learning. Pupils will absolutely enjoy to participate with the new teacher.

7. Ask and answer

- This is a speaking activity to enhance pupils conversing ability by arising their self -confidence .
- Pupils should be able to use the new vocabulary through participating in mini dialogues.
- Teachers are asked to provide equal opportunities for the learners to participate in this exercise.
- In this activity the pupils should be given the maximized safety to take part in this exercise regardless the number of mistakes.
- The teacher can make use of some masks and popular loving characters costume to attract pupils attention and to add more fun to the lesson.
- Reinforcement games and videos can be used for further practice.

8. Count and write

- The teacher can start the lesson by displaying a video and asking the pupils to count how many stars/balls are there.
- In this exercise the pupils are supposed to look at the given letters and count how many Y/P letters there are.
- The teacher may also use self -assessment techniques by encouraging pupils to assess their own counting..
- After counting the pupils may use small boards to write how many Y/P letter they found.
- This exercise will absolutely strengthen pupils visual skills and promote their enthusiasm.

9. *Read, trace and match*

- This exercise asks the pupils to read the written vocabulary (cow/girl/goat) and match them to the corresponding picture.
- This exercise strengthens the pupils' fine motor skills such as correct pencil grip and pencil control.
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.
- The teacher can make use of some Ipad games and apps to add more fun to the lesson.

Reading tips

Provide blending instruction with words that contain the letter-sound relationships that children have learned.



10. *Look and say*

- This is a reinforcement activity to use numbers (from 16 to 20)
- The pupils are also asked to recognize numbers (from 6 to 10)
- The teacher should introduce the numbers in context (16 hens).
- The teacher can use some Ipad apps to consolidate the use of numbers.
- The teacher encourages the pupils to work in groups/pairs and count the objects.

11. *Write the missing numbers*

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The pupils are also required to write the missing numbers on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.

12. *Connect and colour*

- The purpose of this exercise is to show pupils cognitive and artistic skills through connecting the numbers to identify the picture.
- The pupils are supposed to connect the numbers in the correct sequence.
- The teacher should make sure that all the pupils know the numbers in the correct order. Some games and activities can be used to warm up the pupils.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.
- After connecting the letters, the pupils will enjoy to colour the picture.

13. Look and say

- The purpose of this activity is to recognize the letter g/G
- The letter should be introduced in context (as a part of the word goat)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.

14. Look, say and use

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound /g/
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration. Abiding by the sound introduced is highly recommended.
- The teacher can provide the learners with many pictures and ask them to circle/ touch the words that start with the sound /g/.
- The teacher can also motivate learners dynamic abilities by asking the pupils to jump/clap when they hear/see a word that starts with the sound /g/.
- Reinforcement games can be used for further practice.

15. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (g/G)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.

Writing tips

Always attract your pupils' attention to left-right orientation even in matching activities.



Suggested activities

Categories

Time:	5 minutes
Materials:	Materials: picture to label (optional)
Purpose:	to show memory strategy of grouping and to share vocabulary
Instructions:	Pupils break into teams, each team tries to come up with as many words as they can in a category

* Wolves and Lambs

Time:	5 minutes
Materials:	2 or 3 sets of the target vocabulary
Purpose:	vocabulary review
Instructions:	<ul style="list-style-type: none">• The teams or groups sit in circles well apart from each other• 'wolves' from other teams visit each team.• Each 'wolf' has a list of pictures/words (animal words) to be recognized.• Anyone who does not know the words has to stand aside as a captive 'lamb'.• (The wolf may ask anyone, What's this?)• After some time the 'shepherd' (teacher) chases the wolves away and the wolves take the 'captives' back to their groups. The team with the most captives wins.

Unit 9

Learn about Kuwait

Speech acts:

- 📌 Asking for and giving information
- 📌 Describing colours
- 📌 Asking and answering about ability
- 📌 Asking and answering about location
- 📌 Describing location

1. Look and Listen

- Pupils listen and look at the pictures.
- Teacher encourages pupils to talk about the pictures and to name what they can see.
- The teacher may use real objects or pictures to help pupils identify the new vocabulary.
- Songs and videos could be used to recognize the new vocabulary.
- Pupils can play a recognition game to consolidate the listening skill . The teacher asks them to clap or jump whenever they hear a certain word while listening to the CD (flag, dhow, wall..etc)
- The teacher can ask the pupils to point at the animal after they hear some animals sounds.

