



***Curriculum and Curriculum Standards for Primary Education
(Grade 1)***

Learning Unit Plans

***Based on the new Curriculum
New Fun with English
2015 / 2016***

Unit: (1)

Number of teaching periods ()

Unit Title	Competences to be developed	Standards to be achieved by the end of Unit one pupils are expected to	Learning Activities	Recourses	Formative assessment														
Hello	<p>1.1 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations</p> <p>1.3 Following simple instructions given by the teacher in the classroom</p> <p>1.5 Recognizing and reproducing English sounds and words, Using their musical abilities or their knowledge acquired in Arabic language</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>3.2 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>4.2 Drawing pre-letter figures from left to right</p>	<p>1.1 Recognize words , instructions of English heard from natural sources (e.g. different persons' speech) or electronic ones (recorded material)</p> <p>1.3 Listen to and follow simple instructions in English related to classroom</p> <p>1.5 Identify English sounds in oral messages which are similar or different from Arabic sounds</p> <p>2.1 Use appropriate simple vocabulary to indicate / name body parts and other things in small conversations or individual speech</p> <p>2.2 Use simple language related to location of objects communicatively in mini- dialogues</p> <p>3.2 Read illustrations, pictures, signs and letters 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>4.2 Draw correct figures of pre letters and simple figures from left to right.</p>	<p><input type="checkbox"/> Using TPR "Total Physical Response "activities e.g. (Please, stand up! Sit down! Open please your notebooks!).</p> <p><input type="checkbox"/> Participate in a role play activity with classmates A: Where is my pencil, please? B: I see ... Here on the table. A: Thank you.</p> <p><input type="checkbox"/> Discriminate English letters from other shapes and symbols using worksheets or iPads</p> <p><input type="checkbox"/> Pre-writing exercises: e.g. Draw and colour shapes; trace and draw zigzag lines; copy, draw and close shapes from left to right.</p>	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) 	<table border="1"> <tr> <td>Worksheets</td> <td></td> </tr> <tr> <td>Projects</td> <td></td> </tr> <tr> <td>Quizzes</td> <td></td> </tr> <tr> <td>Portfolio</td> <td></td> </tr> <tr> <td>Questions</td> <td></td> </tr> <tr> <td>Observation</td> <td></td> </tr> <tr> <td>Paper pencil tasks</td> <td></td> </tr> </table>	Worksheets		Projects		Quizzes		Portfolio		Questions		Observation		Paper pencil tasks	
Worksheets																			
Projects																			
Quizzes																			
Portfolio																			
Questions																			
Observation																			
Paper pencil tasks																			
Content	<p>Voc. Hello , teacher, yes, no , hi , goodbye , numbers 1-5 ,sister , school , Muslim , apple</p> <p>Str. I'm , Possessive adjectives: (<i>my, his, her, your</i>); who's this , <i>this is</i></p> <p>Func. <i>Greetings & responses , counting , Introduce oneself</i></p>																		
Teacher's Reflection																			
Teacher's addition																			

Unit: (2)

Number of teaching periods ()

