

State of Kuwait  
Ministry of Education  
ELT General Supervision

**Curriculum and Curriculum Standards for Primary Education**

**(Grade 1)**

**Learning Unit plans**

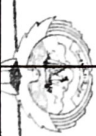
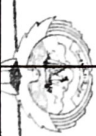
**Based on the new Curriculum**

**New fun with English**

2018 - 2019

**Grade one**  
*New Fun with English*  
**(1 A)**

**Unit (1)      Number of teaching periods    (    )**

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit one pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
Hello	1.1 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations 1.2.2. Following simple instructions given by the teacher in the classroom  1.3. Listening respectfully to the speaker 1.4 Identifying numbers from 1-20 in a listening text  2.2 Responding to simple communicative situations in mini dialogues related to every day topics 3.2 Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials 3.3 Handling books respectfully and appropriately  4.2 Staying on topic while writing words and drawing pictures related to an assigned topic with the support of the teacher 4.3. Following a simple written pattern and handling project tools neatly with teacher's support and guidance	1.1 Recognize words ,phrases, instructions heard from natural sources (e.g. different persons' speech,recorded material)  1.2.2. Listen to and follow simple instructions related to classroom routines  1.3.Listen attentively and respond politely to speakers in different situations 1.4 Identify numbers from 1 to 20 and reproduce them in digits  2.2 Use simple language related to everyday topics communicatively in mini dialogues  3.2 Read illustrations, pictures, signs and words in written and visual materials.  3.3 Handle books appropriately holding them right-side-up and turning pages one at a time from front to back 4.2 Stay on topic while performing writing tasks related to a given topic.  4.3. Follow a simple written pattern and handle project tools neatly and in an organized manner on their own ( pencils, papers, colours, glue, plastic scissors, pictures)	<ul style="list-style-type: none"> <li>Using TPR "Total Physical Response "activities e.g. (Please, stand up! Sit down! Open please your notebooks!).</li> <li>Participate in a role play activity with classmates e.g.:</li> <li>A: Where is my pencil, please?</li> <li>B: I see ... Here on the table.</li> <li>A: Thank you.</li> <li>Discriminate English letters from other shapes and symbols using worksheets or iPads</li> <li>Pre-writing exercises: e.g. Draw and colour shapes; trace and draw zigzag lines; copy, draw and close shapes from left to right.</li> </ul>	Grouping (individual work, pair work, etc.) - Materials/ Resources (visual and audio aids etc.)	<ul style="list-style-type: none"> <li>Worksheets ○</li> <li>Projects ○</li> <li>Quizzes ○</li> <li>Portfolio ○</li> <li>Questions ○</li> <li>Observation ○</li> </ul>
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**Unit (2)      Number of teaching periods    (    )**

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit two pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
<b>My body</b>	<p>1.1 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations</p> <p>1.2.2. Following simple instructions given by the teacher in the classroom</p> <p>1.4 Identifying numbers from 1-20 in a listening text</p> <p>2.1. Using simple words, expressions and sentences to express themselves about self , family, food and other items in short conversations or individual speech</p> <p>3.2 Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials</p> <p>4.2. Staying on topic while writing words and drawing pictures related to an assigned topic with the support of the teacher</p>	<p>1.1 Recognize words, phrases, instructions heard from natural sources (e.g. different persons' speech recorded material)</p> <p>1.2.2. Listen to and follow simple instructions related to classroom routines</p> <p>1.4 Identify numbers from 1 to 20 and reproduce them in digits</p> <p>2.1 Use appropriate simple vocabulary to indicate / name objects , people and places, food items and other things in short conversations or individual speech</p> <p>3.2 Read illustrations, pictures, signs and words in written and visual materials.</p> <p>4.2. Stay on topic while performing writing tasks related to a given topic</p>	<ul style="list-style-type: none"> <li>• Students (Sts) raise their hands when they hear initial/ final sounds in simple words "3-4 letters" said by the teacher.</li> <li>• Some pictures of body parts are distributed among groups. Parts of the body are cut into pieces and Sts are asked to collect the parts and name them</li> <li>• Recognize letters of English in a picture with different shapes , they circle just the letters and read them</li> <li>• Sts write first initial missing letters in words under pictures provided by the teacher</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources (visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets    O</li> <li>▪ Projects        O</li> <li>▪ Portfolio       O</li> <li>▪ Questions     O</li> <li>▪ Observation    O</li> </ul>



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Unit (3)      Number of teaching periods   (    )