2. Read and mark ✓ or X

- In this exercise the pupils are asked to read the given sentences and tick the picture on the other side.
- The teacher is encouraged to use many starters and warming up activities to make sure that all the student can identify the given pictures.
- The teacher may also use self-assessment techniques by encouraging pupils to assess their own ticking.

3. **Count and write how many flags**

- The teacher can start the lesson by displaying a video and asking the pupils to count how many stars/balls are there.
- In this exercise the pupils are supposed to look at the given picture and count how many flags there are.
- The teacher may also use self -assessment techniques by encouraging pupils to assess their own counting..
- After counting the pupils may use small boards to write how many flags they found.
- This exercise will absolutely strengthen pupils visual skills and promote their enthusiasm.

4. **Colour by number**

- This activity helps pupils to show and enjoy their artistic skills by colouring the given picture according to the numbers.
- The teacher will help the pupils and give them clear instructions on how to colour each section.
- Reinforcement games can be used for further practice
- The teacher may also use peer assessment techniques by encouraging pupils to assess each other`s colouring

5. **Look and listen**

- Pupils look at the pictures and listen to the teacher.
- The teacher encourages the pupils to talk about the pictures again using the new words in context
- The teacher asks the pupils to look at the pictures and read the speech bubbles
- The teacher can also make use of the young teacher technique to encourage pupils taking part in their own learning. Pupils will absolutely enjoy to participate with the new teacher.

6. **Ask and answer**

- This is a speaking activity to enhance pupils conversing ability by arising their self -confidence .
- Pupils should be able to use the new vocabulary through participating in mini dialogues.
- Teachers are asked to provide equal opportunities for the learners to participate in this exercise.
- In this activity the pupils should be given the maximized safety to take part in this exercise regardless the number of mistakes.



Speech tips

Always offer praise for effort regardless of the accuracy of the English produced.

- The teacher can make use of some masks and popular loving characters costume to attract pupils attention and to add more fun to the lesson.
- Reinforcement games and videos can be used for further practice.

7. **Listen and circle the right picture**

- Pupils listen to the teacher and circle the correct pictures.
- Teacher encourages pupils to talk about the pictures and to describe the location.
- The teacher may use real objects or pictures to help pupils identify the location
- Songs and videos could be used to recognize the different locations.
- Pupils can play a recognition game to consolidate the listening skill . The teacher asks them to clap or jump whenever they hear a certain word while listening to the CD (in, on, between..etc)

8. **Look and say**

- The purpose of this activity is to recognize the letter i/I
- The letter should be introduced in context (as a part of the word in)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.

9. **Look, say and use**

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound /i/
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration. Abiding by the sound introduced is highly recommended.
- The teacher can provide the learners with many pictures and ask them to circle/touch the words that start with the sound /i/.
- The teacher can also motivate learners dynamic abilities by asking the pupils to jump/clap when they hear/see a word that starts with the sound /i/.
- Reinforcement games can be used for further practice.

Reading tips

Children's ability to think about individual words as sequences of sounds is important to their understanding of the alphabetic principle. They also need to learn that sentences are made up of separate words.



10. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (i/l)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.

11. Look at the pictures and write the missing letters

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the initials after looking at the given pictures.
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.

12. Colour the small letter

- This activity gathers the pupils cognitive and artistic knowledge.
- The teacher should start the lesson by getting pupils to recall and use some upper/lower case letters.
- The teacher asks the pupils to colour the small letters in the boxes.
- The teacher can make use of some iPad apps to consolidate the use of numbers and letters.
- Reinforcement games can be used for further practice

13. Listen and number

- The pupils listen to the teacher instruction and number the pictures.
- The teacher should start the lesson by getting pupils to recall some vocabulary.
- Reinforcement games can be used for further practice

14. Look and say

- The purpose of this activity is to recognize the letter u/U
- The letter should be introduced in context (as a part of the word under)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.

15. Look, say and use

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound /u/
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration. Abiding by the sound introduced is highly recommended.
- The teacher can provide the learners with many pictures and ask them to circle/ touch the words that start with the sound /u/.
- The teacher can also motivate learners dynamic abilities by asking the pupils to jump/clap when they hear/see a word that starts with the sound /u/.
- Reinforcement games can be used for further practice.

16. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (u/U)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.

