



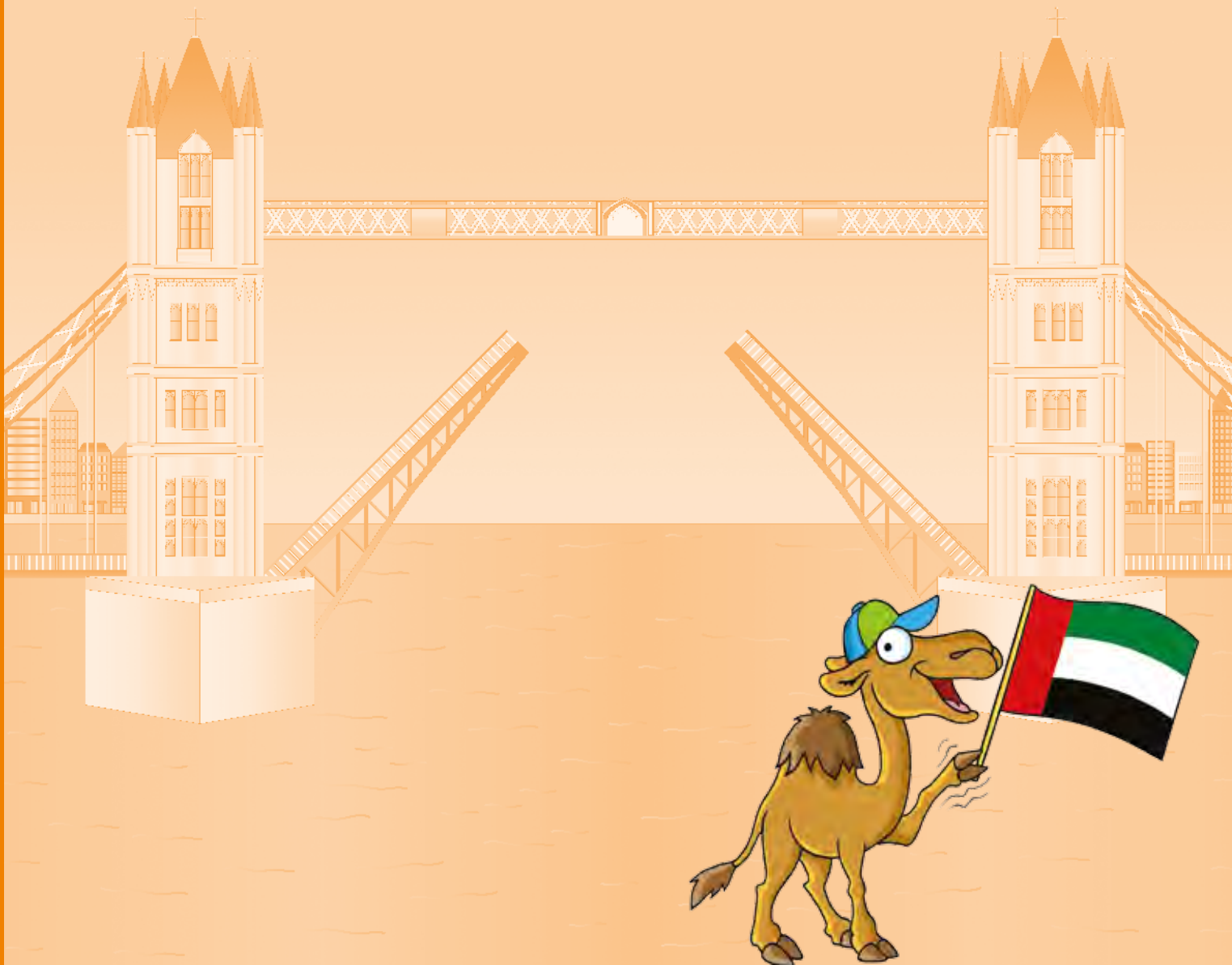
UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Bridge to Success

Teacher Guide

1



A Components

Bridge to Success offers the following components:

- The **Learner's Book** provides the core input of the course and consists of nine thematic units of study. Each unit contains 20 lessons developed around a unifying theme. The materials feature skills-building tasks for listening, reading, writing and speaking, with each unit developing a language focus. In addition, there is a strong vocabulary-building element to the course. Materials are aimed at the learner with all the experiences that they bring to the classroom. Learners are encouraged to see the moral and social values that exist in many of the course texts, and find opportunities to reflect on these. Learners need to be exposed to many different forms of text topics and styles in order to develop the skills of assessing, interpreting and responding appropriately to content. Therefore the course aims to provide a variety of factual and fictional texts, dialogues and poetry, on a range of different topics, at the appropriate level.
- The **Audio** includes all the listening material needed for the Learner's Book and Activity Book. The listening material supports the Learner's Book with listening, pronunciation and phonics activities, as well as songs and read-along stories. We recommend that learners are encouraged to use the Audio at home to practise the chants and stories, and to show their parents what they know.
- The **Activity Book** provides production, reinforcement and consolidation activities, as well as lead-in tasks to support the Learner's Book.
- The **Teacher's Guide** includes the lesson plans for each lesson, providing guidance about how the Learner's Book, Activity Book and audio can be used in the classroom. At the end of the Teacher's Guide, photocopiable activities (PCMs), cross-referenced in the lesson plans, provide extra support for selected lessons. Some of the PCMs are for self assessment where learners colour in stars rating how well they know and like key language.
- A range of classroom resources, such as:
 - Flashcards to be used with the early literacy component to help teach visual literacy. These include letter, shape, colour and number cards to be used during the early literacy component, but can be used whenever the teacher considers it necessary.
 - Word cards to be used throughout the course.

B Unit structure

Bridge to Success Grade 1 contains nine units, spread over three terms. Each unit in the Grade 1 Learner's Book is structured as follows:

- A central topic or theme is developed over 20 lessons.
- Each core lesson uses the Learner's Book and Activity Book to develop learners' language skills, as well as explore and develop content knowledge.
- My English lessons provide an opportunity for consolidation and recycling of vocabulary and skills and review. These lessons can be used to informally assess learners' progress, address misconceptions, and inform subsequent teaching strategies.
- Each unit ends with a project lesson, which provides an integrated skills focus. Learners are encouraged to share what they have produced in the classroom through displays and presentations and outside the classroom with their family and friends.

C *Bridge to Success* features

Bridge to Success uses a range of features to guide and support teaching and learning. These are used throughout the Learner's Book, and may also be used in the Activity Book:

- **Language Tip:** A concise tip to help illustrate key language points. These can be used to model examples for learners.

The following icons are used to help navigate Grade 1, especially for students who cannot read yet.

- **Making/crafts activities**



- **Speaking/chanting activities**



- **Tracing/Writing activities**



- **Reading/looking activities**



- **Listening activities**



- **Colouring activities**



D Lesson plans

The lesson plans include all you need to know in order to successfully teach using the Learner's Book materials. These provide guidance for leading into and out of activities in the Learner's Book and Activity Book, as well as teacher-mediated activities.

The lesson plans contain a number of common elements to support you in understanding the lesson aims, and adapting your practice to suit learners' needs:

- **Learning objectives:** Skill-based high-level objectives that are being developed through this lesson.
- **Learning outcomes:** What learners will be able to achieve by the end of the lesson.
- **Link to prior learning:** How this lesson builds on prior knowledge and skills; this can be used to identify skills or knowledge to refresh learners' understanding at the start of the lesson.
- **21st Century Skills:** The 21st Century Skills or Themes developed through the lesson. Skills are generally developed through activities, whereas themes tend to be developed through the content of the lesson.
- **Key vocabulary and key expressions/structures:** Active language introduced, used or developed through this lesson.
- **Common misconceptions:** Highlights common errors or misconceptions; these can be targeted and addressed with intervention to ensure learners have a solid foundation.
- **Differentiation activities:** Adaptations for activities to suit learners who need more scaffolding or challenge.
- **Extra tips:** These enable the teacher to expand on the course materials and suggest a variety of exciting activities teachers can use to make the learning more engaging.
- **Learning styles catered for:** The different learning styles addressed through this lesson plan. You can adapt these lessons using the Teaching Strategies to address different learning styles, depending on the learning preferences of your class.
- **Assessment for learning opportunities:** To be completed by the teacher, these identify different assessment for learning techniques, which may be applied in the lesson.
- **Standards/SLOs:** The principal SLOs from the UAE Ministry of Education EIL Framework that are addressed through this lesson.

E Customising your lessons

This Teacher's Guide provides a comprehensive set of lesson plans to support you in using the Learner's Book, Activity Book and accompanying audio. However, each teacher and each class is different, and we encourage you to reflect on what works for you and your learners, and to tailor lessons to ensure high-quality outcomes.

Before using the Learner's Book

- Engage in warm-up activities such as chants, total physical response (TPR), vocabulary games, alphabet chants, etc.
- Pre-teach and practise key language learners will encounter in the Learner's Book and Audio.

While using the Learner's Book

- Keep learners actively engaged.
- Use the artwork as a conversation starter: Ask learners to name everything they see in the picture; play I Spy, etc.
- Vary the group dynamics in the lesson: Move from whole group response to individual response to pairwork, etc.
- Provide opportunities for learners to ask questions as well as answer them.
- Encourage learners to act out the language in the lessons.
- Encourage learners to use language structures and vocabulary to talk about their own ideas, opinions and experiences.
- In class discussions, write the learners' ideas on class charts. You can refer back to these charts in later lessons.
- Adjust your reading and writing expectations and instructions to suit the literacy level of your learners.
- Use the Teaching Strategies section in this Teacher's Guide to adapt the different types of activity in the classroom, and to customise feedback strategies.

Using the Activity Book and further suggestions

- Use the Activity Book pages related to the Learner's Book pages.
- Depending on the ability of the learners, use the stretch and support differentiation activities in the lesson plans to adapt the activities as required.
- Do a wrap-up activity or game at the end of every lesson.

F Assessment

We recommend that you take the time and opportunity to observe and monitor the progress and development of your learners. Many opportunities for informal assessment are provided through the My English lessons and end-of-unit projects as well as regular self-assessment opportunities. There are PCMs to accompany each unit in the Activity Book which encourage self-assessment in a simple visual format.

At the beginning of the year, create individual portfolio folders to keep work that shows how the learners have been meeting the curriculum objectives. Use the portfolio to create a feeling of achievement and pride in learners about what they have achieved over the year. Keep this portfolio for parent-teacher meetings and send it home to show the parents/carers either at the end of each term or the end of the year. You might also want to include a letter to parents/carers outlining what the learners have achieved over the year.

Assessment for learning

Assessment for learning is a teaching strategy based around continual informal assessment of learner understanding, which then informs subsequent teaching decisions. Each lesson plan provides space and opportunities for you to apply assessment for learning techniques:

- **Observations:** Observing learners during tasks can help identify confidence, misconceptions, engagement and understanding of the task itself. This allows opportunities for individual interventions to address immediate learning needs.
- **Student self-assessment:** Self-assessments based around can-do statements provide an insight into learners' confidence of their own knowledge and skills, which can be used to address common or individual perceived weaknesses. It's important to combine self-assessment with other forms of formative assessment to ensure learners' confidence matches the accuracy of their understanding.
- **Oral questioning:** One of the simplest methods of eliciting feedback, oral questioning can help identify individual and group understanding. Questions may be directed at individual learners, groups of learners, or the whole class, although the teacher needs to make sure the feedback sessions are not dominated by the most confident learners. The feedback can inform whether learning points are reinforced, or whether the class is ready to move on.
- **Peer assessment:** Peer assessment develops learners' metacognition and their ability to articulate rules and conventions. The teacher should provide a model of peer assessment at the start of the activity to set out parameters, and to demonstrate constructive feedback. Peer assessment can be incorporated in a variety of ways:
 - Combined with oral questioning, peers can assess whether a learner's answer is correct, and if not, be encouraged to provide a correct answer and – if relevant – an explanation of why this is correct. This technique can help learners internalise and deepen their understanding through articulating rules and conventions in their own words to assess learners' mastery of the skill or knowledge.
 - As a differentiated activity, pairing able learners with those who need more support. The more able learners can provide support, reinforcing the strength of their own understanding through articulation and explanation.
 - As an extension to presentations, where peers ask questions of the presenters. This can help teachers assess the depth of understanding of both the presenters and the audience, and identify learning points to reinforce as a result.
 - Written work may be peer assessed, providing that learners have a clear marking guide to follow. Activities requiring objective answers (e.g. true/false, matching, etc.) can be facilitated quite easily, whereas more open-ended writing tasks may require dictionaries and teacher input to ensure the peer assessment is successful.
- **Quizzes:** Quizzes provide an objective measure of learners' knowledge, and can be run as competitive activities (e.g. backs to the board, see Teaching Strategies), paper-based tasks (e.g. an informal test) or online (e.g. a multiple-choice test, with instant feedback). Consideration needs to be given to the style of question (free response, multiple choice, etc.) and the breadth of the domain tested (e.g. whether the quiz tests a specific language point, the lessons' content, or broader). Regular use of quizzes can help build a data-informed picture of how the class is progressing, and whether there are areas of individual or collective weakness that need to be addressed.
- **Student presentation:** Presentations require learners to demonstrate their understanding and application of language. Misconceptions can be identified through directed questioning, which may be broadened out to the whole class through discussion, and addressed immediately through intervention.
- **Written work and feedback:** When learners submit written work, they should receive feedback as soon after submission as possible. Feedback should be encouraging, but identify and address errors and misconceptions. Common misconceptions or errors in the class can be addressed through whole-class teaching or activities, whereas individual errors should be addressed one-on-one through feedback.
- **Feedback:** Regular feedback is a key feature of assessment for learning, and should be a part of each activity. An important function of feedback is to ensure learners acquire knowledge and skills correctly and accurately, so each lesson builds on solid foundations. Feedback can directly and informally reinforce learning points where required (e.g. correcting common spelling errors, pronunciation issues, grammar misconceptions, etc. during the activity), or include more formally structured teaching of specific points (e.g. addressing a misconception or weakness common to the class).

In addition to the highlighted techniques in the lesson plans, the following strategies can be applied to embed assessment for learning in the classroom.

- Using objectives and outcomes for measurable learning or meeting set criteria. Where learning outcomes are clearly measurable (for example, learners will be able to write a sentence in the past simple and the past continuous tenses), activities that require learners to demonstrate these specific outcomes can be used to assess learners' mastery of the skill or knowledge.