Unit Title	Competences to be developed	Standards to be achieved by the end of Unit two pupils are expected to	Learning Activities	Recourses	Formative assessment
My Body	1.1 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations 1.2 Distinguishing sounds in simple words as well as phrases and sentences by focusing attention before and while listening 1.3 Following simple instructions given by the teacher in the classroom 1.5 Recognizing and reproducing English sounds and words, Using their musical abilities or their knowledge acquired in Arabic language 2.1. Using simple words, Expressions and sentences to express themselves about self, family, food and other items in small conversations or individual speech 3.2 Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials 3.4. Reading English letters, frequent words, and Arabic digits they can meet in familiar contexts 4.1. Writing simple words and using drawings to indicate objects or feelings 4.3. Following a simple written pattern neatly based on Teacher's support.	1.1 Recognize words, instructions of English heard from natural sources (e.g. different persons' speech) or electronic ones. 1.2.Distinguish, with teacher's guidance, English sounds which are not represented in Arabic 1.3. Listen to and follow simple instructions in English related to life in the classroom 1.5 Identify English sounds in oral messages which are similar or different from Arabic sounds 2.1 Use appropriate simple vocabulary to indicate / name body parts and other things in small conversations or individual speech 3.2 Read illustrations, pictures, signs and letters in written and visual materials. 3.4. Read letters, numbers in digits from 1-6 and words related to parts of the body in English 4.1 Trace and copy simple letters and words related to body parts 4.3 Handle project tools neatly and in an organized manner on their own (pencils , papers, colors, glue, plastic scissors, pictures)	<input type="checkbox"/> Listen to the teacher and point at/match high frequency words related to the images of the body <input type="checkbox"/> Differentiate between various intonations – i.e. asking and answering <input type="checkbox"/> Find the odd one out by viewing pictures in order to recognize common and unique characteristics <input type="checkbox"/> Some pictures of body parts are distributed among groups. Parts of the body are cut into pieces and so are asked to collect the parts and name them <input type="checkbox"/> Participate in a role play activity with classmates A:(What's this? B: It's a hand It's a hand. <input type="checkbox"/> Exercises with simple instructions using TPR (Please, stand up! Sit down! Open please your notebooks!). <input type="checkbox"/> Listen to and repeat songs about body parts in English	*Grouping (individual work, pair work, etc.) * Materials/ Resources (visual and audio aids etc.) *ICT tools	Worksheets
					Projects
					Quizzes
					Portfolio
					Questions
					Observation
					Paper pencil tasks
Content	Voc. ear, nose, hand, foot, eye, mouth, leg, arm, head, face, toe, touch Str. Who's this, Plurals: <i>leg/legs, imperatives and possessive ad?</i> Func. asking for and giving information ,Identifying body parts ,asking people to do something understanding simple instructions				
Teacher's Reflection					
Teacher's addition					

Unit: (3)

Number of teaching periods ()

Unit Title	Competences to be developed	Standards to be achieved by the end of Unit Three pupils are expected to	Learning Activities	Recourses	Formative assessment
My family	1.1. Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations	1.1. Recognize words, phrases, instructions of English heard from natural sources (e.g. different persons' speech) or electronic ones (recorded material)	<input type="checkbox"/> Ss raise their hands when they hear certain sounds in words "c" in camera	*Grouping (individual work, pair work, etc.) * Materials/ Resources (visual and audio aids etc.) *ICT tools	Worksheets
	1.2 Distinguishing sounds in simple words as well as phrases and sentences by focusing attention before and while listening	1.2. Distinguish, with teacher's guidance, English sounds which are not represented in Arabic	<input type="checkbox"/> 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"		Projects
	1.5 Recognizing and reproducing English sounds and words, Using their musical abilities or their knowledge acquired in Arabic lang.	1.5 Identify English sounds in oral messages which are similar or different from Arabic sounds	<input type="checkbox"/> Ss in pairs ask "who is this" holding pictures, this is my mother"		Quizzes
	2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in small conversations or individual speech	2.1 Use appropriate simple vocabulary to indicate / name family members, numbers and other things in small conversations or individual speech	<input type="checkbox"/> Holding picture of a family and asking "How many brothers, sister..etc..?"		Portfolio
	2.4. Using the knowledge and abilities acquired in other subjects when producing sounds of English or speaking about their family or school	2.4. Respond correctly to questions about familiar topics "parts of the body counting numbers, Kuwait, Islam"	<input type="checkbox"/> Sing a song about family in front of an audience		Questions
	3.2 Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials	3.2 Read illustrations, pictures, signs and letters in written and visual materials.	<input type="checkbox"/> Describe simple pictures with one or two objects easy for pupils to talk about, using numbers		Observation
	4.1. Writing simple words and using drawings to indicate objects or feelings	4.1 Trace and copy simple letters and words related to body parts	<input type="checkbox"/> Participate in a role play activity with classmates respecting politeness formula e.g.: A: What's he/she doing? B: He/she is		Paper pencil tasks
4.2. Drawing pre-letter figures from left to right	4.2 Draw correct figures of pre-letters from left to right pictures)				
Content	<p>Voc. family, mother, father, brother, camera, read, pray, drink, eat, cook, ball, the Quran, mosque, house, go</p> <p>Str. Who's this, What's this? This is..., It's...; possessive adj (his/her); present simple; present continuous; Use How many?</p> <p>Func. asking for and giving information, Introduce others, Describing actions, Counting, Describing daily routines</p>				
T's Reflection					
T's addition					