Writing tips

Proper spacing between words and letters is also an important skill. You can use popsicle sticks as a visual between words or just have your child place their index finger



17. Look and say

- Pupils listen and look at the pictures.
- Teacher encourages pupils to talk about the pictures and to name what they can see.
- The teacher may use real objects or pictures to help pupils identify the new vocabulary.
- Songs and videos could be used to recognize the new vocabulary.

18. Ask and answer

- This is a speaking activity to enhance pupils conversing ability by arising their self -confidence .
- Pupils should be able to use the new vocabulary through participating in mini dialogues.
- Teachers are asked to provide equal opportunities for the learners to participate in this exercise.
- In this activity the pupils should be given the maximized safety to take part in this exercise regardless the number of mistakes.
- The teacher can make use of some masks and popular loving characters costume to attract pupils attention and to add more fun to the lesson.
- Reinforcement games and videos can be used for further practice.

19. Write the missing letters

- The purpose of this activity is to write the mising letters after looking at the given pictures.
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.

20. Look and say

- The purpose of this activity is to recognize the letter x/X
- The letter should be introduced in context (as a part of the word x ray)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.

21. Look, say and use

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound /x/
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration. Abiding by the sound introduced is highly recommended.
- The teacher can provide the learners with many pictures and ask them to circle/ touch the words that start with the sound /x/.
- The teacher can also motivate learners dynamic abilities by asking the pupils to jump/clap when they hear/see a word that starts with the sound /x/.
- Reinforcement games can be used for further practice.

22. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (x/X)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.

Suggested activities

The memory game

Time:	5 minutes
Materials:	pictures /written cards/numbers
Purpose:	to practice reading words by matching them with their pictures
Instructions:	<p>The teacher put the pictures of animals and the words on the board. One side of the pictures has the picture of animals and the other side is a number. The written cards have on the other side letter</p> <p>The cards are put on the board on the side of letters and numbers.</p> <p>Pupils choose a letter with a number randomly if the pupil chooses the correct picture with its written card he will have a point. (developed)</p>

Word Form

Time:	as short as 5 minutes
Materials:	word cards / boards
Purpose:	to practice blending or segmenting
Instructions:	<p>For Group work.</p> <p>Pupils are allowed to form words or read words using the letters on the flowers and write them down on its leaves. They compete to see who can write them first.</p>



Unit 10

Let's play

Speech acts:

- ✚ Asking and answering questions
- ✚ Making suggestions
- ✚ Describing actions

1. Look and Listen

- Pupils listen and look at the pictures.
- Teacher encourages pupils to talk about the pictures and to name what they can see.
- The teacher may use some pictures to help pupils identify the new vocabulary.
- Songs and videos could be used to recognize the new vocabulary.
- Pupils can play a recognition game to consolidate the listening skill . The teacher asks them to clap or jump whenever they hear a certain word while listening to the CD (know, van, ..etc)

2. Point, read and say

- This is a reading exercised to consolidate the segment and blend ability.
- The pupils are supposed to read correctly.
- Teachers are asked to provide equal opportunities for the learners to participate in this exercise.
- Reinforcement games and videos can be used for further practice.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.



Speech tips

Help your pupils practise speaking every chance they get!

3. Look and say

- The purpose of this activity is to recognize the letter z/Z
- The letter should be introduced in context (as a part of the word zoo)
- The teacher should introduce the sound, name and shape of the letter.

- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.

4. Look, say and use

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound /z/
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration. Abiding by the sound introduced is highly recommended.
- The teacher can provide the learners with many pictures and ask them to circle/ touch the words that start with the sound /z/.
- The teacher can also motivate learners dynamic abilities by asking the pupils to jump/clap when they hear/see a word that starts with the sound /z/.
- Reinforcement games can be used for further practice.

5. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (z/Z)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.

6. Ask and answer

- This is a speaking activity to enhance pupils conversing ability by arising their self -confidence .
- Pupils should be able to use the new vocabulary through participating in mini dialogues.
- Teachers are asked to provide equal opportunities for the learners to participate in this exercise.
- In this activity the pupils should be given the maximized safety to take part in this exercise regardless the number of mistakes.

- The teacher can make use of some masks and popular loving characters costume to attract pupils attention and to add more fun to the lesson.
- Reinforcement games and videos can be used for further practice.

7. **Help Ali to get to the word, then write it in the box**

- This is a critical thinking activity. It promotes pupils ability to solve problems and think deeper.
- The pupils are asked to take Ali through the maze to get to the word in the middle.
- The pupils are also asked to write the word (game) in the box.
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own writing.