G Common mistakes

The Cambridge English Corpus is a multi-billion word collection of written, spoken and learner texts; it is the largest of its kind in the world. The Corpus breaks down into several smaller corpora, including the Cambridge Learner Corpus, a unique 50 million word collection of exam scripts written by learners all over the world. Analysis of this resource has identified a number of common misconceptions and errors made by Arabic learners of English at CEFR A1, A2 and B1.

Although some of the common misconceptions listed here are from a higher level than relevant to this grade, the patterns and causes of these errors should be used to help identify foundation knowledge and understanding that will enable learners to build their language from a solid base.

Spelling errors

Doubling and clusters of vowels appear to present a particular challenge for Arabic-speaking learners – for example, *quiet, because, friend, people, restaurant, beautiful, country, receive*. Silent consonants (*should, which, etc.*) and the silent *e* (*there, before, etc.*) also appear in the list of frequently mis-spelled words.

Target Word	Errors (in order of frequency)
because	becouse, becaus, becuse, beacuse
friend	frind, freind
different	diffrent
people	pepole, peaple, peopel, peopl
interesting	intersting, intresting
restaurant	resturant
beautiful	beatiful, beutiful
there	ther
before	befor
with	withe, whit
country	contry, contre
their	thier
together	togather
like	lik
receive	recieve, recive
which	wich
wishes	weshes, wiches, wishes
important	importent
should	shoud
tomorrow	tomorow, tommorow, tommorrow
always	alway, allways

Missing a or an

This error is seen most frequently when an adverb and adjective intervene between the needed indefinite and the noun. This error is most frequently preceded by *it is* or *it's*.

- Example error: *It's very nice place.*
Corrected: *It's a very nice place.*

Missing the

The is frequently missing before nouns. Common nouns associated with this problem include: *same, UK, countryside, centre, Internet, wedding, channel, cinema, city, museum, station, news, afternoon, same, weekend, USA, first, time, other*.

In addition, *the* is often missed before ordinals at the start of a sentence.

- Example error: *First thing I would like to tell you is that I love shopping.*
Corrected: *The first thing I would like to tell you is that I love shopping.*

Missing pronouns

It, you and *I* are the most frequently missing pronouns in the following instances:

- Missing *it* as an object pronoun: *My father gave me it when I was 13 years old.*
- Missing *you* as an object pronoun: *I want you to come with me.*
- Missing *I* as a subject pronoun: *I hope I see you soon.*

Missing conjunction

And is a common omission for Arabic learners.

Examples include:

- *It was full of flowers and green trees and there were places for cycling.*
- *There is a big sitting room, and there is a sofa, an armchair and a bookcase.*
- *My friend likes football and swimming.*

Missing be before adjectives in descriptions

The copula *be* presents a particular challenge as there is no *to be* in Arabic in the Present tense. *Be* is the only significantly omitted verb, and because this error occurs with the Present Simple and Progressive tenses, it needs particular attention from an early stage.

Frequent instances of this omission include:

- Missing *be* before adjectives in descriptions.
 - *I liked the competition because it was very interesting.*
 - *I will be very happy if you come.*
 - *The theatre is near my house.*
- Before the prepositions for talking about when or where something is or happens.
 - *My house is next to the bus station, opposite the bank.*
 - *Dinner time is at 6 o'clock in the evening.*
- Before *-ing* forms in Present Continuous.
 - *The place I am staying in is amazing.*
 - *She is studying with me.*
 - *So we are planning to go to that park together.*

Verb agreement with *be*

As above, the lack of an equivalent for *to be* in the present tense in Arabic is likely the source of the frequency of errors around verb agreements involving *be*.

- Example error: *Two men was near his car.*
Corrected: *Two men were near his car.*
- Example error: *Young people is important in society.*
Corrected: *Young people are important in society.*

Using *in* instead of *at* or *on*, and vice versa

Using *in* instead of *at* is the most frequent wrong-preposition error, followed by using *in* instead of *on*.

The most frequent instances of *in* instead of *at* concerns the following:

- With clock time when talking about times or occasions.
Example error: *The weather is very good in this time of year.*
Corrected: *The weather is very good at this time of year.*
- With *house* and *home*.
Example error: *Can you come to dinner with me in my house?*
Corrected: *Can you come to dinner with me at my house?*
- With *work*, *college*, *school*, *university*, etc.
Example error: *I met her in my work.*
Corrected: *I met her at my work.*
- In the phrase *at the weekend*.
Example error: *I really enjoyed shopping in the weekend.*
Corrected: *I really enjoyed shopping at the weekend.*
- With events, such as *party*, *wedding*, *concert*, etc.
Example error: *See you in the party.*
Corrected: *See you at the party.*

The most frequent instances of *in* instead of *on* concerns the following:

- With days of the week.
Example error: *I will visit you in Sunday at about 2 o'clock.*
Corrected: *I will visit you on Sunday at about 2 o'clock.*
- TV.
Example error: *Sometimes I see old serial dramas in TV.*
Corrected: *Sometimes I see old serial dramas on TV.*
- *Day*, *birthday*, *holiday*.
Example error: *We had a good time in this holiday.*
Corrected: *We had a good time on this holiday.*

Punctuation with apostrophes

Apostrophes are a common problem area for most groups of learners, not just learners whose first language is Arabic. The most frequent error types are listed below:

- Confusion between *I'm* and *I am*, resulting in *I'am*.
Example error: *I'am writing to tell you my news!*
Corrected: *I am writing to tell you my news! Or I'm writing to tell you my news!*

- Confusion between *it's* and *its*.
Example error: *I've got a new phone. I like it's camera and it's screen.*
Corrected: *I've got a new phone. I like its camera and its screen.*
- Forming plural nouns with apostrophes, which may be a result of confusion with possessive 's.
Example error: *My friend's gave me a mobile, but my parent's gave me a computer.*
Corrected: *My friends gave me a mobile, but my parents gave me a computer.*
- Using *its* in place of *it's*.
Example error: *Its a big place and its nice as well.*
Corrected: *It's a big place and it's nice as well.*
- Possessive *s* with missing apostrophe.
Example error: *My friends name is Dalal.*
Corrected: *My friend's name is Dalal.*

Overuse of *it* as a pronoun between subject and verb

This is a particularly frequent error for Arabic learners, although it is becoming more common among native speakers, especially in relative clauses:

- Example error: *You know I don't know if Oman's weather it will be very good.*
Corrected: *You know I don't know if Oman's weather will be very good.*
- Example error: *You can catch the bus that it stops across from our house.*
Corrected: *You can catch the bus that stops across from our house.*
- Example error: *The information you sent it to me by email was great.*
Corrected: *The information you sent to me by email was great.*

Over-long sentences

Sentence boundaries are a problem area for all learners (not just those with Arabic mother tongue), but not beginning a new sentence when required is by far the most frequent punctuation error of Arabic speakers. Run-on or overly long sentences are common, even at lower levels where learners' language normally limits them to simple short sentences. Learners may construct short sentences, but neglect punctuation to mark the start and end of sentences.

Teaching Strategies Grades 1–3

This section provides definitions for a range of different teaching strategies that can be used in the classroom, as well as information on the rationale for each activity.

Teacher-led strategies (direct instruction)

Guided reading

Learners are placed into groups of 4–6 according to reading knowledge and skills, in order to help them read and discuss texts with greater independence.

The teacher plays an active role in leading learners through group reading sessions that:

- model reading processes
- demonstrate how to choose and read books of different genres
- apply prior reading experiences
- use vocabulary, syntax and phonics to develop understanding
- ask questions to establish comprehension
- deepen understanding
- support learners to reflect on their reading.

Guided writing

Learners are placed into groups of 4–6 according to writing ability and skills. The teacher leads and supports learners through a variety of writing experiences to direct and develop their understanding of the process, purpose and forms of writing.

Guided writing strategies include:

- demonstrating ways to generate ideas
- describing characters and events
- organising information
- editing and sharing work
- building learners' confidence through writing in familiar and unfamiliar contexts.

Guided discovery

The teacher leads and supports learners in the acquisition of skills and knowledge through modelling and step-by-step practice, until learners are able to apply the skills and knowledge independently.

Learners may be provided with an example of a language item in action, for example in a piece of text, and they are then supported and encouraged by the teacher to discover and summarise the rule themselves.

Guided listening

The teacher explicitly shares the purpose for the listening activity and provides focused instruction prior to reading the text or playing the audio.

- Learners are provided with a framework on which to organise their ideas; a way to record, share and value the ideas of others and a practical transfer of these skills to their independent work.
- With support learners make notes while listening; the teacher pauses occasionally to discuss specific concepts and ideas with learners.

- With support learners pose questions, present ideas, make inferences/predictions/connections and reflect on peers' ideas.

Visual stimuli

Visual stimuli are an important component of individual learning materials, as well as of the classroom environment as a whole. Visual stimuli provoke discussion and engage learners in the lesson focus.

Learners are provided with visual stimuli such as images, cues, objects, or environments to support them in making associations and connections in processing, memorising, and recalling information.

Cloze

Cloze is used to assess literacy skills such as predicting meaning, developing vocabulary, applying prior knowledge and understanding textual information.

- Learners fill in or complete letters, words and phrases that are deliberately omitted from written or oral text.
- For support, learners may be separately provided with the letter, words and phrases that are required to complete the text.

Prompt

Learners are provided with prompts such as open-ended words, phrases, or sentences to cue, focus, direct or prod thinking. Sentence starter prompts can encourage learners to complete an idea, deepen a question, expand on a response or plan further work. For support, the prompts may be longer and more structured. Prompts encourage learner confidence especially when starting a speaking or writing activity. Examples of prompts include:

- 'Jamal went to the ...'
- 'On Tuesdays we ...'
- 'At school, Samia's favourite subject is ...'

Total Physical Response (TPR)

The teacher builds the learners' confidence in using the language in a way that emulates the early learning of the mother tongue at home. Learners may not respond immediately, but the teacher understands that the learners are absorbing the language, the sounds and the patterns until a time when they have the confidence to spontaneously reproduce the language.

- The teacher starts by saying a word or phrase and demonstrating an action (for example, 'Look' and teacher points).
- The teacher then says the command and learners do the action.
- After repeating a few times, learners repeat the word whilst doing the action.
- When learners feel confident they say the word or phrases and do the action independently or leading other learners.

Word wall

A word wall is a group of words that are displayed on a wall, display board or whiteboard. The words are printed in a large font so they are easily visible from all learners' seating areas. The teacher and learners refer to the words continually throughout a unit or term during a variety of activities. Displaying vocabulary in this way provides a permanent visual support reference for learners during the lessons. The words can be made accessible by using individual word cards with sticky tack to enable teachers and learners to move them around on the wall. They can also be colour coded to enable organisation, for example into groups of similar word types.

Flashcards

Flashcards are used for drill, practice and positive reinforcement. A typical flashcard has the question, term, or issue on one side and the answer, definition, or related information on the other. For younger learners, flashcards may be larger, use larger font and contain less detail; as learners become older flashcards may be smaller, use smaller font and contain more detail.

The teacher uses a series of hand-held cards that are shown to learners often by flipping them over quickly as a technique to learn, memorise or review information on the card.

Practice and drill

Practice and drill is a controlled strategy that enables a focus on accuracy and intense practice in hearing and saying particular words or phrases. It involves an emphasis on repeating structural patterns through oral practice. Learners tend to find this method supportive and reassuring. It can be used for words and phrases or question and answer drills.

- The teacher says (models) the word or phrase.
- Learners repeat the word or phrase.
- The teacher provides immediate feedback by repeating, emphasising or correcting the learners' speech. The teacher re-models the word or phrase.
- Learners repeat the word or phrase again.

Organised grouping strategies (cooperative)

Peer practice

Learners work together in pairs or small groups (allocated by the teacher) to help each other to review, drill, and rehearse to check knowledge, deepen understanding and develop skills.

Collaborative learning

Learners work together in pairs or small groups to solve a problem, complete a task, or create a product. They participate in thoughtful discussion, and result in a more positive attitude about learning and each other by working together:

- Learners engage with one another and are responsible for making sure that everyone understands the task.
- The teacher facilitates collaborative learning by organising learners into pairs or small groups that complement one another and by supporting the development of the group task.

Active strategies (activities)

Role-play

Learners act out or perform a particular role in order to explore and dramatise the thoughts, feelings and experiences of another person in a simulated situation.

- The role-play may be conducted between two learners, a small group or as a whole class led by the teacher.
- Role-play may be performed and presented to the whole class where other learners may be invited to make comment and analysis on the content.
- Some role-plays may be simple re-enactment but role-play can also include learners' own development and interpretation of a given scenario.

Learning centres/stations

The teacher establishes physical locations, such as tables around the classroom that are assigned for learners to explore topics, curriculum areas, resources and types of learning, for example listening, reading, presentations.

The learning stations may contain problem-solving challenges or artifacts for discussion.

Learners may visit the learning stations as individuals, in pairs or in small groups.

Experiential learning

Experiential learning is the process of learning through experience, and is more specifically defined as 'learning through reflection on doing'.

It is vital that individuals are encouraged to directly involve themselves in the experience, and then to reflect on their experiences using analytic skills, in order that they gain a better understanding of the new knowledge and retain the information for a longer time.

Look-say-cover-write-check spelling strategy

Look-say-cover-write-check is a strategy used to help children learn their spellings. This is a useful method to teach learners so that they practise learning the spellings of words, but also so that they are testing themselves.

A learner is given a word to spell and:

- looks at it
- says the word
- covers it over with a piece of paper or their hand
- writes the spelling again next to the word
- uncovers the spelling to check if they have got it right.

Games

A game may be played using print, digital media, simulation, or contest (competitive or cooperative) according to a clear set of rules in order to challenge and motivate learners to learn. This strategy is highly engaging, but all learners should understand the objectives and process of the game before playing.

Listening to stories/story time

The language used in stories is different from social spoken English. Listening to stories (audio recordings,

teacher or peer readings) allows learners to access texts above the language they are able to engage with independently.

- Before listening to the story, the teacher should brief the learners on the objective or focus of the task.
- The teacher can pause or repeat sections to ask questions and support learners in following the story.

Chanting

Chanting involves the teacher and learners repeating a text using a rhythm or background music to help recall. Teachers can create their own chants by putting target language to a well-known tune and asking learners to accompany with actions. Chants can be progressive, starting off with the teacher leading and the learners repeating with additional language added over time.

- Start off with a small amount of language in the chant.
- Add more vocabulary each lesson to build up the chant.
- Use chants to teach speech rhythm and stress.
- Invent chants to suit specific needs.
- Revisit and review previous chants to build confidence.

Singing

Using songs is fun, multisensory and enables learners to hear meaningful language in context. Singing songs helps learners to improve their listening skills and speaking fluency with the natural rhythms of language.