Unit: (4)

Number of teaching periods ()

Unit Title	Competences to be developed	Standards to be achieved by the end of Unit Four pupils are expected to	Learning Activities	Recourses	Formative assessment
My house	1.1 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations 1.4. Listening respectfully to the speaker 2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in small conversations or individual speech 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 4.1. Writing simple words and using drawings to indicate objects or feelings 4.2. Drawing pre-letter figures from left to right	1.1 Recognize words, instructions of English heard From natural sources (e.g. different persons' speech) Or electronic ones. 1.4.Listen attentively and respond politely 2.1 Use appropriate simple vocabulary to indicate / name body parts and other things in small conversations or individual speech 2.2 Use simple language related to location of objects communicatively in mini- dialogues 3.2 Read illustrations, pictures, signs and letters 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 4.1 Trace and copy simple letters and words related to body parts 4.2. Draw correct figures of pre-letters from left to right	<input type="checkbox"/> Listen to the teacher and point at/match high frequency words related to the images of the the house <input type="checkbox"/> Listen and respond to situations expressing interest (through nonverbal) and respect (through short verbal messages: Thank you, excuse me). <input type="checkbox"/> Pupils respond to the teacher when asked to turn pages of their books. <input type="checkbox"/> Trace and copy letters by moving from left to right. <input type="checkbox"/> Describe simple pictures with one or two objects easy for pupils to talk about <input type="checkbox"/> Participate in a role play activity with classmates respecting politeness formula e.g.: A: Where is my father? B: He is in the <input type="checkbox"/> Write numbers in order	*Grouping (individual work, pair work, etc.) * Materials/ Resources (visual and audio aids etc.) *ICT tools	Worksheets
					Projects
					Quizzes
					Portfolio
					Questions
					Observation
					Paper pencil tasks
Content	<p>Voc. Chair, table, computer, desk ,nice, a drink ,please ,thank you ,want ,fridge, kitchen, door, sofa, in ,garden, bed, bedroom, wall, colours</p> <p>Str. Do you want (a drink) Yes, please. No, thank you .Where's)? He/ She are in theWhat colour is the? TheisWhat color is the?The are/ What's this? It's aThis is myPresent continuous / Short forms The bed's</p> <p>Func. Making offers ,Responding politely to offers ,Expressing gratitude ,Expressing approval ,Asking and answering questions ,Describing colors</p>				
Teacher's Reflection					
Teacher's addition					

Unit: (5)

Number of teaching periods ()