8. **Look and say**

- The purpose of this activity is to recognize the letter q/Q
- The letter should be introduced in context (as a part of the word queen)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.

Reading tips

Effective word-recognition strategies permit children to quickly and automatically identify words and gain rapid access to their meanings.



9. **Look, say and use**

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound /q/
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration. Abiding by the sound introduced is highly recommended.
- The teacher can provide the learners with many pictures and ask them to circle/ touch the words that start with the sound /q/.

- The teacher can also motivate learners dynamic abilities by asking the pupils to jump/clap when they hear/see a word that starts with the sound /q/.
- Reinforcement games can be used for further practice.

10. **Trace and copy**

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (q/Q)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.



Writing tips

Always inspire your pupils and give a good model to them. Show them that writing is fun.

11. **Reorder the story**

- Teacher encourages pupils to talk about the pictures and to describe the action.
- Teacher encourages pupils to work in groups to reorder the story
- Teacher encourages pupils to talk about themselves

12. **Circle the pictures with (q) sound**

- This is a critical thinking activity. The pupils are using their high level of thinking.
- The pupils are asked to circle the pictures with q sound.
- Reinforcement games and videos can be used for further practice.

13. **Say it, connect it and write it**

- This exercise the pupils are supposed to look at the given pictures, connect the letters and write the word.
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own answers

14. Look and say

- The purpose of this activity is to recognize the letter v/V
- The letter should be introduced in context (as a part of the word van)
- The teacher should introduce the sound, name and shape of the letter.
- The teacher can encourage pupils to mention as many words they may know (to check their prior knowledge)
- Songs can also be used for enhancing the correct pronunciation of the sound of the letter, and for enriching pupils vocabulary. Songs are also very useful for memorizing the words and for adding fun to the lesson.

15. Look, say and use

- The purpose of this activity is to enrich pupils vocabulary through encouraging them to know more words that start with the sound /v/
- The teachers can add as many words as he/ she likes, but the correct sound should be taken into consideration. Abiding by the sound introduced is highly recommended.
- The teacher can provide the learners with many pictures and ask them to circle/ touch the words that start with the sound /v/.
- The teacher can also motivate learners dynamic abilities by asking the pupils to jump/clap when they hear/see a word that starts with the sound /v/.
- Reinforcement games can be used for further practice.

16. Trace and copy

- This is a writing activity that should be preceded with several activities in previous lessons to strengthen the pupils' fine motor skills such as correct pencil grip and pencil control.
- The teachers may use play dough or cut and paste activities as well.
- The purpose of this activity is to write the letters in the unit (v/V)
- The pupils are also required to write on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- The teacher may also use self assessment techniques by encouraging pupils to assess their own tracing.

17. Read and draw

- This activity helps pupils to show and enjoy their artistic and cognitive skills by reading and drawing.
- The teacher asks the pupils to read the given words then draw them in the box.

- Reinforcement games can be used for further practice
- The teacher may also use peer assessment techniques by encouraging pupils to assess each other's drawing.

18. Circle the pictures with /v/ sound

- This is a critical thinking activity. The pupils are using their high level of thinking.
- The pupils are asked to circle the pictures with v sound.
- Reinforcement games and videos can be used for further practice
- The teacher can make use of many Ipad apps to consolidate letters and sounds.

19. Count, how many?

- The teacher can start the lesson by displaying a video and asking the pupils to count how many cars/balls are there.
- In this exercise the pupils are supposed to look at the given picture and count how many cars/balls there are.
- The teacher may also use self -assessment techniques by encouraging pupils to assess their own counting..
- After counting the pupils may use small boards to write how many flags they found.
- The pupils are also required to write the number in the box on the four lines correctly.
- The pupils should write slowly with the guidance of the teacher. Neatness is highly required in this activity.
- This exercise will absolutely strengthen pupils visual and writing skills and promote their enthusiasm.

20. Complete the patterns by drawing and colouring the pictures

- It is a critical thinking exercise to show pupils mastery in completing the patterns by identifying the missing shape in each row.
- Pupils will enjoy drawing the missing shape.
- The teacher may also use self and peer assessment techniques by encouraging pupils to assess their/other's drawing.
- The teacher can make use of many Ipad apps that develop pupils visual and artistic skills.