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit three pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
My family	1.2.2. Following simple instructions given by the teacher in the classroom	1.2.2. Listen to and follow simple instructions related to classroom routines	<ul style="list-style-type: none"><li>• Sts raise their hands when they hear certain sounds in words “ c” in camera</li><li>• Distribute some pictures of family members among groups, name “father group”, brother group” etc... say the name of the family member and groups with the member raise their hands saying the name “ father”</li><li>• Sts in pairs ask “ who is this “ holding pictures , this is my mother” –</li><li>• Holding picture of a family and asking “How many brothers, sisters...etc...?</li><li>• Sts draw and colour shapes , trace and draw zigzag lines ; draw close shapes from left to right ; trace and copy letters by moving from left to right</li><li>• Pre-writing exercises: e.g. Draw and colour shapes; trace and draw zigzag lines; copy, draw and close shapes from left to right.</li></ul>	Grouping (individual work, pair work, etc.) - Materials/ Resources (visual and audio aids etc.) ICT tools	<ul style="list-style-type: none"><li>▪ Worksheets ○</li><li>▪ Projects ○</li><li>▪ Portfolio ○</li><li>▪ Questions ○</li><li>▪ Observation ○</li></ul>
	1.3 Listening respectfully to the speaker	1.3.Listen attentively and respond politely to speakers in different situations			
	1.4 Identifying numbers from 1-20 in a listening text	1.4 Identify numbers from 1 to 20 and reproduce them in digits			
	2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in short conversations or individual speech	2.1 Use appropriate simple vocabulary to indicate / name classroom objects, people and places, food items and other things in short conversations or individual speech			
	2.2. Responding to simple communicative situations in mini dialogues related to every day topics	2.2 .Use simple language related to every/day topics communicatively in mini dialogues			
	2.3.Building up positive personal motivation to speak with peers and adults using simple phrases and sentences	2.3 Use simple words to speak clearly with a positive attitude about different simple topics such as oneself, others, family, school and country			
	3.4. Reading English letters, frequent words, and Arabic digits they come across in familiar contexts	3.4. Reading letters, numbers in digits from 1-20, and grade level words			
	4.2. Staying on topic while writing words and drawing pictures related to an assigned topic with the support of the teacher	4.2 Stay on topic while performing writing tasks related to a given topic			





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**Unit (4)      Number of teaching periods    (    )**

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit four pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
<b>My house</b>	<p>1.4. Identifying numbers from 1-20 in a listening text</p> <p>2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in short conversations or individual speech</p> <p>2.3. Building up positive personal motivation to speak with peers and adults using simple phrases and sentences</p> <p>3.2. Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials</p> <p>3.3. Handling books respectfully and appropriately</p> <p>4.3. Following a simple written pattern and handling project tools neatly with teacher's support and guidance</p>	<p>1.4. Identify numbers from 1 to 20 and reproduce them in digits</p> <p>2.1 Use appropriate simple vocabulary to indicate / name classroom objects, people and places, food items and other things in short conversations or individual speech</p> <p>2.3. Use simple words to speak clearly with a positive attitude about different simple topics such as oneself, others, family, school and country</p> <p>3.2 Read illustrations, pictures, signs and words in written and visual materials.</p> <p>3.3 Handle books appropriately holding them right-side-up and turning pages one at a time from front to back</p> <p>4.3. Follow a simple written pattern and handle project tools neatly and in an organized manner on their own ( pencils , papers, colours, glue, plastic scissors, pictures)</p>	<ul style="list-style-type: none"> <li>• Sts raise their hands when they hear initial/ final sounds in simple words "3-4 letters" said by the teacher.</li> <li>• Some pictures of body parts are distributed among groups. Parts of the body are cut into pieces and Sts are asked to collect the parts and name them.</li> <li>• Sts recognize letters of English in a picture with different shapes , they circle just the letters and read them</li> <li>• Sts write first initial missing letters in words under pictures provided by the teacher</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources (visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets ○</li> <li>▪ Projects ○</li> <li>▪ Portfolio ○</li> <li>▪ Questions ○</li> <li>▪ Observation ○</li> </ul>

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### Unit Five - Number of teaching periods ( )