Unit Title	Competences to be developed	Standards to be achieved by the end of Unit five pupils are expected to	Learning Activities	Recourses	Formative assessment	
I like apples	<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 small 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>3.1. Reading aloud grade level words and phrases and identifying some of the high frequency words associated to images or symbols</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 can meet in familiar contexts.</p> <p>4.1. Writing simple words and using drawings to indicate objects or feelings</p> <p>4.3. Following a simple written pattern neatly based on Teacher's support</p>	<p>1.1. Recognize words, phrases, instructions of English heard from natural sources or electronic ones (recorded material)</p> <p>2.1. Use appropriate simple vocabulary to indicate/name classroom objects, people and places, food items and other things in small conversations or individual speech.</p> <p>2.2. Use simple language related to location of objects 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>3.1. Read grade level words and phrases clearly.</p> <p>3.2 Read illustrations, pictures, signs and letters in written and visual materials</p> <p>3.4. Read letters, numbers in digits from 1-6 ,and words related to parts of the body in English</p> <p>4.1. Write simple words or phrases related to issues learned in school</p> <p>4.3 Handle project tools neatly and in an organized manner on their own (pencils , papers, colors, glue, plastic scissors, pictures)</p>	<p><input type="checkbox"/> -Reproduce simple English high frequency words, heard in short oral messages related to food items.</p> <p><input type="checkbox"/> -Listen to and repeat simple sentences pronounced by the teacher or through recorded material.</p> <p><input type="checkbox"/> -Participate in simple role play activities in which pupils express likes, dislikes and gratitude.</p> <p><input type="checkbox"/> -Perform mini dialogues properly.</p> <p><input type="checkbox"/> -Describe simple pictures using simple language.</p> <p><input type="checkbox"/> -Recognize the relation between sounds and their corresponding symbols.</p> <p><input type="checkbox"/> -Follow words from left to right and from top to bottom on the printed page.</p> <p><input type="checkbox"/> -Recognize the spacing between words from a printed simple text.</p> <p><input type="checkbox"/> -Read numbers in digits from 1-6 in English</p> <p><input type="checkbox"/> -Read words related to food items in English.</p> <p><input type="checkbox"/> - Write words under pictures.</p>	<p>*Grouping (individual work, pair work, etc.)</p> <p>* Materials/ Resources (visual and audio aids etc.)</p> <p>*ICT tools</p>	Worksheets	
					Projects	
					Quizzes	
					Portfolio	
					Questions	
					Observation	
					Paper pencil tasks	
Content	<p>Voc. Egg, orange, sandwich, on, banana, date, pizza, ice cream, burger, chocolate, honey</p> <p>Str. Can I have a/an/ some ...? Yes here you are. No I don't have... - Do you like...? - Yes, I do/No, I don't. - Where is/are ...?</p> <p>Fun. Expressing likes (I like apples, milk, bananas ..) Asking Politely (May I have .., please?) Expressing Gratitude (thank you) Making suggestions (let's)</p>					
T's Reflection						
T's addition						

Unit: (6)

Number of teaching periods ()

Unit Title	Competences to be developed	Standards to be achieved by the end of Unit six pupils are expected to	Learning Activities	Recourses	Formative assessment	
<p style="text-align: center;">Funni goes to school</p>	<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 Distinguishing sounds in simple words as well as phrases and sentences by focusing attention before and while listening</p> <p>1.4 listening respectfully to the Speaker</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>3.2 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 can meet in familiar contexts</p> <p>4.1 Writing simple words and using drawings to indicate objects or feelings</p> <p>4.2 Drawing pre-letter figures from left to right</p> <p>4.3 Following a simple written pattern neatly based on teacher's support</p>	<p>1.1 Recognize words , instructions of English heard from natural sources (e.g. different persons' speech) or electronic ones (recorded material)</p> <p>1.2 Distinguish, with teacher's guidance, English sounds which are not represented in Arabic</p> <p>1.4 listen attentively and respond politely to speakers in different situations</p> <p>2.1 Use appropriate simple vocabulary to indicate/name classroom objects, body parts, family, food items and other things in small conversations or individual speech</p> <p>2.2 Use simple language related to location of objects communicatively in mini- dialogues</p> <p>3.2 Read illustrations, pictures, signs and letters in written and visual materials.</p> <p>3.4 Reading letters, numbers in digits from 1-20 ,and words related to parts of the body in English</p> <p>4.1 Write simple words or phrases related to issues learned in school</p> <p>4.2 Draw correct figures of pre letters and simple figures from left to right.</p> <p>4.3 Handle project tools neatly and in an organized manner on their own (pencils , papers, colours, glue,etc.)</p>	<p><input type="checkbox"/> Listen to the teacher and point at/match high frequency words related to the images of the school objects.</p> <p><input type="checkbox"/> Differentiate between various intonations – i.e. asking, answering, greeting etc.</p> <p><input type="checkbox"/> Participate in a role play activity with classmates respecting politeness formula e.g.: A: What are you doing? B: I am painting</p> <p><input type="checkbox"/> Trace and copy letters by moving from left to right.</p> <p><input type="checkbox"/> Listen and respond to situations expressing interest (through nonverbal) and respect (through short verbal messages: Thank you,).</p> <p><input type="checkbox"/> Describe simple pictures with one or two objects easy for pupils to talk about, using colours</p> <p><input type="checkbox"/> "Odd one out" exercise to distinguish objects beginning with the same sound.</p>	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) 	Worksheets	
	Projects					
	Quizzes					
	Portfolio					
	Questions					
	Observation					
	Paper pencil tasks					
<p style="text-align: center;">Content</p>	<p>Voc. Girl , art , purple , class, paint, come, on , book, ruler, bag, eraser , pencil, numbers(11-15),</p> <p>Str. Present Continuous, What are you painting? I'm painting..; Is this a ...? Yes, it is/No it isn't ;What colour is the ...? It's....; Can I have a,please? Yes, here you are. Thank you; How many..?</p> <p>Func. Talking about actions; Expressing likes and dislikes; Making suggestions; Asking questions; Expressing gratitude; Counting; Identifying colours</p>					
<p style="text-align: center;">T's Reflection</p>						
<p style="text-align: center;">T's addition</p>						