Suggested activities

Pizza slice

Time:	as short as 5 minutes per round
Materials:	a round card with numbers / a triangle shape cards
Purpose:	to practice numbers



Instructions:	for Group work. Pupils in groups are allowed to match the given pizza slices with the dots on its surface to the corresponding number
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Substitute

Time:	as short as 5 minutes
Materials:	word cards
Purpose:	to practice blending or segmenting
Instructions:	Pupils are allowed to form words or read words using the cards



Charades

Time:	5-10 minutes
Materials:	list of action words or pictures
Purpose:	to practice action verbs
Instructions:	<ul style="list-style-type: none"> • Pupils break into groups of 4-6 • one person is given the list of actions • he mimes an action and others try to guess what he's doing • the group to get through all the actions the fastest wins • the actor changes
Alternatives:	the teacher can act in front of the whole class who try to guess fastest guesser wins

Up & Down

Time:	5-10 minutes
Materials:	2 sets of letter flashcards for this game (or one set of upper-case "A, B, C ..." and one set of lower-case "a, b, c ...").
Purpose:	
Instructions:	You need Give each of your Ss a letter flashcard from one set. T keeps the other set. Arrange the Ss so that they are all sitting down. T holds up one flashcard letter and the S with the same flashcard letter stands up and says the letter and then sits down again. Play the game at a fast pace so that Ss are standing up and sitting down rapidly. <i>Variation:</i> Give each S 2 or 3 flashcards.
Alternatives:	the teacher can act in front of the whole class who try to guess fastest guesser wins

Daily Lesson Plan						
Day:		Class:		Unit: 7	Period No.: 3	
Date:		Period:		Topic: Let's do it		
Specific Competences	2.2 / 2.3 / 3.4 / 4.1					
Language Structures	Phonics: j /dʒ/ Voc: Actions (Jump) Grammar: Imperatives (jump! Don't jump) Present continuous (He is jumping)					
Language Functions (Speech Acts)	<ul style="list-style-type: none"> Giving instructions Talking about actions 					
Learning & Teaching Strategies	<input checked="" type="checkbox"/>	Demonstration	<input type="checkbox"/>	Discussion	<input checked="" type="checkbox"/>	Role Play
	<input checked="" type="checkbox"/>	Learning by Doing	<input checked="" type="checkbox"/>	Cooperative Learning	<input checked="" type="checkbox"/>	Brainstorming
	Other:					
Thinking Skills	<input type="checkbox"/>	Logical Thinking	<input checked="" type="checkbox"/>	Critical Thinking	<input checked="" type="checkbox"/>	Creative Thinking
Resources	<ul style="list-style-type: none"> •PB p. 27 •ICT •CD Player •Data show •Pictures •cards •blending flower •tracing worksheet •Project material (coloured papers – glue – scissors) 					
Assessment Tools	<input checked="" type="checkbox"/>	Observation	<input checked="" type="checkbox"/>	Oral response	<input type="checkbox"/>	Oral presentation
	<input checked="" type="checkbox"/>	Questions	<input checked="" type="checkbox"/>	Games	<input checked="" type="checkbox"/>	Projects
	<input checked="" type="checkbox"/>	Written Tasks	<input checked="" type="checkbox"/>	Self assessment	<input type="checkbox"/>	Peer assessment
	<input type="checkbox"/>	Quizzes	<input type="checkbox"/>	Portfolio	<input checked="" type="checkbox"/>	
	Other:					

(Note: Numbers of Specific Competences should be written beside each activity)

Opener:

- **(2.2)** Playing a memory game:
 - Using cards of different sports and inviting two pupils and asking them to flip and match pictures, then say their favourite sport. (Logical thinking)
- **(2.2 – 3.4)** Getting pupils sing the ABC song.
 - Matching uppercase letters with their lowercase.

Sequence of Activities :