- Choose songs that are simple and repetitive.
- Teach the vocabulary in the song using games and flashcards.
- Play the songs a couple of times as background music.
- Use language games with the songs, for example stand up when you hear a focus word.
- Make up actions to accompany the lyrics.
- Breakdown any difficult parts.
- Revisit the song to perfect it and review.

Reading diary

The use of a reading diary or a response journal supports learners to regularly write personal reactions to texts, activities and experiences in any subject area.

Learners' reactions may be formal or informal and include exploring, analysing, questioning, interpreting, and appreciating new ideas and experiences.

Reading diaries may be kept as a personal account shared between the learner and the teacher or may be used to present ideas and reflections to the class.

Multimedia learning (video)

Learners may access ICT-based teaching resources provided by the teacher to facilitate learning such as audio and video extracts used within lessons to demonstrate vocabulary and speaking. Learners may also use ICT-based resources, such as interactive software or using audio devices to record their own dialogues, to create projects and complete tasks.

Strategies to promote thinking and problem-solving (analysis)

Brainstorming

Learners share and record questions, ideas and examples that come to mind (without judgement or censure) about a central idea, topic, or problem. Brainstorming is often presented visually using colourful posters that can be created by learners in small groups and presented to the rest of the class.

Opinion forming

Learners may receive a quotation from a text (before it is read) that includes evidence for one side or the other of an issue or argument. With support, learners share their quotations and their evolving opinions, with reasons and evidence to support them.

Alternatively the teacher makes a statement and encourages learners to form an opinion for or against the statement. Learners may be asked to move physically to opposing sides of the classroom to demonstrate their opinion. The teacher may then ask questions to encourage learners to justify and rationalise their opinions.

Reflection

Learners think deeply or carefully about information, an investigation, or problem in order to clarify their understanding in light of previous experience. Reflection may:

- include both formal and informal ways to think about the 'why' and 'how' of learning (for example, in a journal or response log)
- incorporate wait time before learners respond to a question
- support learners to complete a criteria-based checklist as a group following an activity.

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and understand a short chant. Speaking: To say <i>My name is ...</i> , to say <i>Hello</i> . Reading: To have exposure to the written form of English. Writing: To trace lines and to trace their name.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • say <i>Hello, my name is ...</i> • say a short chant • trace lines and trace their name.
Link to prior learning: <ul style="list-style-type: none"> • None 21st Century Skills <ul style="list-style-type: none"> • Social and Cross-Cultural Skills: Introduce learning to know when to speak and when to listen, respectfully 		
Key vocabulary: <i>Hello</i> Key expressions/structure: <i>My name is ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners can be nervous about their first English class; they may have exaggerated ideas of how difficult and strange it will be. It is important to create a welcoming, positive atmosphere right from the start. • The learners may not be familiar with how to open an English book. Before starting to use the book, they may need detailed instruction on how to open it and turn the pages (see the Extra tips for Activity 1). At all stages when using the book, hold it up so that the learners can see how to open it, turn the pages, etc. 		
Resources/equipment needed: Learner's Book page 8 Activity Book page 6 Audio Track LB 2 PCM 1 One pair of scissors for each learner; crayons, felt-tip pens and other decorative aids such as glitter glue		

UNIT 1 LESSON 1 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Introduce yourself to the learners: say, for example, <i>I'm Miss Zakia</i> and point to yourself to emphasise the meaning of <i>I</i>. Repeat, clearly and slowly, several times. 2. Choose a learner and ask: <i>What's your name?</i> Help the learner to say their name. Repeat with the other learners. 3. Point to yourself and ask: <i>What's my name?</i> Help the learners to remember and say your name. 4. Point to other learners and ask: <i>What's his / her name?</i> Help the class to remember and say all the names. 5. Get the learners to <i>stand up, turn around, sit down and get ready</i> with arms folded or hands on laps ready for the new lesson. Demonstrate the actions as you say the words if the learners have not done the routine before. 6. Finish the starter by welcoming all the learners to your class.
Resources	Main Activity
<p>Learner's Book page 8</p> <p>Audio Track LB 2</p>	<p>Learner's Book: Activity 1</p> <ol style="list-style-type: none"> 1. Before you start using Unit 1, make sure the learners understand how to use a book in English. Look at the Extra tips section below for ways of doing this. 2. Show the learners how to open the Learner's Book and find the first lesson (on page 8). Show them the page and the picture for Activity 1; point to the <i>Unit 1</i> and <i>Lesson 1</i> at the top of the page. 3. Give the learners time to find the page. When they have all found it, say: <i>Show me the page.</i> As the learners show you the page, check that they all have the correct page. 4. Point to the picture of the camel on page 6. Say: <i>Look. Her name's Lulu.</i> Wave to the camel in the book and say: <i>Hello, Lulu.</i> For less confident classes, you could point to Lulu and just say: <i>Lulu</i> rather than the full phrase. 5. Model <i>Hello, Lulu</i> and help the learners to repeat it, chorally and individually. Encourage the learners to wave to the picture of Lulu as they speak. 6. Elicit what the children in the main picture are saying (<i>Hello!</i>) Play the audio for the first time. 7. Say the chant slowly to the learners. Wave to them when you say <i>hello</i>; open your arms when you say <i>everyone</i>. Repeat with the same gestures. 8. Play the audio again. Say the chant at the same time and use the gestures for <i>hello</i> and <i>everyone</i>. 9. Write the two lines of the chant on the board; say the chant, following under the words with your reading finger (the first finger of your right hand, next to your thumb). Encourage the learners to say the chant along with you as you follow it with your reading finger. 10. Say the chant again, then encourage the learners to say it chorally, with the gestures for <i>hello</i> and <i>everyone</i>. 11. Play the audio again; all the learners say the chant and use the gestures for <i>hello</i> and <i>everyone</i>.
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. For many learners this will be the first time that they try to speak in English. Some may only be able to produce quiet, unclear sounds; do not persist if they cannot do more at this stage. Simply model the expected response clearly (as if you are echoing what the learner has just said), then congratulate the learner and move on to another learner.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. With more able classes, point to the picture of the children arriving at school. Ask questions such as <i>Where are they? Are they students? Are they going home? Who is the woman? Are they happy?</i>, etc. Help the learners to answer appropriately in Arabic, then provide a simple summary in English: <i>They are students. They are coming to school. They are happy. She is the teacher.</i> 2. Learners may enjoy looking for pictures in the Learner's Book; find an attractive picture, show it to the learners, and have a race to see who can find it first. This will help to familiarise them with how to use an English book. 3. Choose learners to say hello to other learners, for example, <i>Hello, Omar</i>. Encourage them to wave as they speak. Then all the learners should turn and say hello to four other learners near them, waving as they speak.
<p>Activity Book page 6</p>	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Show the learners the picture on page 6. Say: <i>Find this page</i>. Help the learners to find the page. 2. Point to the small picture of camel Liwa with the pencil. Ask: <i>Is it Liwa?</i> Help the learners to answer correctly (<i>Yes</i>). 3. Point to the big dotted-line picture. Ask: <i>Is it Lulu?</i> Help the learners to answer correctly (<i>No</i>). If necessary, point out the differences between Lulu and Liwa. 4. Say: <i>His name's Liwa</i>. Holding the picture so that all the learners can see it, encourage them to wave and say: <i>Hello, Liwa</i>. 5. Show the pencil and the start line to the learners. Show them a pencil and say: <i>Get a pencil</i>. 6. With your pencil, show the learners how to draw the picture of Liwa, following the dotted line. 7. The learners follow the dotted line to complete the picture. As they are working, circulate round the class: congratulate individual learners on their work, and where necessary help the learners to stay on the dotted line. 8. Call learners to the front to show their picture to the class. Encourage the learners to wave and say: <i>Hello, Liwa</i> to the picture. Help the learner at the front to speak for Liwa and say: <i>Hello, everyone</i>. 9. If there is time, the learners can colour their pictures; when they have finished, arrange a gallery in the classroom displaying the finished work. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners only need to attempt phrases if they feel confident enough. Learners who need more support can just say the name of the camel. 2. Some learners may still find it difficult to find their way around this second book. If necessary, go through the whole procedure again: show them how to hold the Activity Book, how to open it, and how to find pages. 3. Some learners find following a line difficult: if necessary, gently hold their hand with the pencil and help them to follow the line very slowly. Check they are gripping the end of the pencil correctly with two fingers and a thumb, rather than an upside down fist. When these learners follow the line themselves, encourage them to press gently and to move the pencil slowly. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Some learners will complete this task quickly. To keep them busy, write the name of the camel (<i>Liwa</i>) in large, clear pencil letters next to the picture; the learners can then trace over the letters to write his name.

Learner's Book page 8	<p>Learner's Book: Activity 2</p> <p>Note: To do this activity, each learner needs a copy of PCM 1 with his / her name added in pencil by the teacher. If possible, write the learners' names on their badges before the class. However, you can also do this while they are cutting out their badges.</p> <ol style="list-style-type: none"> 1. Show the pictures in Activity 2 to the learners. Show them the name badge, with your name, that you made before the class. 2. Give each learner the PCM 1 sheet with his / her name on it and a pair of scissors. Show the picture of cutting out the badge to the learners, then help them to cut out their badges. 3. Show the learners how to trace over the letters of their name with a pen or crayon. 4. The learners trace their names. They can be giving appealing decorative materials such as glitter glue to decorate their work. 5. Show your badge with your name again. Read the text, for example, <i>Miss Zakia</i>. and then add <i>My name is Miss Zakia</i>. 6. Call individual learners up to the front. They say: <i>Hello</i>, show their badge and say their names: for example, <i>Hello. My name is Omar</i>. 7. Call pairs of learners up to the front; one learner shows his badge and says to the other: <i>Hello, my name is ...</i> ; the other learner replies by showing his / her badge and says: <i>Hello, my name is ...</i> . 8. Ask all the learners to stand up and move around the classroom. Then say <i>Stop!</i> The learners now show their badge and say: <i>Hello, my name is [...]</i> to at least four learners near them, and listen to their replies.
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Some learners may need much more help than others to make their badges. Be prepared to spend time with these learners and to demonstrate each stage of the process to them.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Some learners may be able to write their names already, and should be allowed to do so, if that is the case.
Resources	<p>Extra Tips</p> <ul style="list-style-type: none"> • Before you start using Unit 1 with the learners, hold the Learner's Book up and show the learners how it opens. Also show them an Arabic book so that they can clearly see the difference. Show the learners the correct orientation for their Learner's Book on their desks. Make sure all the learners have their books correctly oriented and ready to open. • If you have a camel soft toy, you can use it as a puppet in the class. Use the camel to: <ul style="list-style-type: none"> – choose and point to learners to do an activity – have little conversations with the learners – congratulate the class – show delight at the learners' work – encourage shy learners to speak or to come to the front of the class – say: <i>Yes / No</i> or <i>Right / Wrong</i> in response to the learners' answers.

	<ul style="list-style-type: none"> • Learners need to develop the ability to follow a dotted line accurately; to help this, establish a simple, friendly phrase to point out when they are not following the line, such as <i>Take care!</i> • In these early stages, congratulate all learners on their work. Later, you can limit congratulations to top-quality work and much-improved work, but for now, all learners need and deserve congratulation. • Before tracing the line in the Activity Book (Activity 2), show the learners your reading finger (the first finger of your right hand, next to your thumb); ask the learners to show you their reading finger. Then show the learners how to trace the dotted line with their reading finger before they use their pencil. The learners should trace this line in their Learner’s Book before and after they trace it with a pencil.
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Resources	Plenary
	<ol style="list-style-type: none"> 1. Talk with the learners about what they did in this class (<i>We learnt a chant, We said Hello, We said our names, We drew a camel, We met Liwa and Lulu, We made a badge, etc.</i>) 2. Draw a big smiley face on the board and ask: <i>Do you like English?</i> Encourage the learners to answer <i>Yes</i> and put their hands up. 3. Help the learners to express their ideas about why they like English. They can use Arabic, but always say a short summary of their ideas in simple English, for example, <i>We make nice things, We say chants, We have fun, etc.</i> 4. In English, congratulate the learners and thank them for their excellent work. Use intonation and gestures such as clapping to make the meaning clear. 5. Say: <i>Goodbye</i> to the learners and wave goodbye to them as you leave the class.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

<p>Standards/SLOs:</p> <p>(G1.1.1.3) Listen to respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration.</p> <p>(G1.2.1.1.1) Participate in rhymes using simple repetitive language.</p> <p>(G1.2.1.1.2) Engage in making introductions (for example, introduce oneself and greet).</p> <p>(G1.2.2.1.1) Recite rhymes using simple repetitive language with in-built or external repetition.</p> <p>(G1.2.2.1.3) Add, give and follow single-step directions.</p> <p>(G1.3.1.1.1) Develop book handling skills (such as holding books correctly).</p>

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to simple sentences and use the context to help understanding. Speaking: To remember and say a chant. Reading: To become familiar with the directionality of English. Writing: To practise writing from left to right, and to trace and copy lines.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • use the context to help understanding of the English heard • follow the directionality of English • copy and trace patterned lines from left to right.
Link to prior learning: <ul style="list-style-type: none"> • Writing with a pencil 21st Century Skills: <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: None Key expressions/structure: None		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The directionality of English (from left to right) can be problematic for Arabic learners; in particular, starting at the left end of the line may be a difficult habit to acquire. Throughout this lesson, whenever you need to start on the left of a line, draw the learners' attention to it; it helps to use an exaggerated gesture, raising your hand high and coming down on the starting point. 		
Resources/equipment needed: Learner's Book pages 9-10 Activity Book page 7		

UNIT 1 LESSON 2 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none">1. Help the learners to remember the chant from the previous lesson.2. Say the chant to the learners.3. The learners say the chant chorally and individually.4. Write the words on the board. Say the chant again, following under the words with your reading finger as you say it.5. Explain to the learners how you are reading from left to right.6. Make sure the learners understand that in Arabic, you read from right to left; in English, you read from left to right.
Resources	Main Activity
Learner's Book page 9	Learner's Book: Activity 1 <ol style="list-style-type: none">1. Show the learners the lines on page 9. Follow the lines from left to right on the page with your reading finger.2. Help the learners to find page 9 in their Learner's Book (see suggestions in the Extra Tips section).3. Ask the learners to show you their reading finger – they should lift their hands to the level of their heads so that you can see their fingers clearly.4. Point to the first line on page 9. Say: <i>Follow with me</i> and encourage the learners to follow the line with their reading fingers.5. Take a pencil and show the learners as you trace over the line in your Learner's Book.6. The learners trace the lines in their books. As they trace, circulate round the class, helping them to stay on the line.7. Choose one of the best-traced lines and show it to the class. Congratulate the learner and encourage the other learners to congratulate him / her, for example, by clapping.8. Repeat with the other lines.
Learner's Book page 10	Learner's Book: Activity 2 <ol style="list-style-type: none">1. Show the learners how to turn the page in the Learner's Book. Show them page 10 in your Learner's Book.2. Point to the first line (with the blue shapes). Say: <i>Draw this line in the air</i>. Make sure all the learners draw the correct shape in the air, and that they go from left to right.3. The learners follow the first line in their books. Circulate round the class, helping them when necessary.4. Repeat with the other lines.5. Show the page to the learners, point to the first line and say: <i>The line goes from a blue shape to a blue shape. Show me the line</i>. The learners draw the line in the air.6. Repeat with the other lines, describing them like this: <i>from the biscuit to the milk / from the boy to the ball / from the girl to the toy rabbit</i>. Note that the learners are not expected to understand the words; they will get the meaning from the context. The activity will help to familiarise them with the sounds of English.7. Choose lines at random, point to the lines in the Learner's Book, and describe the line. Ask the learners to draw the lines in the air.