Unit: (7)

Number of teaching periods ()

Unit Title	Competences to be developed	Standards to be achieved by the end of Unit seven pupils are expected to	Learning Activities	Recourses	Formative assessment
What can Funni see?	1.1 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations	1.1 Recognize words , instructions of English heard from natural sources (e.g. different persons' speech) or electronic ones (recorded material)	<input type="checkbox"/> Using TPR "Total Physical Response "activities e.g. (Please, stand up! Sit down! Open please your notebooks!). <input type="checkbox"/> Participate in a role play activity with classmates e.g.: A: Where is my pencil, please? B: I see ... Here on the table. A: Thank you. <input type="checkbox"/> Discriminate English letters from other shapes and symbols using worksheets or IPads <input type="checkbox"/> Pre-writing exercises: e.g. Draw and colour shapes; trace and draw zigzag lines; copy, draw and close shapes from left to right.	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) 	Worksheets
	1.2 Distinguishing sounds in simple words as well as phrases and sentences by focusing attention before and while listening	1.2 Distinguish, with teacher's guidance, English sounds which are not represented in Arabic			Projects
	1.3 Following simple instructions given by the teacher in the classroom	1.3 Listen to and follow simple instructions in English related to life in the classroom			Quizzes
	2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in small conversations or individual speech	2.1 Use appropriate simple vocabulary to indicate/name classroom objects, body parts, family, food items and other things in small conversations or individual speech			Portfolio
	2.2 Responding to simple communicative situations in mini dialogues related to every day topics	2.2 Use simple language related to location of objects communicatively in mini- dialogues			Questions
	3.1 Reading aloud grade level words and phrases and identifying some of the high frequency words associated to images or symbols	3.1 Read grade level words and phrases aloud clearly			Observation
	3.2 Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials	3.2 Read illustrations, pictures, signs and letters in written and visual materials.			Paper pencil tasks
4.2 Drawing pre-letter figures from left to right	4.2 Draw correct figures of pre letters and simple figures from left to right.				
4.3 Following a simple written pattern neatly based on teacher's support	4.3 Handle project tools neatly and in an organized manner on their own (pencils , papers, colours, glue,etc.)				
Content	Voc. run, sit down, kick, walk, play, jump, hop, football, gym, library, cat, duck, hen, dog, mouse, horse, friend Str. ; <i>Imperative: run/Don't</i> ; Present Continuous, <i>I can see</i> ; <i>Is it a..? Yes, it is./ No It isn't</i> Func. Talking about actions; Giving instructions; Making suggestions ; Expressing ability; Asking and answering questions; Counting;				
T's Reflection					
T's addition					

Unit: (8)

Number of teaching periods ()