- **(2.3)** The instruction game:
 - Explaining the task to pupils and giving them an example.
 - Inviting a pupil to role play the young teacher and give pupils instructions to follow e.g. (run – kick the ball – eat – sit down – stand up ... etc.)
- **(2.3)** Acting it out game in groups:
 - Asking a member from a group to choose an action card then mime the pre taught action on the card.
 - Asking other members of the group to guess the action and say it aloud. (Critical thinking)
- **(2.2 - 3.4)** Presenting the new voc. and sound /dʒ/ in context:
 - Telling pupils a short story about a boy called Jasim who likes jumping on the rope and talking about his father Jamal and his mother Jamila to expose pupils to the sound / dʒ/ in real life situation and in context.
 - Asking pupils to look at their pupil's book p27 (Ex: look and say) and identify the lower and upper case of the letter J.
 - Asking pupils to look at the picture of the boy and say what he is doing using (He is).
- **(4.1)** Using the Ipad app (Little Writer - The Tracing App for Kids):
 - Showing pupils how to write the upper and lowercase of the letter J.
 - Encouraging pupils to use the Ipad in groups to trace the letter J.
- **(2.2)** Playing a game (Bitsboard app):
 - Asking pupils to look at some pictures starting with the /dʒ/ sound.
 - Asking pupils to identify the word and the picture, then say it aloud.
 - Encouraging pupils to say more words beginning with the sound /dʒ/ as an extension. (extension)
- **(4.1)** Pupil's book p.... Ex: 3 Trace and copy:
 - Asking pupils to finish the trace and copy activity individually so they can assess their writing and how well they have completed the trace and copy exercise using the self-assessment box. (self-assessment)

Closure:

- **(2.3)** In groups after explaining the task to pupils and doing a model on the board asking pupils to use the given materials (glue – cut outs – paper) to form a jellyfish and talk about it, e.g. I like jellyfish. (project) (creative thinking)

<p>Reflection Challenges & Suggestions</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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Daily Lesson Plan						
Day:		Class:		Unit: 8	Period No.: 6	
Date:		Period:		Topic: On the farm		
Specific Competences	1.3 /2.4/ 3.4					
Language Structures	Phonics: g /g/ Voc: None Grammar: Modal verb can for ability (I can see a dog)					
Language Functions (Speech Acts)	<ul style="list-style-type: none"> Describing animals 					
Learning & Teaching Strategies	✓	Demonstration	✓	Discussion	✓	Role Play
		Learning by Doing	✓	Cooperative Learning	✓	Brainstorming
	Other:					
Thinking Skills	✓	Logical Thinking	✓	Critical Thinking	✓	Creative Thinking
Resources	<ul style="list-style-type: none"> Pictures Magnet letters Worksheet Data show ICT 					
Assessment Tools	✓	Observation	✓	Oral response		Oral presentation
	✓	Questions	✓	Games		Projects
		Written Tasks		Self assessment		Peer assessment
		Quizzes		Portfolio		
	Other:					

(Note: Numbers of Specific Competences should be written beside each activity)

Opener:

- (2.4) Reinforcing the educational value of the month “Cleanliness” by:
 - Asking pupils to determine if the actions are right or wrong.
 - Encouraging pupils to mention other actions related to cleanliness. (Logical thinking)

Sequence of Activities :

- (2.4) Pupils play a (guessing game):
 - Listening to some animal sounds and guess the name of the animal.
 - Describing these sounds (sheep, bird, cow, horse).
 - Pupils name/ mention some other animals they know. (extension)
- (2.4) Talking about animals:
 - Displaying some animals pictures (shadows) using the I-pad .
 - Guessing the animal’s name and describing it. (Pupils are expected to use: I can see a hen.) (Critical thinking)
- (3.4) Reading the previously taught letter sounds/names by using the I-pad.
 - Pupils blend and segment using an I-pad application (Reading 2).
- (3.4) working in groups to put the letters of the word (yawn) in the correct order; Pupils read the word and name some other words that start with letter /y/.
- (1.3/2.4) Guessing Game :
 - Saying different words then, pupils close their eyes and repeat after the teacher “girl, goat, gap, grapes...”
 - Pupils guess the common sound . Pupils can easily and happily elicit the initial letter /g/. (Critical Thinking)
- (1.3) Displaying (letter g song) video and pupils sing with it “bounce patrol kids”.
- (2.4) Displaying some words that start with letter /g/ using data show.
 - Pupils say different words they know that start with /g/.
- (3.4) Writing the missing letter Gg in words start with g (goat/girl..)
- (2.4/3.4) Distributing worksheets among pupils: Pupils draw one circle joining all the words that start with letter /g/.
 - Pupils count the words they find.
- (1.3/2.4) Young Teacher Game :
 - One pupil says words that start with the letter/g/ .
 - Pupils clap their hands twice if they hear words that start with letter /g/. (The young teacher can say any word that comes to his/her mind.)