	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may find it difficult to understand the sentences such as <i>The line goes from the biscuit to the milk</i>. You can help them by drawing pictures of the objects on the board and pointing to them as you say the sentence: <i>from the biscuit</i> (point to the picture of the biscuit) <i>to the milk</i> (point to the pictures of the milk). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners who are keen to speak English can come to the front and describe the lines, for example, <i>from the boy to the ball</i>. They should add <i>Show me the line</i>; the other learners then find the line in their Learner's Book and draw the line in the air.
<p>Activity Book page 7</p>	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Help the learners to find page 7 in their Activity Books. 2. Show the first line and say: <i>Draw this line in the air</i>. Check that the learners draw the line correctly. The learners trace the line in their books. 3. Show the learners the blank line under the first line. With your pencil, starting from the left of the blank line, copy the looping line. Do this slowly so that the learners can watch you. 4. When you have finished, show that your line just rests on the top of the straight line. You may need to take the book round the class to show them. Alternatively, you can draw a straight line on the board, then draw the looping line just resting on it. 5. The learners draw the looping line. Circulate round the class, making sure that they copy the shape well, and that their looping lines just rest on the straight line. If necessary, gently hold their writing hand and guide them to copy the line correctly. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may need more practice of writing on the line: help them by drawing lines on the board, then calling them to the front to draw a loopy line (or another style of line). <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Some learners may be keen to practise words; for them, you can draw a straight line on the board, then show them a flashcard of a vocabulary item, for example, <i>apple</i>. Elicit the word from the learners, then write the word on the board. Call learners to the front to write the words on the straight line.
	<p>Extra Tips</p> <ul style="list-style-type: none"> • Learners may find it difficult to remember to start a line on the left; using the words <i>left</i> and <i>right</i> may confuse them even more. Instead of using <i>left</i>, stick a piece of bright-coloured card on the left side of the board, with an arrow pointing to the right. You could even have a whole series of cards with arrows pointing to the right across the top of the board. • Remember that when you are facing the learners, your left is their right, and vice versa. It is very easy to start following a line from the wrong end (the right) when you are facing the learners! To avoid this, you can: <ul style="list-style-type: none"> – put a sticky note at the top of the Learner's Book page above the left side of the line – turn to face the board, so that you are following the line in the same direction as the learners

	<ul style="list-style-type: none"> • Some learners may lack confidence. To help build their confidence, you can select their tracing / copying work to show to the class. It does not matter what the quality of their work is – from a distance, the quality will not be obvious, and shy learners will benefit from the congratulations of the teacher and the other learners. • To introduce learners to each of the lines they are going to trace and copy, draw them first in the air. Then the learners can copy you, drawing the line in the air. When you do this, it is a good idea to face the board, so that you can draw the line from left to right in the same way as they will. • Learners will often draw the lines floating above the straight line, or going under it. They should always use pencil, so that unsuitable lines can be erased and corrected.
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Plenary

	<ol style="list-style-type: none"> 1. Focus on the two ‘rules’ of writing in English. With the learners, make a gesture for each of the ‘rules’, like this: <i>From left to right</i>: the learners point with their reading fingers and move their hands in an arc from left to right. <i>On the line</i>: learners hold their left hand horizontal, and run the right hand over the top, just skimming their left hand. 2. On the board, draw a line correctly, from left to right. Then draw a line incorrectly, from right to left. Encourage the learners to use the gesture to show what is wrong; say: <i>From left to right</i> as they do it. 3. On the board, draw a straight line, then a looping line floating above it. Encourage the learners to use the gesture to show what is wrong; say: <i>On the line</i> as they do it. 4. Repeat with other shapes of lines. Say the rules as the learners make the gesture, so that they begin to recognise the words. 5. Say the rules <i>From left to right</i> and <i>On the line</i>: the learners show the gestures for each rule. 6. Congratulate your learners on their work in class.
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Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

- (G1.2.1.1.1) Participate in rhymes using simple repetitive language.
- (G1.2.2.1.1) Recite rhymes using simple repetitive language with in-built or external repetition.
- (G1.2.2.1.3) Add, give and follow single-step directions.
- (G1.3.1.1.1) Develop book-handling skills (such as holding books correctly, distinguishing print from illustrations); and tracking print in English from left to right, top to bottom and page by page.
- (G1.3.5.1.2) Follow, recognise and respond to simple instructions (for example, read and do) written with familiar words to perform simple actions (for example, colour, write a ... draw a ...).
- (G1.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.
- (G1.4.1.1.1) Write by moving from left to right and from top to bottom.

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To hear and understand the word <i>blue</i> . Speaking: To name the colour of blue objects. Reading: To understand the written form of the word <i>blue</i> . Writing: (There is no writing component in this lesson).		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the word <i>blue</i> when they hear it • describe objects as <i>blue</i> when they speak • recognise the word <i>blue</i> in its written form.
Link to prior learning: <ul style="list-style-type: none"> • None 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>blue, sea, balloon, circle, square</i> Key expressions/structure: None		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may initially use their first language when identifying colours. Repeat the word in English, and encourage the learner to repeat in English after you. As the learner becomes more confident with the word, they will stop using their first language and answer in English the first time. 		
Resources/equipment needed: Learner's Book page 11 Activity Book page 8 Audio Track LB 3 Flashcards: <i>blue, sea, Liwa, Lulu</i> A range of small blue objects – blue pens, blue bags, blue toys, blue books, etc. A range of small objects that are not blue – red pens, red bags, red toys, red books, etc. Most of the blue objects should be placed around the classroom; this can be done before the class, but the notes below also suggest when to do this during the class.		

UNIT 1 LESSON 3 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> Show the flashcards of <i>Liwa</i> and <i>Lulu</i> to the learners and elicit the names. Alternatively, camel toys can be used, one called <i>Liwa</i> and one called <i>Lulu</i>. Act out a simple conversation, either holding the cards or the toys. Remember to move the cards / toys as you make them speak; the toys should be turned to face the other camel, or the learners, as appropriate. <i>Liwa: Hello, Lulu.</i> <i>Lulu: Hello, Liwa.</i> <i>Liwa: Hello, everyone.</i> Elicit the reply from the learners <i>Hello, Liwa</i>. Repeat with <i>Lulu</i> starting the conversation <i>Hello, Liwa</i>. The reply from the learners at the end should be <i>Hello, Lulu</i>. Call learners to the front to act out the conversation with the cards or toys and the rest of the class.
Resources	Main Activity
<p>Learner's Book page 11</p> <p>Audio Track LB 3</p>	<p>Learner's Book: Activity 1</p> <ol style="list-style-type: none"> Show the <i>blue</i> flashcard to the learners. Model the word <i>blue</i>. Pick up a blue object and say: <i>blue</i>. Pick up a non-blue object and ask: <i>Blue?</i> Use a facial expression to indicate that you are asking a question. Help the learners to respond: they can either shake their heads or make a gesture with their hands, or they can say: <i>No</i>. Repeat with other blue and non-blue objects. Say: <i>Listen</i> and play the audio. Repeat the word <i>blue</i>. Play the audio again. Say: <i>Repeat</i> and use a hand gesture to indicate that the learners should repeat the word chorally. Repeat the choral drilling four times, and then choose individual learners to say the word. If a learner is finding it difficult to say the word, model it again, and then ask the learner to repeat it. However, do not expect all the learners to be able to say the word perfectly. Continue with choral and individual drilling for one or two minutes. Show a blue object and elicit <i>blue</i> from the learners. Show a non-blue object; the learners should indicate with a gesture or with <i>No</i> in Arabic that the object is not blue. Repeat with other blue and non-blue objects. Show the word <i>blue</i> on the Learner's Book page; say the word, still showing the book to the learners, and using your reading finger to follow the words. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> Some learners may find it hard to make the connection between the sound <i>blue</i> and the colour blue. To help these learners, say the Arabic words a few times, like this <i>blue, (Arabic word), blue</i>. After making the meaning of the word clear, the learners and the teacher should avoid using Arabic.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. This activity can also be used to introduce <i>Yes</i> and <i>No</i>. When you ask the question <i>Blue?</i>, echo the learners' answers with <i>Yes</i> or <i>No</i> as appropriate. After a few questions, some learners may be trying to say <i>Yes</i> and <i>No</i>; you can encourage them by prompting <i>Yes</i> or <i>No</i> when they are answering.
<p>Activity Book page 8</p>	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Show the picture of the sea to the learners. Use gestures to help them see what it is. 2. Ask: <i>Is it blue?</i> The learners can reply with a gesture or with <i>Yes</i>. 3. Show the learners a blue crayon and say: <i>Colour the sea blue</i>. While they are colouring, circulate round the class and encourage them to stay within the picture. Note – while you are circulating, you can also place the blue objects around the classroom. 4. Repeat with the other pictures. The learners colour them blue. 5. Name the pictures (<i>sea, balloon, circle</i>) and then say: <i>The sea is blue</i>. Help the learners to identify the sea and point to it. 6. Repeat with the other pictures. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Some learners may find it difficult to respond to sentences such as <i>The sea is blue.</i>, because there are some new words in it. In this case, first emphasise the word <i>sea</i> (<i>The sea is blue</i>), and show the <i>sea</i> flashcard. Then emphasise the word <i>blue</i> in the sentence (<i>The sea is blue.</i>) and show the <i>blue</i> flashcard. Repeat with the other sentences. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Some learners may learn the words <i>sea, balloon</i> and <i>circle</i> quickly, and they may be able to say the sentences <i>The balloon is blue. / The sea is blue. / The circle is blue.</i> Call one of these learners to the front to say a sentence; the other learners hold up their Activity Book and point to the correct picture.
<p>Learner's Book page 11</p>	<p>Learner's Book: Activity 2</p> <ol style="list-style-type: none"> 1. Show the pictures in Activity 2 to the learners. Point to the blue square and ask: <i>Is it blue?</i> Help the learners to answer <i>Yes</i> in English. 2. Repeat with the other two pictures – for the picture of the girl, make sure you point to her blue dress. 3. Point to one of the objects that you have placed around the room. Say: <i>It's blue.</i> The learners find the object and say the word in Arabic. 4. Echo the learners' answer with the English word for the object. 5. Repeat with two more objects, then choose a learner to point and say: this can be <i>It's blue</i> or simply <i>blue</i> according to ability. 6. The other learners find and name the object. As before, each then answer with the English word for the object. 7. Repeat with four other learners. 8. In pairs, all the learners take turns to say, point and find.
	<p>Extra Tips</p> <ul style="list-style-type: none"> • To encourage the learners to use <i>Yes</i> and <i>No</i>, make a small <i>Yes</i> card from green paper and a small <i>No</i> card from red paper, for each learner. The cards should have <i>Yes</i> or <i>No</i> written clearly on them, as appropriate. The learners can then use these to answer your questions, showing the <i>Yes</i> card and saying <i>Yes</i>, or showing the <i>No</i> card and saying <i>No</i>. Because the cards are different colours, it is easy for the teacher to check that all the learners have the correct answer.

Resources	Plenary		
	<p>1. Talk with the learners about what they did in class: <i>We learned the colour blue, We played a game, We asked questions, We answer questions</i> etc.</p> <p>2. Ask questions about colours: <i>Do you like the colour blue? What other colours do you like? What is your favourite colour?</i></p> <p>3. Ask the learners to find the next colour that they are going to learn. The learners will need to look through the unit to find the next colour lesson. Echo the learners', answers with the colour in English: <i>red</i> (on page 17)</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G1.2.1.1.2) Engage in making introductions (for example, introduce oneself, greet and say goodbye).</p> <p>(G1.2.1.1.8) Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.</p> <p>(G1.2.2.1.3) Follow single-step directions.</p> <p>(G1.3.1.1.1) Develop book-handling skills (such as holding books correctly, distinguishing print from illustrations); and tracking print in English from left to right, top to bottom and page by page.</p> <p>(G1.3.5.1.2) Follow, recognise and respond to simple instructions (for example, read and do) written with familiar words to perform simple actions (for example, colour, write a ... , draw a ...).</p> <p>(G1.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.</p>			

LESSON PLAN		LESSON: 4
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To understand <i>circle</i> and <i>blue circle</i> . Speaking: To identify and name circles. Reading: To recognise <i>circle</i> and revise <i>blue</i> . Writing: To practise drawing circles clockwise.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • recognise and name circles • draw circles (clockwise).
Link to prior learning: <ul style="list-style-type: none"> • Learners will already be able to name circles in Arabic; <i>blue</i> 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>circle, blue</i> Key expressions/structure: <i>Listen; Draw; Colour</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • The learners are used to writing from right to left, so it is important to make sure they draw their circles clockwise. 		
Resources/equipment needed: Learner's Book page 12 Activity Book page 9 Audio Track LB 4 Flashcard: <i>blue</i> Word cards: <i>circle, blue</i> (Optional) sand tray or modelling clay; circle templates to draw round, drawing paper, crayons		