Unit Title	Competences to be developed	Standards to be achieved by the end of Unit eight pupils are expected to	Learning Activities	Recourses	Formative assess.
Funni on the farm	1.1 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations 1.3 Following simple instructions given by the teacher in the classroom 2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in small conversations or individual speech 2.2 Responding to simple communicative situations in mini dialogues related to every day topics 3.1 Reading aloud grade level words and phrases and identifying some of the high frequency words associated to images or symbols 3.2 Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials 4.2 Drawing pre-letter figures from left to right 4.3 Following a simple written pattern neatly based on teacher's support	1.1 Recognize words , instructions of English heard from natural sources (e.g. different persons' speech) or electronic ones (recorded material) 1.3 Listen to and follow simple instructions in English related to life in the classroom 2.1 Use appropriate simple vocabulary to indicate/name classroom objects, body parts, family, food items and other things in small conversations or individual speech 2.2 Use simple language related to location of objects communicatively in mini- dialogues 3.1 Read grade level words and phrases aloud clearly 3.2 Read illustrations, pictures, signs and letters in written and visual materials. 4.2 Draw correct figures of pre letters and simple figures from left to right. 4.3 Handle project tools neatly and in an organized manner on their own (pencils , papers, colours, glue,etc.)	<input type="checkbox"/> Listen to the teacher and point at/match high frequency words related to the images of the animals <input type="checkbox"/> Participate in a role play activity with classmates respecting politeness formula e.g.: A: How many are there? B: There are... <input type="checkbox"/> Match to the picture that corresponds to the sound pronounced by the teacher. <input type="checkbox"/> Trace and copy letters by moving from left to right. <input type="checkbox"/> Using TPR "Total Physical Response "activities e.g. (Please, stand up! Sit down!). <input type="checkbox"/> Describe simple pictures easy for pupils to talk about, using simple verbs of actions	<ul style="list-style-type: none"> • Grouping (individual work, pair work, etc.) • Materials/ Resources (visual and audio aids etc.) 	Worksheets
					Projects
					Quizzes
					Portfolio
					Questions
					Observation
					Paper pencil tasks
Content	Voc. bird, cow, sheep, goat, falcon, boy, stop, stay, stand, (16-20) Str. <i>How many..? ; Imperative: run/Don't; colouring; Present Continuous, It's sitting..; What are these/those? They are...</i> Func. Asking and giving information; Giving instructions; Counting; Describing actions; Describing animals				
T's Reflection					
T's addition					

Unit: (9)

Number of teaching periods ()

Unit Title	Competences to be developed	Standards to be achieved by the end of Unit nine pupils are expected to	Learning Activities	Recourses	Formative assess.	
Learn about Kuwait	<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 Distinguishing sounds in simple words as well as phrases and sentences by focusing attention before and while listening</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>2.4 Using the knowledge and abilities acquired in other subjects when producing sounds of English or speaking about their family or school</p> <p>3.1 Reading aloud grade level words and phrases and identifying some of the high frequency words associated to images or symbols</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>4.1 Writing simple words and using drawings to indicate objects or feelings</p> <p>4.2 Drawing pre-letter figures from left to right</p> <p>4.3 Following a simple written pattern neatly based on teacher's support</p>	<p>1.1 Recognize words , instructions of English heard from natural sources (e.g. different persons' speech) or electronic ones (recorded material)</p> <p>1.2 Distinguish, with teacher's guidance, English sounds which are not represented in Arabic</p> <p>2.1 Use appropriate simple vocabulary to indicate/name classroom objects, body parts, family, food items and other things in small conversations or individual speech</p> <p>2.2 Use simple language related to location of objects communicatively in mini- dialogues</p> <p>2.4 Respond correctly to questions about familiar topics "parts of the body , counting numbers , Kuwait Islam"</p> <p>3.1 Read grade level words and phrases aloud clearly</p> <p>3.2 Read illustrations, pictures, signs and letters in written and visual materials.</p> <p>4.1 Write simple words or phrases related to issues learned in school</p> <p>4.2 Draw correct figures of pre letters and simple figures from left to right.</p> <p>4.3 Handle project tools neatly and in an organized manner on their own (pencils , papers, colours, glue,etc.)</p>	<p><input type="checkbox"/> Listen to the teacher and point at high frequency words related to colours</p> <p><input type="checkbox"/> Participate in a role play activity with classmates respecting e.g.:</p> <p>A: What colour? B: It's..</p> <p><input type="checkbox"/> Formulate some simple sentences about Kuwait</p> <p><input type="checkbox"/> Reading pictures in order to recognize common and unique characteristics</p> <p><input type="checkbox"/> Follow words from left to right and from top to bottom on the printed page</p> <p><input type="checkbox"/> Practice reading by tracking text with fingers</p> <p><input type="checkbox"/> Write words under pictures provided by the teacher.</p> <p><input type="checkbox"/> Describe simple pictures with one or two objects easy for pupils to talk about, using prepositions</p>	<p>• Grouping (individual work, pair work, etc.)</p> <p>• Materials/ Resources (visual and audio aids etc.)</p>	Worksheets	
	Projects					
	Quizzes					
	Portfolio					
	Questions					
	Observation					
	Paper pencil tasks					
Content	<p>Voc. Country, flag, boat, dhow, swim, water, box, under, in front of, behind, between, Kuwait</p> <p>Str. What colour is this? It's..; What colour are these? They are...; What's this? What are these?; Where's..? Where are ..? He's/she's/They are in/on/under/in front of/behind.. Modal (can) for ability</p> <p>Func. Asking for and giving information, Describing colours, Asking and answering about ability, asking and answering about location, Describing location</p>					
T's Reflection						
T's addition						