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit five, pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
My Food	<p>1.1. Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations</p> <p>2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in short conversations or individual speech</p> <p>2.2. Responding to simple communicative situations in mini dialogues related to every day topics.</p> <p>2.3. Building up positive personal motivation to speak with peers and adults using simple phrases and sentences.</p> <p>3.2. Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials</p> <p>3.4. Reading English letters, frequent words, and Arabic digits they come across in familiar contexts</p> <p>4.2. Staying on topic while writing words and drawing pictures related to an assigned topic with the support of the teacher</p> <p>4.3. Following a simple written pattern and handling project tools neatly with teacher's support and guidance</p>	<p>1.1. Recognize words, phrases, instructions heard from natural sources (e.g. different persons' speech recorded material)</p> <p>2.1. Use appropriate simple vocabulary to indicate/name classroom objects, people and places, food items and other things in short conversations or individual speech.</p> <p>2.2. Use simple language related to every day topics communicatively in mini dialogues</p> <p>2.3. Use simple words to speak clearly with a positive attitude about different simple topics such as oneself, others, family, school and country.</p> <p>3.2. Read illustrations, pictures, signs and words in written and visual materials.</p> <p>3.4. Reading letters, numbers in digits from 1-20, and grade level words</p> <p>4.2. Stay on topic while performing writing tasks related to a given topic</p> <p>4.3. Follow a simple written pattern and handle project tools neatly and in an organized manner on their own ( pencils , papers, colours, glue, plastic scissors, pictures)</p>	<ul style="list-style-type: none"> <li>• - Reproduce simple English high frequency words, heard in short oral messages related to food items.</li> <li>• - Listen to and repeat simple sentences pronounced by the teacher or through recorded material.</li> <li>• - Participate in simple role play activities in which pupils express likes, dislikes and gratitude.</li> <li>• - Perform mini dialogues properly.</li> <li>• - Describe simple pictures using simple language.</li> <li>• - Recognize the relation between sounds and their corresponding symbols.</li> <li>• - Follow words from left to right and from top to bottom on the printed page.</li> <li>• - Recognize the spacing between words from a printed simple text.</li> <li>• - Read numbers in digits from 1-6 in English</li> <li>• - Read words related to food items in English.</li> <li>- Write words under pictures.</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources (visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets ○</li> <li>▪ Projects ○</li> <li>▪ Portfolio ○</li> <li>▪ Questions ○</li> <li>▪ Observation ○</li> </ul>



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#### Unit Six - Number of teaching periods ( )

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit six, pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
Going to school	<p>1.1. Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations</p> <p>1.4. Identifying numbers from 1-20 in a listening text</p> <p>2.2. Responding to simple communicative situations in mini dialogues related to every day topics</p> <p>2.3. Building up positive personal motivation to speak with peers and adults using simple phrases and sentences</p> <p>2.4. Using the knowledge and abilities acquired in other subjects when speaking about their family or school</p> <p>3.4. Reading English letters, frequent words, and Arabic digits they come across in familiar contexts</p> <p>4.3. Following a simple written pattern and handling project tools neatly with teacher's support and guidance.</p>	<p>1.1. Recognize words, phrases, instructions heard from natural sources (e.g. different persons' speech recorded material)</p> <p>1.4. Identify numbers from 1 to 20 and reproduce them in digits</p> <p>2.2. Use simple language related to every day topics communicatively in mini dialogues</p> <p>2.3. Use simple words to speak clearly with a positive attitude about different simple topics such as oneself, others, family, school and country</p> <p>2.4. Respond correctly to questions about familiar topics showing knowledge and abilities acquired from other subjects</p> <p>3.4. Reading letters, numbers in digits from 1-20, and grade level words</p> <p>4.3. Follow a simple written pattern and handle project tools neatly and in an organized manner on their own (pencils, papers, colours, glue, plastic scissors, pictures)</p>	<ul style="list-style-type: none"> <li>• Listen and reproduce simple high frequency words, related to self, family and school.</li> <li>• Listen to and repeat phrases, simple sentences or instructions pronounced by the teacher or peers.</li> <li>• Listen and respond to situations expressing interest and respect (through short verbal messages).</li> <li>• Participate in simple role play activities in which pupils express likes, dislikes and gratitude</li> <li>• Perform mini dialogues properly.</li> <li>• Describe simple pictures with one or two objects.</li> <li>• Draw pictures of objects that have names beginning with the same initial sound.</li> <li>• Write words under pictures provided by the teacher.</li> <li>• Use writing tools to draw images similar to letters.</li> <li>• Write letters and then combine them in a simple word or sentence.</li> <li>• Participate in a role play activity with classmates.</li> <li>• Perform simple mini dialogues in pairs.</li> <li>• Recognize the relation between sounds and their corresponding symbols.</li> <li>• Follow words from left to right and from top to bottom on the printed page.</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources (visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets ○</li> <li>▪ Projects ○</li> <li>▪ Portfolio ○</li> <li>▪ Questions ○</li> <li>▪ Observation ○</li> </ul>



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Unit Seven Number of teaching periods ( )