Closure:

- (2.4/3.4) Collect and Count Game :
 - Sticking many different magnet letters on the board and asking 2 pupils to compete by collecting as many letters (G/g) as they can.
 - Then, pupils say a boy's or girl's name that starts with letter /g/.
 - Finally the whole class to count the letters and announce the winner.
 - The winner draws a picture of something that starts with /g/ (Creative Thinking)

<p>Reflection Challenges & Suggestions</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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Daily Lesson Plan						
Day:		Class:		Unit: 10	Period No.: 4	
Date:		Period:		Topic: Let's play !		
Specific Competences	2.1/3.1/4.1/4.3					
Language Structures	Phonics: None Voc: actions (take a photo / throw a ball) Grammar: present continuous / simple sentences					
Language Functions (Speech Acts)	<ul style="list-style-type: none"> Describing animals 					
Learning & Teaching Strategies	<input checked="" type="checkbox"/>	Demonstration	<input checked="" type="checkbox"/>	Discussion	<input type="checkbox"/>	Role Play
	<input checked="" type="checkbox"/>	Learning by Doing	<input checked="" type="checkbox"/>	Cooperative Learning	<input checked="" type="checkbox"/>	Brainstorming
	Other:					
Thinking Skills	<input checked="" type="checkbox"/>	Logical Thinking	<input checked="" type="checkbox"/>	Critical Thinking	<input checked="" type="checkbox"/>	Creative Thinking
Resources	<ul style="list-style-type: none"> Pupil's Book p 54 Worksheet Pictures Data show Magnet letters realia(camera/ball) dough 					
Assessment Tools	<input checked="" type="checkbox"/>	Observation	<input checked="" type="checkbox"/>	Oral response	<input type="checkbox"/>	Oral presentation
	<input checked="" type="checkbox"/>	Questions	<input checked="" type="checkbox"/>	Games	<input checked="" type="checkbox"/>	Projects
	<input type="checkbox"/>	Written Tasks	<input type="checkbox"/>	Self assessment	<input checked="" type="checkbox"/>	Peer assessment
	<input type="checkbox"/>	Quizzes	<input type="checkbox"/>	Portfolio	<input type="checkbox"/>	
	Other:					

(Note: Numbers of Specific Competences should be written beside each activity)

Opener:

- **(2.1/3.1)** Distributing a paper (with many action verbs pictures) among pupils and giving each pupil small coloured stars.
 - Explaining the activity: look at the pictures, if you like to do it stick a star. If you don't like to do it skip it and move to the next one.
 - Encouraging pupils to exchange their papers and have a look at each other preferences.
 - Encouraging pupils to talk about their choices using: I like playing video games/ I don't like swimming...etc. (Logical Thinking)

Sequence of Activities :

- **(3.1) Letters and words game:**
 - Sticking letters v & z on the board, handing each group some pictures of things that start with these letters (van/ zoo/ volcano/...)
 - Pupils are given clear instructions about the game (Asking the pupils to classify the pictures under the correct letter on the board.)
- **(3.1)** The pupils re-order the letters then read the word aloud ,using an I-pad application(English is fun 2) (play-pray-eat)
- **(2.1)** (The hidden secret) game:
 - One pupil is to come in front of the class, close his/her eyes then he/she touches a ball/camera then guess what it is. (Critical Thinking)
 - Pupils look at a camera/ball . Pupils answer : (What we use camera/ball for? Can we think of other ways for using them?)
- **(2.1/3.1)** pupils read (take a photo / throw a ball) using pictures/ Using TPR technique.
 - Pupils answer questions related to the new words E.G : What do you like to do also?
 - (Pupils say: I like playing video games/ I like watching T.V. ..) (extension)
- **(4.1/4.3)** Displaying the new vocabulary (take a photo/throw a ball) using data show slides.
 - Showing the pupils how to write them neatly and correctly.
 - Distributing some play dough then pupils work in groups to choose any new voc. and make it using the play dough. (Creative Thinking)
- **(2.1/3.1)** Displaying the lesson (P.B p 54) using data show .
 - Discussing the picture in the pupil's book through asking questions (as setting scene).
 - Pupils ask and answer questions about the picture (Is he taking a photo? Yes, he is. / No, he isn't, in an open pair activity.)
- **(3.1)** Displaying some pictures of some actions,
 - pupils perform a short dialogue (Q/A exercise)
E.G P1: Is he eating/ playing / drinking ...?
P2: Yes, he is. / No, he isn't.