Unit: (10)

Number of teaching periods ()

Unit Title	Competences to be developed	Standards to be achieved by the end of Unit Ten pupils are expected to	Learning Activities	Recourses	Formative assess.	
Let's play	<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 Distinguishing sounds in simple words as well as phrases and sentences by focusing attention before and while listening</p> <p>1.5 Recognizing and reproducing English sounds and words using their musical abilities or their knowledge acquired in Arabic lang.</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 aloud grade level words and phrases and identifying some of the high frequency words associated to images or symbols</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 Drawing pre-letter figures from left to right</p> <p>4.3 Following a simple written pattern neatly based on teacher's support</p>	<p>1.1 Recognize words , instructions of English heard from natural sources (e.g. different persons' speech) or electronic ones (recorded material)</p> <p>1.2 Distinguish, with teacher's guidance, English sounds which are not represented in Arabic</p> <p>1.5 Identify English sounds in oral messages which are similar or different from Arabic sounds</p> <p>2.1 Use appropriate simple vocabulary to indicate/name classroom objects, body parts, family, food items and other things in small conversations or individual speech</p> <p>2.2 Use simple language related to location of objects communicatively in mini- dialogues</p> <p>3.1 Read grade level words and phrases aloud clearly</p> <p>3.2 Read illustrations, pictures, signs and letters in written and visual materials.</p> <p>4.2 Draw correct figures of pre letters and simple figures from left to right.</p> <p>4.3 Handle project tools neatly and in an organized manner on their own (pencils , papers, colours, glue,etc.)</p>	<p><input type="checkbox"/> Listen to the teacher and point at/match high frequency words related to the images of playing with fun</p> <p><input type="checkbox"/> Listen to simple words to recognize sounds in different positions.</p> <p><input type="checkbox"/> Trace and colour some letter shapes</p> <p><input type="checkbox"/> Exercises of listening and reproducing simple English sentences - related to likes and dislikes</p> <p><input type="checkbox"/> Participate in a role play activity with classmates e.g.:</p> <p style="padding-left: 20px;">A: Is Ali eating?</p> <p style="padding-left: 20px;">B: Yes, he is</p> <p><input type="checkbox"/> Trace and colour some letter shapes</p> <p><input type="checkbox"/> Trace and colour some simple sentences</p> <p><input type="checkbox"/> Draw pictures of objects that have names beginning with the same initial sound.</p>	<p>• Grouping (individual work, pair work, etc.)</p> <p>• Materials/ Resources (visual and audio aids etc.)</p>	Worksheets	
	Projects					
	Quizzes					
	Portfolio					
	Questions					
	Observation					
	Paper pencil tasks					
Content	<p>Voc. , game ,know, throw, take a photo, van, queen, zoo, play a game</p> <p>Str. ; Present continuous: Is he/she running? Yes, he is/ No he isn't; Present simple: Does he/she want..? Yes, he/she does/ No he/she doesn't; He likes / he doesn't like.</p> <p>Func. Asking and answering questions, Expressing likes and dislikes, Making suggestions, Describing actions.</p>					
T's Reflection						
T's addition						