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit seven pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
Let's Do it	<p>1.4. Identifying numbers from 1-20 in a listening text</p> <p>2.2. Responding to simple communicative situations in mini dialogues related to every day topics</p> <p>2.3. Building up positive personal motivation to speak with peers and adults using simple phrases and sentences</p> <p>2.4. Using the knowledge and abilities acquired in other subjects when speaking about their family or school</p> <p>3.1. Reading grade level words and simple phrases and identifying some of the high frequency words associated to images or symbols</p> <p>3.4. Reading English letters, frequent words, and Arabic digits they come across in familiar contexts</p> <p>4.1. Writing letters/simple words and using drawings to indicate objects or feelings</p> <p>4.4. Drawing simple objects from nature</p>	<p>1.4. Identify numbers from 1 to 20 and reproduce them in digits</p> <p>2.2. Use simple language related to every day topics communicatively in mini dialogues</p> <p>2.3. Use simple words to speak clearly with a positive attitude about different simple topics such as oneself, others, family, school and country</p> <p>2.4. Respond correctly to questions about familiar topics showing knowledge and abilities acquired from other subjects</p> <p>3.1. Read grade level and high frequency words and simple phrases clearly with the help of picture cues and symbols.</p> <p>3.4. Reading letters, numbers in digits from 1-20, and grade level words</p> <p>4.1. Write letters/simple words and use drawings related to topics/themes learned in school to indicate objects or feelings</p> <p>4.4. Draw simple figures, images and shapes and label them</p>	<ul style="list-style-type: none"> <li>Show Sts some pictures of places numbered "1-4", they listen to a text and just tick the correct place e.g. "home, school, class"</li> <li>Participate in a role play activity with classmates about places "library, gym" e.g.:</li> <li>A: Where is Hamad?</li> <li>B: He is in the Gym, I think.</li> <li>Playing an electronic game using the iPad to make students recognize pictures of animals and words related to them</li> <li>Teacher provides Sts with worksheets to trace and copy letters and simple words</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources (visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>Worksheets O</li> <li>Projects O</li> <li>Portfolio O</li> <li>Questions O</li> <li>Observation O</li> </ul>

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# Grade One

## New Fun with English

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Unit Eight Number of teaching periods ( )

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit eight pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
On the farm	<p>1.3. Listening respectfully to the speaker</p> <p>1.4. Identifying numbers from 1-20 in a listening text</p> <p>2.2. Responding to simple communicative situations in mini dialogues related to every day topics</p> <p>2.4. Using the knowledge and abilities acquired in other subjects when speaking about their family or school</p> <p>3.1. Reading grade level words and simple phrases and identifying some of the high frequency words associated to images or symbols</p> <p>3.4. Reading English letters, frequent words, and Arabic digits they come across in familiar contexts</p> <p>4.1. Writing letters / simple words and using drawings to indicate objects or feelings</p> <p>4.4. Drawing simple objects from nature</p>	<p>1.3. Listen attentively and respond politely to speakers in different situations</p> <p>1.4. Identify numbers from 1 to 20 and reproduce them in digits</p> <p>2.2. Use simple language related to every day topics communicatively in mini dialogues</p> <p>2.4. Respond correctly to questions about familiar topics showing knowledge and abilities acquired from other subjects</p> <p>3.1. Read grade level and high frequency words and simple phrases clearly with the help of picture cues and symbols.</p> <p>3.4. Reading letters, numbers in digits from 1-20, and grade level words</p> <p>4.1. Write simple letters / words and use drawings related to topics/themes learned in school to indicate objects or feelings</p> <p>4.4. Draw simple figures, images and shapes and label them</p>	<ul style="list-style-type: none"> <li>• Sts listen to sounds of animals and guess their names "a cow, a sheep...."</li> <li>• Playing a game asking Sts to form groups and group leader instructs them "sit down"</li> <li>• Sts in front of their colleagues talk proudly about themselves, family, and school with teacher's guidance</li> <li>• The teacher provides Sts with coloured worksheet with pictures of animals, Sts match names of animals to their pictures</li> <li>• Using coloured worksheets, Sts write the correct numbers of items under each of them</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources (visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>■ Worksheets ○</li> <li>■ Projects ○</li> <li>■ Portfolio ○</li> <li>■ Questions ○</li> <li>■ Observation ○</li> </ul>

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**Grade One**  
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**Unit Nine      Number of teaching periods    (    )**