Closure:

- **(4.1/3.1)** A project: Displaying a picture of (throw a ball – take a photo)
 - Pupils draw many things related to the picture
 - Pupils talk about their project. (ex: It's a camera. I like taking photos. I take a photo of my family). *(Creative Thinking)*

<p>Reflection Challenges & Suggestions</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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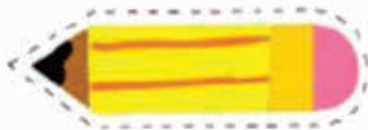
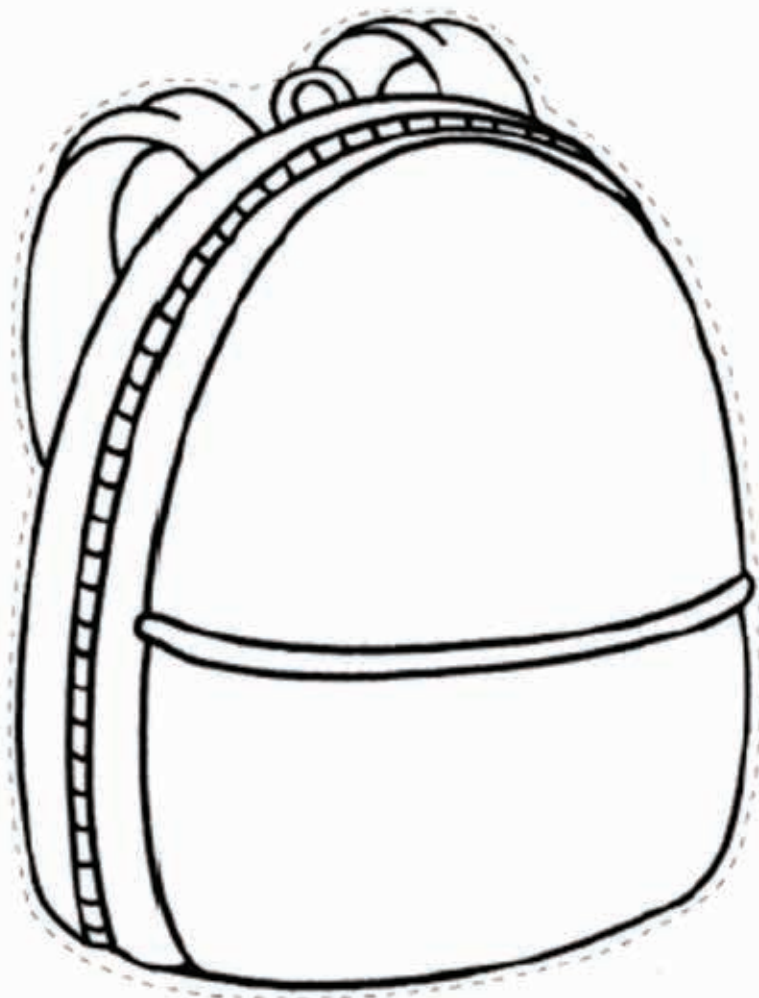


Projects



Project 1

I love my school



Cut out these supplies and glue them on the school bag.

Draw whatever else you think you'll need.

Project 1: I love my school

- The purpose of this project is to reinforce talking about school supplies and to relate what the pupils learn at school to their real life.
- Pupils should work in groups to cut the pictures of school supplies and glue them on the picture of the bag.
- After that, pupils can draw any other school supplies they like on the bag.
- Then, pupils should talk about the project in simple sentences.

For example, the pupils can talk about:

- what's in the bag ,
 - how many pencils, erasers...etc.
 - colour, shape and size of the school supplies (or the bag)
 - why they like it,
 - what more can be added...etc.
- The last step can be self assessment or peer assessment.










Project 2

Actions Tic Tac Toe

Play, look at the pictures then, ask and answer:

What's he / she doing?

He / She is

✂

X	X	X	X	X
O	O	O	O	O

Project 2: Actions Tic Tac Toe

- The purpose of this project is to reinforce talking about action using the present continuous tense.
- Pupils should work in pairs / groups to play Tic Tac Toe. Two players/groups take turns to mark the squares with X or O. The player who succeeds in placing three of their marks in a horizontal, vertical or diagonal row wins the game.
- After that, pupils should ask and answer about the pictures using the present continuous tense.

For Example:

- What's he doing? He is playing football...etc.

أودع بمكتبة الوزارة تحت رقم (٣٨) بتاريخ ٢٤/٨/٢٠١٧م