UNIT 1 LESSON 4 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Revise <i>blue</i>: hold up the blue colour card and elicit <i>blue</i>. 2. Ask the learners to point to something blue. Then give them one minute to find more things. After one minute, ask them to point to everything they have seen. 3. Draw a large circle on the board. Then (with your back to the class) draw the shape clockwise in the air and have the learners do the same. Say: <i>circle</i> and have them repeat the word while they are drawing.
Resources	Main Activity
Learner's Book page 12 Audio Track LB 4	<p>Learner's Book: Activity 1</p> <ol style="list-style-type: none"> 1. Hold up your book and point to the circle. Tell the learners to point to the same place in their books, and then move their fingers round the shape in a clockwise direction. Tell them to do this several times. 2. Say: <i>Listen</i>. Play the audio and have the learners point first to the plain circle and then to the blue circle. Play it again and have them repeat the words while they point. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. In pairs, ask learners to take turns to say: <i>circle</i> or <i>blue circle</i>, in random order, while the other one points correctly. They could increase speed and try to catch each other out. 2. Then ask them to do the same in reverse, one learner points and the other one speaks. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Show the word card and flashcards for <i>circle</i> and elicit <i>circle</i>. Tell the learners to point to the word <i>circle</i> on the page (it appears twice). 2. Show them the word card for <i>blue</i> and elicit <i>blue</i>. 3. Hold up the two word cards so that they say: <i>blue circle</i> and have the learners say the words and point to the blue circle in their books. 4. Hold up the two word cards in random order and elicit the words each time. Increase speed to make it a game.
Learner's Book page 12	<p>Learner's Book: Activity 2</p> <ol style="list-style-type: none"> 1. With your back to the class draw a circle in the air, clockwise, starting at the top. If you have the mascot, it can trace the letter in the air along with the learners. 2. Say: <i>Draw</i>. Learners trace the circles in their books using their finger, starting at the top and moving clockwise. 3. Encourage learners to form circles using modelling clay, to write letters on the back of one another's hands or backs or make the shape with hands or in sand. 4. Finally, ask learners to use their pencils to trace over the dotted circle in their Learner's Book. Make sure they start at the top and draw clockwise.
Resources	Extra Tips
	<ul style="list-style-type: none"> • Learners could look for circles in the classroom, for example, a clock, or part of a picture, or even the head of a drawing pin, and then play a game: they take turns to go and stand near a circle they have identified – <i>Can the others guess what it is?</i>

Activity Book page 9	Activity Book: Activity 1 1. Tell learners they are going to practise drawing some more circles. 2. Ask learners to trace the first circle with their fingers and then to trace over it with their pencils. Monitor as they trace to make sure they are drawing in the correct direction. 3. Ask learners to do the same with the other two circles. Go round and monitor.
Activity Book page 9	Activity Book: Activity 2 1. Say: <i>Colour</i> . Allow time for the learners to colour the three circles. Allow them to use any colours (not just blue). Go round and talk to them as they work. You could tell them the names for colours they choose, for example, <i>red</i> , <i>green</i> , etc. Elicit <i>blue</i> where appropriate. 2. Encourage the learners to show each other their work. Ask volunteers to hold up their finished colouring to show the class. 3. Ask learners to hold up and point to <i>blue circles</i> .
Activity Book page 9	Activity Book: Activity 3 1. Ask the learners to study the picture. Ask them to find and point to a circle, for example, the clock, or the circle on the board. 2. In pairs, ask the learners to look for more circles. Go round and monitor, encouraging them to point to and name circles in the picture. 3. Invite learners to hold up their books to show the class where the circles are.
Resources	Extra Tips <ul style="list-style-type: none"> • Give the learners some drawing paper. Ask them to find something circular to draw round (or give them some circle templates) and make patterns using only circles. Encourage them to colour them in. You could use the patterns as classroom displays, with the label CIRCLES. • If there is time you could do bubble printing using thinned blue paint and a straw to blow bubbles in a cup. Place the paper over the top of the cup so that the bubbles make blue circle patterns on the paper. Repeat the words <i>blue</i> and <i>circle</i>, pointing out the colour and shape.
	Plenary 1. Hold up the flashcard for <i>circle</i> and elicit <i>circle</i> . Have the learners draw circles in the air. 2. Hold up the flashcard for <i>blue</i> and elicit <i>blue</i> . Tell them point to blue items in the room. 3. Ask two learners to come to the front. Tell them to take turns to call out either <i>circle</i> or <i>blue</i> (in random order) while the others either draw the shape or point to something blue. Encourage them to increase the speed and make it a game. 4. Finally, ask the learners to look back at their Learner's Book and Activity Book for this lesson. Ask them which activity they liked most and why.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
<p>Standards/SLOs:</p> <p>(G1.1.1.1.3) Listen to respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration.</p> <p>(G1.2.2.1.3) Add, give and follow single-step directions.</p> <p>(G1.3.1.1.1) Develop book handling skills (such as holding books correctly, distinguishing print from illustrations); and tracking print in English from left to right, top to bottom and page by page.</p> <p>(G1.3.5.1.2) Follow, recognise and respond to simple instructions (for example, read and do) written with familiar words to perform simple actions (for example, colour, write a ... , draw a ...).</p> <p>(G1.4.1.1.1) Write by moving from left to right and from top to bottom.</p>			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify the sound s at the beginning of words. Speaking: To say words beginning with the sound s. Reading: To recognise the sound s at the beginning of words. Writing: To copy and write the upper case letter S and lower case letter s.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify the sound s • make the shape and form of the upper case letter S • make the shape and form of the lower letter s • produce the sound s • say words beginning with the sound s.
Link to prior learning: <ul style="list-style-type: none"> • Arabic language: letters and sounds matching 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>sun, sea</i> Key expressions/structure: s is for <i>sun, sea</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some letters in English have more than one sound and there is not always a rule, which can explain this. The letter s, for example, can sometimes be pronounced z as in <i>is</i> and the sound s can be written with the letter c as in <i>circle</i>. Learners need to have lots of practice in identifying and producing the sounds in words and need to be made aware of letter sounds in English that are not in Arabic. English is an alphabetic language based on the Roman alphabet with inconsistencies in both pronunciation and spelling. The spelling system of English is irregular and the letter sound correspondence is irregular and that can cause difficulties for learners when they start to read and write. 		
Resources/equipment needed: Learner's Book page 13 Activity Book page 10 Audio Track LB 2, 5 and 65 Flashcards: <i>sun, sea, s</i> and S PCM 2		

UNIT 1 LESSON 5 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Ask the class to greet the mascot by saying <i>Hello</i> and the mascot's name. Review <i>Hello!</i> chant from Lesson 1 Audio Track 2. 2. Revise the colour <i>blue</i> from Lesson 3 by asking learners to point to/show you something blue. Then tell the class you can see something that is blue (perhaps the sky, or a book, pencil, or an item of clothing that someone is wearing) and see if they can guess what it is. Accept answers learners give in Arabic but reword into English. 3. Encourage learners to make s-type patterns in the air with a finger so they get used to the shape without knowing it.
Resources	Main Activity
<p>Learner's Book page 13 Audio Track 5</p>	<p>Learner's Book: Activity 1</p> <ol style="list-style-type: none"> 1. Hold up the flashcard. Say: <i>the name is 's', the sound is 'ssss'</i> and make a soft hissing <i>sss</i> sound. Point to the letter, touch your ear and say the sound <i>sss</i> again. Ask the class to repeat the sound. Put the flashcard on the board. 2. Show the flashcards for <i>sun</i> and <i>sea</i> as you say the words and the learners repeat. Then tell the class to open their books and look at Activity 1. Write the page number on the board and put the flashcards of <i>sea</i> and <i>sand</i> on the board next to the sound <i>s</i>. 3. Ask: <i>Can you see the sun in the picture? Can you see the sea?</i> Tell learners they will listen to a chant about the sun and the sea. Play the audio and join in as the learners listen to the chant. Ask the learners to give a 'thumbs up' or draw a smiley in the air if they like the chant. 4. Tell the learners they will listen to the chant again. When they hear the word <i>sun</i> they should clap their hands twice. When they hear the word <i>sea</i> they should stamp their feet twice. Play the audio as the learners listen and do the actions with you. 5. Play the audio again as learners listen, point to the pictures in their books for the <i>s</i> words they hear and repeat the <i>s</i> words. 6. Play the audio one more time as learners do the activity again. Monitor and check that they are pointing and saying the words correctly. 7. Play the chant again as the learners join in and say the words and do the clapping or stamping actions for <i>sun</i> and <i>sea</i>. <p>Feedback</p> <p>Point to the flashcards for <i>sun</i> and <i>sea</i> and elicit the words. Point to the letter flashcard and elicit the sound <i>s</i>. Then divide the class in two as they repeat the sound or word when you point to the cards on the board.</p>
Resources	Extra Tips
	<ul style="list-style-type: none"> • Play with the sound by asking learners to produce the sound <i>s</i> very quietly, then a bit louder, then much louder and then in a normal voice and then very quietly again. Always end with very quietly to settle the class. • Using the environmental print approach, you can introduce words or phrases found in the learner's everyday world for the sound being taught (for example, the word <i>stop</i> found in traffic signs to be seen in English and Arabic for the sound <i>s</i>). • Ask learners to trace the letter in the air or on the palms of their hand as they say the sound or say the words beginning with the sound to help learners acquire the sound and matching letter shape.

	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners what other words beginning with the <i>s</i> sound from the picture (<i>sky</i>, <i>sand</i>) or other words not in the picture they know that begin with the <i>s</i> sound (<i>circle</i>). 2. Ask learners what colour the sea is, and what colour the sky is (<i>blue</i>). Ask if they know any other things that are blue in colour. 3. Ask learners to take the place of the audio in a third playing of the audio. Keep the volume on the audio on low as they do so and it can be turned up if needed. 4. Learners can make other actions instead of clapping their hands or stamping their feet for <i>sun</i> and <i>sea</i>, such as raising both hands together in front of them and then parting them in an arch for <i>sun</i> and wiggling their fingers in front of them for <i>sea</i>.
<p>Learner's Book page 13</p>	<p>Learner's Book: Activity 2</p> <ol style="list-style-type: none"> 1. Get the learners to <i>stand up, turn around, sit down and get ready</i> with arms folded or hands on laps ready for the new activity. Face the front of the class and write the letter <i>s</i> in the air as the learners say the sound <i>s</i>. Invite the learners to copy you as you write <i>s</i> in the air. 2. Learners can then form the letter sound using modelling clay, write the sound on the back of one another's hands or backs or make the shape with hands or in sand. 3. They should say the sound as they write. Be sure they are saying a clear single <i>sss</i> sound and not <i>suh</i> or the letter name. 4. Ask learners to trace over the letters in their Learner's Book and say the sound <i>sss</i> as they trace. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to point to the flashcards as they do the activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Show the two flashcards and ask learners to repeat the words <i>sun</i> and <i>sea</i> while you are holding them. Then ask: <i>What's the sound?</i> Give learners time to try and answer before saying the sound <i>s</i>. 2. Put the letter flashcard on the board and ask learners to stick the other flashcards next to it. When doing that, learners say the sound and trace the letter in the air and on the letter flashcard.
<p>Resources</p>	<p>Extra Tips</p> <ul style="list-style-type: none"> • You may also use plastic letters or letter cards with the letter raised in felt or other material on the card (commercially available) and blindfold learners and ask them to feel and guess the letter.
<p>Activity Book page 10</p>	<p>Activity Book : Activity 1</p> <ol style="list-style-type: none"> 1. Write <i>s</i> in the air and then on the board. 2. Show the learners where to start and where to finish the letter. 3. Remind the learners how to sit correctly for writing and hold their pencil correctly. 4. Ask learners to trace the letter <i>s</i> on the first line with their fingers and then to trace over the dotted letters with their pencils as they say the sound <i>s</i>. Monitor as they trace to make sure they are forming the letter properly. 5. Ask learners to copy the other lines of letters. Again monitor to check for correct formation and that learners are writing between the lines and leaving spaces between each letter.

	<ol style="list-style-type: none"> 6. Point to the capital letter <i>S</i> on the alphabet poster. Elicit the letter name and the letter sound. Put the upper case and lower case letter flashcards <i>S</i> and <i>s</i> on the board. Learners say the sound <i>sss</i>. Put the flashcard for <i>sun</i> next to the letters. 7. Write the upper case letter <i>S</i> in the air. Then write it on the board. Show the learners how to form the letter where it begins and ends and the number of strokes. It is the same shape as the lower case letter only taller. Ask the learners to write the letter <i>S</i> in the air. Then ask the learners to look at PCM 2 and to trace over the capital letter <i>S</i> with their fingers and then with their pencils. Monitor as they write making sure they form the capital letter properly. 8. Tell the learners that capital letters are used in English when we write names. Ask the learners to think of names that begin with the sound <i>S</i>. Write the names <i>Samir</i> and <i>Soha</i> on the board and point to the capital letter <i>S</i> as you say the name. 9. Learners can colour the picture of the sun as they say the letter name and sound.
Activity Book page 10	Activity Book: Activity 2 <ol style="list-style-type: none"> 1. Ask learners to look at the pictures in Activity 2 and ask: <i>What can you see? Sun and sea.</i> Ask: <i>What colour is the sea?</i> Expect the answer <i>blue</i> in English but if learners answer <i>green, grey,</i> or any other realistic colour for a sea in Arabic accept it, but point out that the sea in the picture in the Learner’s Book is blue. 2. Ask learners to colour the pictures of the sun and the sea. You can be prescriptive and tell the learners what colours to use if you want to assess the learners’ acquisition of colour words. Or you can give the learners a free choice of colour. 3. If you have not asked for specific colours to be used then accept any colours learners choose, as it is important learners feel free to be creative.
Resources	Extra Tips
Audio Track LB 65	<ul style="list-style-type: none"> • Use instrumental background music whilst learners do colouring activities and encourage learners to colour all the pictures. Learners of this age are usually kinaesthetic and musical and the use of such techniques is expected to enhance their memory skills. Allow ample time for learners to experience the letters in all possible ways by using all their senses. • When giving instructions for colouring activities ask learners to put a dot of colour on the items that are to be coloured first. This allows the teacher to check that the colour is appropriate as colour cannot be rubbed out or corrected. • Make sure that learners colour carefully and within the outline of the object being coloured. Colouring develops the learners small hand muscles and encourages noticing and hand-eye coordination skills which are vital when learning to read and write. • Play the <i>Colour</i> song or the <i>Rainbow</i> song when learners colour to help them acquire colour words.
	Plenary
	<ol style="list-style-type: none"> 1. Invite learners to say the chant again without their books. Play the audio at a low volume in the background. 2. Show the flashcards for <i>sun</i> and <i>sea</i> and ask the learners to say all the <i>s</i> words they know. 3. If learners find this difficult, suggest they think of any learners in the class who have names beginning with the <i>s</i> sound. For more confident learners, encourage them to remember the other <i>s</i> words introduced in the lesson. 4. Ask them which activity they liked most in this lesson and why.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

- (G1.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, place and action.
- (G1.1.1.1.3) Listen to respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration.
- (G1.2.1.1.1) Participate in songs and rhymes using simple repetitive language.
- (G1.2.2.1.3) Add, give and follow single-step directions.
- (G1.4.1.1.1) Write by moving from left to right and from top to bottom.
- (G1.4.1.1.3) Write legibly progressing from left to right.