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit nine pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
<b>Learn about Kuwait</b>	<p>1.1 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations</p> <p>1.2.1 Distinguishing initial, medial and end sounds in simple words as well as understanding the meaning of these words while/after listening</p> <p>1.2.2. Following simple instructions given by the teacher in the classroom</p> <p>1.4 Identifying numbers from 1-20 in a listening text</p> <p>2.1 Using simple words, expressions and sentences to express themselves about self, family, food and other items in small conversations or individual speech</p> <p>3.1. Reading grade level words and simple phrases and identifying some of the high frequency words associated to images or symbols</p> <p>4.1. Writing letters / simple words and using drawings to indicate objects or feelings</p> <p>4.4. Drawing simple objects from nature</p>	<p>1.1 Recognize words, phrases, instructions heard from natural sources (e.g. different persons' speech recorded material)</p> <p>1.2.1 Recognize the initial, medial and end sounds of simple words and understand their meaning while / after listening</p> <p>1.2.2. Listen to and follow simple instructions related to classroom routines</p> <p>1.4 Identify numbers from 1 to 20 and reproduce them in digits</p> <p>2.1 Use appropriate simple vocabulary to indicate / name classroom objects, people and places, food items and other things in short conversations or individual speech</p> <p>3.1. Read grade level and high frequency words and simple phrases clearly with the help of picture cues and symbols.</p> <p>4.1 Write simple letters / words and use drawings related to topics/themes learned in school to indicate objects or feelings</p> <p>4.4. Draw simple figures, images and shapes and label them</p>	<ul style="list-style-type: none"> <li>• Sts listen to the teacher holding different items "flag" and correct him /her when he/she says the wrong word).</li> <li>• Playing a game asking Sts to stand in different locations " stand behind the door"</li> <li>• Sts perform mini-dialogues about location of objects A: Where's my bag? B: It's behind the door.</li> <li>• Bringing some real objects "flag of Kuwait, some pictures of mosques and Sts say short sentences about them</li> <li>• Using some worksheets, Sts match pictures of some items " boy , bird ,.." with the corresponding words</li> </ul>	<p>Grouping (individual work, pair work, etc.) - Materials/ Resources (visual and audio aids etc.) ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets    <input type="radio"/></li> <li>▪ Projects        <input type="radio"/></li> <li>▪ Portfolio      <input type="radio"/></li> <li>▪ Questions    <input type="radio"/></li> <li>▪ Observation   <input type="radio"/></li> </ul>



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**Unit Ten - Number of teaching periods ( )**

Unit title	Specific Competences to be developed	Standards to be achieved By the end of unit ten pupils are expected to	Suggested Learning Activities	Resources	Formative Assessment
	<p>1.1 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations</p> <p>1.2.1 Distinguishing initial, medial and end sounds in simple words as well as understanding the meaning of these words while/after listening</p> <p>1.4 Identifying numbers from 1-20 in a listening text</p> <p>2.1 Using simple words, expressions and sentences to express themselves about self, family, food and other items in small conversations or individual speech</p> <p>2.2. Responding to simple communicative situations in mini dialogues related to every day topics</p> <p>3.1. Reading grade level words and simple phrases and identifying some of the high frequency words associated to images or symbols</p> <p>4.3. Following a simple written pattern and handling project tools neatly with teacher's support and guidance</p>	<p>1.1 Recognize words, phrases, instructions heard from natural sources (e.g. different persons' speech recorded material)</p> <p>1.2.1 Recognize the initial, medial and end sounds of simple words and understand their meaning while / after listening</p> <p>1.4 Identify numbers from 1 to 20 and reproduce them in digits</p> <p>2.1 Use appropriate simple vocabulary to indicate / name classroom objects, people and places, food items and other things in short conversations or individual speech</p> <p>2.2. Use simple language related to every day topics communicatively in mini dialogues</p> <p>3.1 Read grade level and high frequency words and simple phrases clearly with the help of picture cues and symbols.</p> <p>4.3. Follow a simple written pattern and handle project tools neatly and in an organized manner on their own ( pencils , papers, colours, glue, plastic scissors, pictures)</p>	<ul style="list-style-type: none"> <li>• Sis listen to some sentences and try to match them to the correct speaker.</li> <li>• Sis match initial letters to the correct corresponding pictures</li> <li>• Sis come in front of their colleagues and talk about their families "number of brothers and sisters"</li> <li>• Using iPad applications , Sis play a game to quickly find the words that they can recognize after listening to the speaker</li> <li>• Sis copy sentences about members of their families after seeing the pictures</li> </ul>	<p>Grouping (individual work, pair work, etc.) - Materials/ Resources (visual and audio aids etc.) ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets ○</li> <li>▪ Projects ○</li> <li>▪ Portfolio ○</li> <li>▪ Questions ○</li> <li>▪ Observation ○</li> </ul>