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To follow simple instructions. To recognise the number 1. Speaking: To count and say <i>one</i> . Reading: To recognise the number 1. To recognise the word <i>camel</i> . Writing: To trace the number 1.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> recognise and name the number 1.
Link to prior learning: <ul style="list-style-type: none"> Learners will already be familiar with the concept of counting in Arabic 21st Century Skills <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>one, blue, circle</i> Key expressions/structure: <i>Listen; Write; Colour; Yes, No</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> As well as learning new words for numbers, the learners also have to learn new symbols. They will need lots of practice forming the number, just as with the letters of the alphabet. 		
Resources/equipment needed: Learner's Book page 14 Activity Book page 11 Audio Tracks LB 5–6 Flashcards: s and 1 Optional: sand tray or modelling clay, circle templates to draw round, drawing paper		

UNIT 1 LESSON 6 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
Audio Track LB 5	<ol style="list-style-type: none"> 1. Revise the sound and letter <i>s</i> from the previous lesson. 2. Hold up the <i>s</i> letter flashcard and elicit <i>sssss</i>. 3. Play the chant from Lesson 5 and have the learners join in. 4. Encourage learners to draw the letter <i>s</i> in the air as they do so (with your back to the class, remind them first how to form it). 5. Elicit names that they know that begin with the <i>s</i> sound.
Resources	Main Activity
Learner's Book page 14 Audio Track LB 6	Learner's Book: Activity 1 <ol style="list-style-type: none"> 1. Hold up your book and point to the large number one. Say: <i>one</i> and have the learners repeat it. Check understanding by quickly eliciting the Arabic word for <i>one</i>. 2. Then point to the camel and say: <i>one camel</i>. Have the learners repeat the words. 3. Do the same with the circle: elicit <i>circle/blue circle</i>, then say: <i>one blue circle</i> and have them repeat it. 4. Say: <i>Listen</i>. 5. Play the audio and have the learners point first to the number one, then to the camel, then to the blue circle. 6. Play the audio again and have learners repeat the words while they point.
Resources	Extra Tips
	<ul style="list-style-type: none"> • In pairs, learners take turns to say: <i>one, one camel, or one blue circle</i> in random order, while their partners point to the correct illustration. • They then reverse the process: one learner points while the other one says the correct words. Go round and monitor.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. On the board, draw one circle. Elicit <i>circle</i>. 2. Then draw two concentric circles. Point to the single circle, say: <i>One circle?</i> and look puzzled. Elicit or teach <i>Yes</i>. 3. Point to the concentric circles and do the same. Elicit or teach <i>No</i>. 4. Draw more circles on the board: some single circles and some sets of two or more circles (they could be concentric or overlapping or just close together). 5. Point to the drawings in random order, each time saying <i>one circle?</i> and eliciting <i>Yes</i> or <i>No</i>.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. In pairs, tell the learners to draw circles, some single and some in groups (see above). 2. Learners take turns to point and say: <i>one circle?</i> in a questioning way, while the other learner says <i>Yes</i> or <i>No</i> (see above). 3. Go round and monitor. Note: If the learners can already count in English, let them apply this knowledge and say, for example, <i>four circles</i>, etc.

Learner's Book page 14	Learner's Book: Activity 2 <ol style="list-style-type: none"> 1. Hold up the number flashcard 1. Elicit <i>one</i>. 2. With your back to the class draw a number 1 in the air, starting at the top. 3. If you have the mascot, it can trace the number in the air along with the learners. 4. Say: <i>Draw</i>. Learners trace the number on their books using their fingers, starting at the top. 5. Encourage learners to form the number using modelling clay, or to write the number on the back of one another's hands or backs or make the shape with hands or in sand. 6. Finally, learners use their pencils to trace over the numbers in their Learner's Book. Make sure they start at the top.
Activity Book page 11	Activity Book: Activity 1 <ol style="list-style-type: none"> 1. Tell learners they are going to practise writing the number 1. 2. Ask learners to trace the first number with their finger and then to trace over it with their pencil. Monitor as they trace to make sure they are drawing in the correct direction. 3. Ask learners to do the same with the remaining numbers. Go round and monitor.
Activity Book page 11	Activity Book: Activity 2 <ol style="list-style-type: none"> 1. Ask the learners to point to each picture in turn and elicit <i>camel, sun</i> and <i>circle</i>. 2. Say: <i>Colour one sun or one circle</i>. 3. Ask the learners to choose one of the pictures and point to it. Then allow time for them to colour their chosen pictures. Monitor. Make sure they only colour one picture. 4. They can then all colour the camel.
Resources	Extra Tips <ul style="list-style-type: none"> • Encourage the learners to show each other their work. Ask volunteers to hold up their finished colouring to show the class. Encourage them to say, for example, <i>one camel</i>, etc.
	Plenary <ol style="list-style-type: none"> 1. Ask a learner to come to the board. Hold up the flashcard 1. Say: <i>Draw one sun!</i> He or she draws one sun on the board. Then that learner chooses a friend to come to the board. 2. Say: <i>Draw one circle!</i> The learner draws one circle on the board, then chooses another learner to come to the front. 3. Say: <i>Draw one camel!</i> Continue like this, repeating <i>sun, camel, circle</i> but also using any other known countable nouns. 4. Finally, ask the learners to look back at their Learner's Book and Activity Book for this lesson. Ask them which activity they liked most and why.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

(G1.1.1.1.3) Listen to respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration.

(G1.2.2.1.2) Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas.

(G1.2.2.1.3) Add, give and follow single-step directions.

(G1.3.1.1.1) Develop book handling skills (such as holding books correctly, distinguishing print from illustrations); and tracking print in English from left to right, top to bottom and page by page.

(G1.3.1.1.3) Identify and name number 1.

(G1.3.5.1.2) Follow, recognise and respond to simple instructions (for example, read and do) written with familiar words to perform simple actions (for example, colour, write a ... draw a ...).

(G1.4.1.1.1) Write by moving from left to right and from top to bottom.

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To recognise familiar words. Speaking: To practise saying s. To practise saying familiar words. Reading: To practise reading familiar words. Writing: To practise writing from left to right. To practise writing the letter s.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> reflect on their progress.
Link to prior learning: <ul style="list-style-type: none"> colour: blue shape: circle sound: s number: 1 21st Century Skills <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>blue, sun, sea, circle, sand, camel</i> Key expressions/structure: <i>Draw; Listen</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Pay special attention to the learners' pronunciation of the sound s. There are two letters for s in Arabic. Make sure learners are aware s in English is the same sound as س. <i>Circle</i> and <i>square</i> begin with different letters but the same sound – this could confuse observant learners who have just learnt s. Explain that in English, unlike Arabic, letters do not always represent just one sound. Reassure them that they will soon get used to it. 		
Resources/equipment needed: Learner's Book page 15 Activity Book page 12 Audio Track AB 2 Flashcards: <i>blue, Liwa, Lulu, sun, sea, s</i> and <i>S</i> Word cards: <i>circle, blue</i>		

UNIT 1 LESSON 7 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Hold up the number flashcard <i>1</i> and elicit <i>one</i>. Have the learners clap their hands once. 2. Hold up the blue colour flashcard and elicit <i>blue</i>. Then ask different learners to hold up or point to things that are blue. 3. Hold up the circle flashcard and elicit <i>circle</i>. Ask the learners to draw circles in the air. Make sure they move their fingers clockwise. 4. Say: <i>Draw one blue circle!</i> Either choose different learners to come to the board to draw a single blue circle, or have the whole class draw one.
Resources	Main Activity
Learner's Book page 15	<p>Learner's Book: Activity 1</p> <ol style="list-style-type: none"> 1. Hold up the <i>s</i> flashcard and elicit the sound. Ask the learners to say as many <i>s</i> words as they can remember – including names of friends. 2. Hold up your book, point to each picture in turn and elicit the words. Do this several times, in random order. 3. In pairs, ask learners to take turns to point and say. Then do the same in reverse – one learner says one of the words, the other one points. Monitor. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Use the flashcards and word cards for <i>sun</i>, <i>sea</i> and <i>sand</i>. Show each one in turn and elicit or prompt the word, then ask the learners to put them in pairs. 2. In pairs, ask learners to take turns to tell each other to draw <i>sun</i>, <i>sea</i> or <i>sand</i>. Monitor. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Tell the learners to look at each word in turn and repeat them after you. 2. Then ask them to cover the pictures. In pairs, they take turns to point to one of the words for the other one to say. 3. You could then write the words, in random order, on the board and ask them to read them (without picture clues).
Learner's Book page 15	<p>Learner's Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the picture carefully, then put them in pairs or small groups. Ask them to name as many things as possible in the picture. Go round and monitor. If they ask for new words (for example, <i>tree</i>, <i>frisbee</i>, <i>sky</i>), supply them. 2. Elicit the words from the class, then call out each word and have the learners point to the correct part of the picture. 3. Then tell them to cover the picture or close their books. How many things can they remember?
Resources	Extra Tips
	<ul style="list-style-type: none"> • Describe the picture using simple sentences to be understood passively. Elicit <i>Yes</i> or <i>No</i> from the class. Include extra vocabulary the learners might know, for example <i>frisbee</i>, <i>tree</i>, <i>beach</i>, <i>sky</i> (and colours – <i>green</i> <i>brown</i>, <i>yellow</i>, <i>orange</i>). If they know more numbers, include sentences with <i>There are ...</i> . <p>Some suggested sentences:</p> <p>There's one camel. The sand is (brown).</p>

	<p>The sun is (yellow). The sea is (blue). The sun is a circle. ... The sky is (blue). There are (six) camels. There's one tree. The frisbees are (blue).</p>		
Activity Book page 12	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the row of letters and put their writing fingers on the first <i>s</i>. Hold up the letter flashcard and elicit the sound. 2. Ask all the learners to practise writing the letter in the air (stand with your back to them, hold your arm up high and demonstrate). They can also practise writing the letters on the back of one another's hands or backs or make the shape with hands or in sand. 3. Supervise as the learners trace the letters. Make sure they start in the correct place each time. Go round and monitor. They then complete the empty lines on their own. 4. Ask them to show each other their work. 		
Activity Book page 12 Audio Track AB 2	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the pictures. Say: <i>Listen!</i> and play the audio. Pause after each word for the learners to repeat it and point the correct picture. 2. Play it again, pausing for them to circle the correct pictures (sun, sea and sand). 		
	<p>Plenary</p> <ol style="list-style-type: none"> 1. Hide a flashcard behind a book, and very slowly push it up to reveal it gradually to the class. How quickly can they recognise and name it? 2. Continue with all the flashcards (and, if appropriate, word cards too) from Lessons 1-6. 3. Ask the learners to look back through Lessons 1-6 of their Learner's Book and find their favourite lessons. Ask different learners to show the class which page they have chosen. You could have a class vote for their favourite lesson. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G1.1.1.1.3) Listen to respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration.</p> <p>(G1.2.2.1.3) Add, give and follow single-step directions.</p> <p>(G1.3.1.1.1) Develop book handling skills (such as holding books correctly, distinguishing print from illustrations); and tracking print in English from left to right, top to bottom and page by page.</p> <p>(G1.3.1.1.3) Identify and name upper and lower case letters of the alphabet <i>s</i> and number <i>1</i>.</p> <p>(G1.3.5.1.2) Follow, recognise and respond to simple instructions (for example, read and do) written with familiar words to perform simple actions (for example, colour, write a ... , draw a ...).</p> <p>(G1.4.1.1.1) Write by moving from left to right and from top to bottom.</p>			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To listen to and follow instructions to make a simple craft.</p> <p>Speaking: To talk about the colours and shapes used to make a craft item.</p> <p>Reading: (There is no writing component in this lesson.)</p> <p>Writing: To develop motor skills and noticing skill.</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • follow simple instructions with prompts • make a colour wheel • talk about the colours and shapes in the craft they have made.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • <i>My colours</i> and <i>My shapes</i> lessons in Unit 1 <p>21st Century Skills</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>circle, red, blue, big, small</i></p> <p>Key expressions/structure: <i>It's a circle.; This is a red circle.; Cut! Colour! Glue! Stick!</i></p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may find it difficult to cut perfect circles even from a template. Encourage the learners to cut as neatly as they can and help if needed. The cutting develops fine motor skills and helps eye and hand coordination and develops the small muscles in the learners' hands that are needed for writing. Encourage learners to be creative with colour and shapes. • Learners may spend more time than is necessary on making the colour wheel, or trying to get it perfect; teachers will need to encourage these learners to finish their craft in the time available. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 16</p> <p>Colour song (Optional) final Audio Track LB 65</p> <p>PCM 3</p> <p>Paper, scissors, glue, coloured pencils/paints</p>		

UNIT 1 LESSON 8 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none">1. Say the <i>Colour</i> chant with the class.2. Ask the learners to tell you all the other colour names that they know.3. Ask: <i>What's your favourite colour?</i> Accept answers in Arabic and reword into English.4. Put the colour flashcards <i>blue, yellow, orange, red, pink, green</i> on the board.5. Tell the class they are going to make something in this lesson using the colours blue, yellow, orange, red, pink, green.6. Ask the learners what they think they will make. Accept all answers.7. Say: <i>Let's see!</i> and ask the learners to open their books. Write the page number on the board.
Resources	Main Activity
Learner's Book page 16	Learner's Book: Activity 1 <ol style="list-style-type: none">1. Ask the learners to look in their book at what was made with the colours. Tell them they are going to make a wheel of their own. Give the learners a minute or two to look at the pictures that show how the wheel is made.2. Then ask: <i>Are you ready to make a colour wheel?</i>3. Say: <i>1, 2, 3 Eyes on me!</i> Learners respond with <i>1, 2, eyes on you!</i>4. Divide the class in to groups of six. Give each learner in the group a number and ask the number sixes to be group leader for the lesson.5. Hold up the template (PCM 3) for the circles. Ask: <i>What can you see?</i> (circles) <i>How many circles are there?</i> (six) <i>Are they the same or different?</i> (different sizes) Check that the class knows there are six circles and that they are different sizes.6. Put up a set of the cut up circles on the board from left to right in order of size. Put the biggest first and end with the smallest.7. Ask the group leaders to come to the front and collect scissors and templates for the members of their groups.8. Learners should now cut out the six circles they need. Check that they are cutting carefully.9. Ask the learners to put their circles in order on their desks. Ask number 1 in the group to collect all the left over paper and put it in the bin. Ask number 2 in the group to collect and give back the sets of scissors.10. Get the learners attention and explain that they will now colour their circles. Put a set you have prepared on the board. Check that the learners can name the colours you have used (and that are used in the model in the <i>Learner's Book</i>). Reword any colour words given in Arabic into English. Ask the number 3 in the group to come to the front and collect pots of coloured pencils/paints for the groups to use. If you want the class to use the same colours as the model in the book you need to make this clear now.11. Monitor as they work and help if needed. Early finishers can help others in the group to finish. Ask the learners to put the coloured circles on their desks in order of size from left to right as you have on the board. Ask number 4 in the groups to return the coloured pencils/paints.12. Ask number 5 in the group to come and get glue sticks for the next stage of the craft. Show the learners how to stick the big and next in size circles on to one another and then monitor as the learners glue all the circles in order.

	<p>13. Monitor and check that they are gluing and sticking the circles in the correct order of size. Praise the learners. Get the group leaders to return the glue sticks.</p> <p>14. Ask the learners in groups to show their wheels and to describe them to each other. Demonstrate with your own completed colour wheel or one you borrowed from a learner. Point to the big circle and say: <i>It's a circle. It's red.</i> Point to the next circle and say: <i>This circle is orange.</i></p> <p>15. Monitor as the groups describe their wheels.</p> <p>16. Praise the learners. Write the learners names on the back of the wheels.</p> <p>Feedback</p> <p>Point to a finished wheel and ask what shape is this? Learners answer <i>It's a circle.</i> Then point to the flashcards of the colours on the board as the learners say the colours.</p> <p>Differentiation activities (Support):</p> <p>1. Some learners may need more help than others to make their wheels. Spend time with these learners to demonstrate each stage of the process to them.</p> <p>Differentiation activities (Stretch):</p> <p>1. Some learners may finish earlier than the others.</p> <p>2. Get them to think of uses for the wheel they have made. Get them to think of how and where the colour wheels can be displayed in class.</p>
Resources	Extra Tips
Audio Track LB 65	<ul style="list-style-type: none"> • Play the colour song in the background as the learners cut out the circles. This helps learners be exposed to language in a simple and memorable way. • Do any craft activity yourself first, so you can see how easy or difficult it might be. Then you can use it as a model for the learners to see. • You can give the learners a choice of the colours they use for colouring or they can use coloured paper instead. This allows them to be more creative. • Have extra materials available in case any of the learners need to start again. • Have optional materials that are not required such as glitter or cotton balls available so that the learners can personalise their craft item. • Always remind learners about health and safety in the use of scissors or glue. You can get the learners to draw a smiley on the thumb of their hand they cut with to remind them that scissors should always point down and they should see the smiley whilst cutting. They always need to wash their hands after using glue and paint. • You can use the wheels in a class display. Or they can be put into the learners' assessment portfolio. Alternatively, they can be turned into a flower or card to be given to their mothers.
Resources	Plenary
	<p>1. Play a game of <i>What's Missing?</i> with the class.</p> <ul style="list-style-type: none"> – Put the six colour flashcards and the circle flashcard in a line across the board. – Point to the cards as the learners say the words. – Remove one of the cards from the line. – Point again to the cards and the space where the card you removed was as the learners say all the seven words. – Continue to remove a card and repeat the repetition process until there are no cards on the board and you are pointing to the empty spaces as the learners say the words for the missing cards. <p>2. Ask the class if they enjoyed making the colour wheel.</p>

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G1.1.1.1.1) Identify familiar words in a stream of speech that carries key information about a person, thing, number, place or action.</p> <p>(G1.2.2.1.3) Add, give and follow single-step directions.</p> <p>(G1.3.5.1.2) Follow, recognise and respond to simple instructions (for example, read and do) written with familiar words to perform simple actions (for example, colour, write a ... , draw a ...).</p>			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To hear and understand the word <i>red</i> . Speaking: To name the colour of red objects. Reading: To understand the written form of the word <i>red</i> . Writing: (There is no writing component in this lesson.)		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand the word <i>red</i> when they hear it • describe objects as <i>red</i> when they speak • recognise the word <i>red</i> in its written form.
Link to prior learning: <ul style="list-style-type: none"> • <i>blue, circle, square</i> 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>blue, red, square, circle</i> Key expressions/structure: None		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • When learners are playing enjoyable and competitive games, such as in Activity 2, they often revert to Arabic. In this lesson's game, it is acceptable for the learners to use Arabic, because they do not know the words in English. However, their use of Arabic should be restricted to activities such as this, and the teacher should always reword their Arabic words with the equivalent English word. 		
Resources/equipment needed: Learner's Book page 17 Activity Book page 13 Audio Track LB 7 Flashcards: <i>blue, red, ant, apple, square</i> Word cards: <i>blue, red, ant, apple, square</i> A few small blue objects to hide in the classroom A cloth for blindfolding the learners		

UNIT 1 LESSON 9 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Choose a learner to come to the front. Blindfold the learner with the cloth. 2. Give one of the blue objects to another learner and tell him / her to hide it in the classroom. <ul style="list-style-type: none"> – Take the blindfold off the first learner. – Explain that he /she has to look for a blue object. – You and the other learners will give clues: <ul style="list-style-type: none"> • <i>Yes</i> as the learner gets close to the object • <i>No</i> as the learner moves away from the object. – The learner starts to look for the object. – Encourage the others learners to say <i>Yes</i> or <i>No</i> as appropriate, until the object is found. 3. Repeat with other objects and other learners.
Resources	Main Activity
<p>Learner's Book page 17</p> <p>Audio Track LB 7</p>	<p>Learner's Book: Activity 1</p> <ol style="list-style-type: none"> 1. Show the learners page 17 in the Learner's Book. Help the learners to find this page in their Learner's Book. 2. Point to the blue splash and ask: <i>What colour is it? (Blue)</i>. With your reading finger, follow the letters of the word <i>blue</i> on the page as you say the word. 3. The learners say the word <i>blue</i> chorally as they follow the letters of the word with their reading fingers. 4. Point to the red splash and ask: <i>What colour is it? (Red)</i>. Model the word <i>red</i> three times. With your reading finger, follow the letters of the word <i>red</i> on the page as you say the word. 5. Say: <i>Listen and point</i>. Play the audio; the learners point to the colour they hear. Play again and make sure that the learners are pointing to the correct colours. 6. Say sequences of the two colours, for example, <i>blue, red, blue, blue</i> or <i>red, blue, red, red, blue</i>. The learners point to the colours in their Learner's Book as they listen. 7. Choose learners to come to the front to say sequences of four or five colours. The other learners listen and point to the colours. 8. Point to the word <i>blue</i> again. With your reading finger, follow the letters on the page as you say the word. The learners say the word chorally again three times as they follow the letters with their reading fingers. 9. Repeat with the word <i>red</i>. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may find it difficult to read the words in the text. 2. To give them more practice, use word cards for <i>blue</i> and <i>red</i>. Read the words to them, following the letters with your reading finger. 3. Then choose learners to come to the front and read the word to the class, showing the word and following the letters with their reading finger. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Help the learners to sight-read words with the word cards. 2. Hide the cards behind your back, then take out one and show it to the learners, who read it aloud. 3. Repeat while the learners are still enjoying the activity. This activity helps to develop their sight-reading, where they learn to read the shape of whole words, rather than pronouncing the individual letter sounds in the word.

<p>Activity Book page 13</p>	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Show the learners page 13 in the Activity Book. Help them to find this page in their Activity Book. 2. Point to the picture of the apple and ask: <i>What is it? (Apple)</i>. Ask: <i>What colour is it? (Red)</i>. 3. Show the learners a red crayon and say: <i>Colour the apple red</i>. While they are colouring, circulate round the class and encourage them to stay within the picture. Take this opportunity to place a few blue objects and a few red objects around the classroom, for the next activity. 4. Repeat with the other pictures: the learners colour them red. 5. Name the pictures (<i>apple, ant, square</i>) and then say: <i>The square is red</i>. Help the learners to identify the square and point to it. 6. Repeat with the other pictures. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. The learners are taking their first steps in reading, learning to read individual words. To help them, put the flashcards and the word cards of <i>ant, square</i> and <i>circle</i> on the board. This will help them to match the picture with the word while they are doing activities in their Learner's Book and Activity Book. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Write the three words <i>ant, apple</i> and <i>square</i> on the board. With your reading finger, follow the letters and you say the words. Call learners to the front to do the same. More advanced learners may be able to read the words on the board from their desks.
<p>Learner's Book page 17</p>	<p>Learner's Book: Activity 2</p> <ol style="list-style-type: none"> 1. Explain that the learners are going to play a game with you. Write the name of the game – <i>Simon says ...</i> – on the board and read it to the learners. 2. Say: <i>Simon says find something blue</i>, emphasising the colour. Help the learners to find something blue in the classroom. 3. Say: <i>Simon says find something red</i>, emphasising the colour. Help the learners to find something red in the classroom. 4. Say: <i>Find something blue</i>. The learners will start to look for something; say: <i>No!</i> and stop them. Then say: <i>Simon says find something blue</i>, and encourage the learners to find something blue. 5. Repeat with <i>red</i>. Say: <i>Find something red</i> and stop the learners when they try to look, then say: <i>Simon says find something red</i> and encourage them to look. 6. Repeat for as often as the learners enjoy looking for red and blue objects; say: <i>Simon says</i> at random, but make sure the learners only look if you have said <i>Simon says</i>. 7. To add variety, you can specify <i>in the classroom, in your Learner's Book, in your school bag</i>, etc., showing the classroom, the Learner's Book and a school bag each time.
	<p>Extra Tips</p> <ul style="list-style-type: none"> • If you have made <i>Yes</i> and <i>No</i> cards for the learners (see Extra Tips in Lesson 3), you can use them again in this lesson. Point to red or blue objects and ask: <i>Is it red?</i> or <i>Is it blue?</i> The learners hold up the correct card and say: <i>Yes</i> or <i>No</i> as appropriate. • In other lessons, when the learners come across the colours red and blue, and the shapes circle and square, repeat them in English. The more often the learners hear the words, the more easily they will learn them.

Resources	Plenary		
	<ol style="list-style-type: none"> 1. Talk with the learners about what they did in the class (<i>We learnt the colour red, we coloured a picture red, we played a game about red and blue, etc.</i>). 2. Ask questions such as <i>Which colour do you prefer – red or blue?</i> 3. Use flashcards to remind the learners of some of the vocabulary they have seen so far: <i>ant, apple, blue, circle, red, sun, sea, square</i>. Show the cards and elicit the words. Then show each card and ask either <i>Is it red?</i> or <i>Is it blue?</i> Help the learners to answer correctly. 4. Put all the flashcards you have just used on the board, showing the picture. Then turn all the pictures over, and help the learners to remember what each card is. Turn the cards round to check their answers. 5. Show all the cards and congratulate the learners on learning a lot of English words. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G1.2.1.1.8) Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks.</p> <p>(G1.2.2.1.3) Follow single-step directions.</p> <p>(G1.3.1.1.1) Develop book-handling skills (such as holding books correctly, distinguishing print from illustrations; and tracking print in English from left to right, top to bottom and page by page).</p> <p>(G1.3.5.1.2) Follow, recognise and respond to simple instructions (for example, read and do) written with familiar words to perform simple actions (for example, colour, write a ... , draw a ...).</p> <p>(G1.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.</p>			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To follow simple instructions. To recognise the names of two shapes and two colours. Speaking: To say the names of two shapes and two colours. Reading: To recognise the words <i>circle, square, red, blue</i> . Writing: To draw a circle and square.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> recognise, name and draw a square.
Link to prior learning: <ul style="list-style-type: none"> <i>blue, red, circle</i>. The learners will already be able to name a square in Arabic. 21st Century Skills <ul style="list-style-type: none"> Flexibility and Adaptability: work with a partner, share ideas 		
Key vocabulary: <i>blue, red, circle, square</i> Key expressions/structure: <i>Listen, Draw, Colour</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> <i>Circle</i> and <i>square</i> begin with different letters but the same sound – this could confuse observant learners who have just learnt s. Explain that in English, unlike Arabic, letters do not always represent just one sound. Reassure them that they will soon get used to it! 		
Resources/equipment needed: Learner's Book page 18 Activity Book page 14 Audio Track LB 8 Flashcards: <i>circle, square, red, blue</i> Word cards: <i>circle, square</i> Crayons Optional: sand tray or modelling clay; circle templates to draw round, drawing paper		

UNIT 1 LESSON 10 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Revise <i>red</i> and <i>blue</i>: hold up the two colour flashcards and elicit or prompt <i>red</i> and <i>blue</i>. Then divide the class into two teams, Red and Blue. 2. Working in pairs or small groups, they then identify as many things as possible that are their team's colour. Note: only allow one example of each type of thing, for example only one red crayon, one red pencil, etc.! 3. Alternating between the Red and Blue teams, ask learners to point to or hold up something that is their team's colour. Which team has found the most things? 4. Revise <i>circle</i>: hold up the circle flashcard and elicit or prompt <i>circle</i>. Have the learners draw the shape in the air (remind them how by standing with your back to the class and drawing a circle in the air, starting at the top and moving your finger clockwise). Encourage them to say <i>circle</i> while they draw.
Resources	Main Activity
Learner's Book page 18 Audio Track LB 8	Learner's Book: Activity 1 <ol style="list-style-type: none"> 1. Hold up the <i>square</i> flashcard. Ask the learners to name this shape. With your back to the class, draw a square in the air with your finger, starting at the top and moving clockwise. Have the learners copy the movement. Say: <i>square</i>, and have them repeat the word while they are drawing. 2. Ask the learners to look at the three shapes. Hold up your book and point to each shape in turn. Elicit <i>square</i>, <i>circle</i>, <i>red</i>, <i>blue</i> – more advanced learners will also be able to say: <i>red circle</i>, <i>blue square</i>. 3. Say: <i>Listen!</i> Play the audio, pausing after each word for the learners to point to the correct shape and repeat the word. 4. Repeat the procedure, pausing as necessary and checking each time that the learners are pointing to the correct shape as they repeat the words.
Resources	Extra Tips
	<ul style="list-style-type: none"> • Learners could use modelling clay to make squares and circles. • They could take turns to draw the shapes on the back of one another's hands or in sand. The other person says <i>square</i> or <i>circle</i> as fast as they can – if possible before the shape is completed. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Play the audio again, one or more times. Pause after each word, and ask the learners to check that their partners are pointing correctly. Have the learners chorus each word as they point. 2. In pairs, learners then take turns to point to one of the shapes for the other one to name. They then do the same in reverse – one learner says the words, the other one points. Go round and monitor. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the labels under each shape and read each one out while they repeat it. 2. Ask the learners to cover the shapes so that only the labels are visible. 3. Have them point to each label in turn, and remember what it says. Let them uncover the pictures to check. 4. Then put them in pairs and give them some drawing paper. Tell them to cover the shapes again. They take turns to read out a label, while his/her partner draws and colours it. Go round and check.

Learner's Book page 18	Learner's Book: Activity 2 1. Ask the learners to use their fingers to trace the squares in each picture. Make sure they start at the top and move their fingers clockwise. 2. Then put them in pairs to show each other where the squares are. Encourage them to point and say: (<i>This is a</i>) <i>square</i> . 3. Teach more advanced learners <i>window</i> and <i>mat</i> .
Resources	Extra Tips <ul style="list-style-type: none"> • Ask the learners to draw two circles and two squares (do not insist on perfect shapes – if possible provide templates). • In pairs, they take turns to say (for example) <i>red square</i> or <i>blue circle</i>, while his/her partner colours one of the shapes accordingly. Go round and monitor. Talk to them about their shapes and elicit (<i>This is a</i>) <i>red circle</i>, <i>blue square</i>, etc.
Activity Book page 14	Activity Book: Activity 1 1. Ask learners to open their Activity Book. Tell them they are going to practise drawing squares. 2. Say: <i>Draw!</i> Ask learners to trace the first square with their fingers and then to trace over it with their pencils. Monitor as they trace to make sure they are drawing in the correct direction. 3. Ask learners to do the same with the second square, and to complete the third one themselves. Go round and monitor. 4. Say: <i>Colour!</i> Allow time for them to colour the three squares. Let them choose any colours. Go round and talk to them while they work. More advanced learners may already be able to name colours other than red and blue. You could teach new colour words to other learners if appropriate.
Activity Book page 14	Activity Book: Activity 2 1. Ask the learners to study the picture. Ask them to find and point to a square, for example, the picture. 2. In pairs, the learners then look for more squares. Go round and monitor, encouraging them to point to and name squares in the picture. 3. Invite learners to hold up their books to show the class where the squares are.
Resources	Extra Tips <ul style="list-style-type: none"> • Give the learners some drawing paper. Ask them to draw a house using only squares and circles. Let them work in pairs. • Go round and discuss their drawings with them. Encourage them to name the shapes in their pictures. If time, ask them to colour their pictures. • Invite volunteers to show their pictures to the class and name the shapes. • You could use their pictures as a classroom display.
	Plenary 1. Say: <i>circle</i> and choose a volunteer to draw a circle on the board. Check he/she draws it correctly but do not insist on a perfect shape! Do the same with <i>square</i> – ask the learner to draw it some distance from the circle. 2. Hold up the circle word card and encourage the learners to call out the word. Hold the card near the circle on the board. Do the same with the square word card. 3. Hold up one of the word cards again, look puzzled, and encourage the learners to point to the correct shape and call out the word. 4. Then call out <i>circle ... square ... square ... circle</i> , etc., in random order. Each time, the learners draw the shape in the air. Make it a game by increasing the speed and trying to catch them out.

	5. Finally, ask the learners to look back at their Learner's Book and Activity Book for this lesson. Ask them which activity they liked most and why.		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G1.1.1.3) Listen to respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration.</p> <p>(G1.2.2.1.2) Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas.</p> <p>(G1.2.2.1.3) Add, give and follow single-step directions.</p> <p>(G1.3.1.1.1) Develop book handling skills (such as holding books correctly, distinguishing print from illustrations; and tracking print in English from left to right, top to bottom and page by page.</p> <p>(G1.3.5.1.2) Follow, recognise and respond to simple instructions (for example, read and do), written with familiar words to perform simple actions (for example, colour, write a ... draw a ...).</p> <p>(G1.4.1.1.1) Write by moving from left to right and from top to bottom.</p>			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify the sound <i>a</i> at the beginning of words. Speaking: To say words beginning with the sound <i>a</i> . Reading: To recognise the sound <i>a</i> at the beginning of words. Writing: To copy and write the lower case letter <i>a</i> . To copy and write the upper case letter <i>A</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify the sound <i>a</i> • make the shape and form of the letters <i>A</i> and <i>a</i> • produce the sound <i>a</i> • say words beginning with the sound <i>a</i>.
Link to prior learning: <ul style="list-style-type: none"> • Arabic language: letters and sounds matching 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>ant, apple</i> Key expressions/structure: <i>a is for ant, apple</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some letters in English have more than one sound and there is not always a rule, which can explain this. The vowel sounds can be short or long. Learners need to have lots of practice in identifying and producing the sounds in words and need to be made aware of letter sounds in English that are not in Arabic. English is an alphabetic language based on the Roman alphabet with inconsistencies in both pronunciation and spelling. The spelling system of English is irregular and the letter sound correspondence is irregular and that can cause difficulties for learners when they start to read and write. 		
Resources/equipment needed: Learner's Book page 19 Activity Book page 15 Audio Track LB 9 Flashcards: <i>ant, apple, ə, A</i> PCM 4		

UNIT 1 LESSON 11 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Get the learners to <i>stand up, turn around, sit down and get ready</i> with arms folded or hands on laps ready for the lesson. 2. Revise the sound <i>s</i> from Lesson 5 by asking learners to say the words they know. Then tell the class you are thinking of a word beginning with <i>s</i> (hide a flashcard of the word behind your back) and see if they can guess what it is. Accept answers learners give in Arabic but reword into English. Show the flashcard and get the class to say the word. 3. Teach the class a routine for getting learners to pay attention. 4. Teacher says <i>1, 2, 3 Eyes on me!</i> and the class responds <i>1, 2 Eyes on you!</i> 5. Demonstrate the actions as you say the words and then practise the routine with the class in the lesson.
Resources	Main Activity
<p>Learner's Book page 19</p> <p>Audio Track LB 9</p>	<p>Learner's Book: Activity 1</p> <ol style="list-style-type: none"> 1. Hold up the letter flashcard. <i>Say the name is a, the sound is a</i> and make a long a sound. Point to the letter, touch your ear and say the sound <i>a</i> again. Ask the class to repeat the sound. Put the letter flashcard on the board. 2. Show the flashcards for <i>ant</i> and <i>apple</i> as you say the words and the learners repeat. Ask: <i>What colour is the ant? What colour is the apple?</i> 3. Then tell the class to open their books and look at Activity 1. Write the page number on the board and put the flashcards of <i>ant</i> and <i>apple</i> on the board next to the sound <i>a</i>. 4. Ask: <i>Can you see the ant in the picture? Can you see the apple? The apple is a house! Who lives in the apple house?</i> Tell learners they will listen to a chant about the ant that lives in the apple. 5. Play the audio and join in as the learners listen to the chant. Ask the learners to give a 'thumbs up' or draw a smiley in the air if they like the chant. 6. Tell the learners they will listen to the chant again. When they hear the word <i>ant</i> they will make a crawling action with their fingers. When they hear the word <i>apple</i> they will make a roof shape by pointing their fingers together over their heads. 7. Play the audio as the learners listen and do the actions with you. 8. Then play the audio again as learners listen, point to the pictures in their books for <i>ant</i> and <i>apple</i> and say the words. 9. Play the audio one more time as learners do the activity again. Monitor and check that they are pointing and saying the words correctly. 10. Play the chant again as the learners join in and say the words and do the actions for <i>ant</i> and <i>apple</i>. 11. Point to the letter flashcard <i>a</i> and then ask learners to think of another word beginning with that sound. Remind them of the word <i>alphabet</i> from Lesson 2. Say <i>a is for ant, apple and alphabet</i> as learners repeat. <p>Feedback</p> <p>Point to the flashcards for <i>ant</i> and <i>apple</i> and elicit the words. Point to the letter flashcard and elicit the sound <i>a</i>. Then divide the class in two as they repeat the sound or word when you point to the cards on the board.</p>

Resources	Extra Tips
	<ul style="list-style-type: none"> • Play with the sound by asking learners to produce the sound <i>a</i> very quietly, then a bit louder, then much louder and then in a normal voice and then very quietly again. Always end with very quietly to settle the class. • Ask learners to trace the letter in the air or on the palms of their hand as they say the sound or say the words beginning with the sound to help learners acquire the sound and matching letter shape. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work in pairs and share a book to do the activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners what other words beginning with the <i>a</i> sound they know (for example, alphabet). Allow learners' names. 2. Ask learners what colour the ant is, and what colour the apple is (red). Ask if they know any other things that are red in colour (traffic light). 3. Ask learners to take the place of the audio in a third playing of the audio. Keep the volume on the audio on low as they do so and it can be turned up if needed.
Learner's Book page 19	<p>Learner's Book: Activity 2</p> <ol style="list-style-type: none"> 1. Face the front of the class and write the letter <i>a</i> in the air as the learners say the sound <i>a</i>. Invite the learners to copy you as you write <i>a</i> in the air. If you have the mascot, it can trace the letter sound in the air along with the learners. 2. Learners can then form the letter sound with modelling clay or string or write the sound with parts of their body: head, elbow, foot. They should say the sound as they write. Be sure they are saying a clear single short <i>a</i> sound and not <i>aaah</i> or the letter name <i>a</i>. 3. Ask learners to look at and count the ants in the activity. Ask: <i>What are the ants carrying?</i> Ask the learners to trace over the letters with their fingers and say the sound <i>a</i> as they trace. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to point to the flashcards as they do the activity. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Show the two flashcards and ask learners to repeat the words <i>ant</i> and <i>apple</i> while you are holding them. Then ask: <i>What's the sound?</i> Give learners time to try and answer before saying the sound <i>a</i>. 2. Put the letter flashcard on the board and ask learners to stick the other flashcards next to it. When doing that, learners say the sound and trace the letter in the air and on the letter flashcard.
Resources	Extra Tips
	<ul style="list-style-type: none"> • You may also use plastic letters or letter cards with the letter raised in felt or other material on the card (commercially available) and blindfold learners and ask them to feel and guess the letter.
Activity Book page 15	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Say: <i>1, 2, 3 Eyes on me!</i> Learners then say <i>1, 2, Eyes on you!</i> 2. Write <i>a</i> in the air and then on the board. 3. Show the learners where to start and where to finish the letter (with the help of the class mascot if you have one). 4. Remind the learners how to sit correctly for writing and hold their pencil correctly.

	<ol style="list-style-type: none"> 5. Ask learners to trace the letter <i>a</i> on the first line with their fingers and then to trace over the dotted letters with their pencils as they say the sound <i>a</i>. Monitor as they trace to make sure they are forming the letter properly. 6. Ask learners to copy the other lines of letters. Again monitor to check for correct formation and that learners are writing between the lines and leaving spaces between each letter. 7. Ask the learners which words they know that begin with the sound <i>a</i>. 8. Point to the capital letter <i>A</i> on the alphabet poster. Elicit the letter name and the letter sound. Put the upper case and lower case letter flashcards <i>A</i> and <i>a</i> on the board. Learners say the sound <i>a</i>. Put the flashcard for <i>apple</i> next to the letters. 9. Write the upper case letter <i>A</i> in the air. Then write it on the board. Show the learners how to form the letter where it begins and ends and the number of strokes. Ask the learners to write the letter <i>A</i> in the air. Then ask the learners to look at PCM 4 and to trace over the capital letter <i>A</i> with their fingers and then with their pencils. Monitor as they write making sure they form the capital letter properly. 10. Remind the learners that capital letters are used in English when we write names. Ask the learners to think of names that begin with the sound <i>a</i>. Write the names <i>Ahmed</i> and <i>Abdullah</i> on the board and point to the capital letter <i>A</i> as you say the name. 11. Learners can colour the picture of the apple as they say the letter name and sound.
Activity Book page 15	Activity Book: Activity 2 <ol style="list-style-type: none"> 1. Ask learners to look at the pictures in Activity 2 and ask: <i>What can you see? ant and apple.</i> Ask: <i>What colour are ants?</i> Expect the answer <i>red</i> in English but if learners answer <i>black</i> or any other realistic colour for an ant in Arabic accept it, but point out that the ant in the picture in the Learner's Book is black. 2. Ask learners to colour the pictures of the ant and the apple. You can be prescriptive and tell the learners what colours to use if you want to assess the learners acquisition of the colour words <i>red, blue</i>. Or you can give the learners a free choice of colour. If you have not asked for specific colours to be used then accept any colours learners choose for the objects as it is important learners feel free to be creative.
Activity Book page 15	Activity Book: Activity 3 <ol style="list-style-type: none"> 1. Ask learners to look at the pictures in Activity 3 and ask: <i>What can you see? ants.</i> Ask: <i>How many ants can you see? Are they the same or different? Point to the one that is the same. Why is it the same?</i> Accept answers to the questions in Arabic but always reword into English when accepting the answers. 2. Ask learners to draw a line to the ant that is the same and to colour it red.
Resources	Extra Tips
Audio Track LB 65	<ul style="list-style-type: none"> • Use background music whilst learners do colouring or matching activities and encourage learners to think before doing the activity. Learners of this age are kinaesthetic and musical and exposure to music and doing is expected to enhance their memory skills. • When giving instructions for colouring activities ask learners to first put a dot of colour on the items that are to be coloured. This allows the teacher to check that the colour is appropriate as colour cannot be rubbed out or corrected. • Make sure that learners colour carefully and within the outline of the object being coloured. Colouring develops the learners small hand muscles and encourages noticing and hand-eye coordination skills which are vital when learning to read and write.

	<ul style="list-style-type: none"> • Play the <i>Colour</i> song or the <i>Rainbow</i> song when learners colour to help them acquire colour words. • Make sure when matching objects the learner draws the lines from left to right to help with directionality in writing in English. 		
	Plenary		
	<ol style="list-style-type: none"> 1. Remind the learners of the attention routine: Say <i>1, 2, 3 Eyes on me!</i> Learners then say <i>1, 2, Eyes on you!</i> 2. Invite learners to say the chant again without their books. Play the audio at a low volume in the background. 3. Show the flashcards for <i>ant</i> and <i>apple</i> and ask the learners to say all the <i>a</i> words they know. 4. Ask if they can think of any learners in the class who have names beginning with the <i>a</i> sound. Remind the learners that names need a capital letter <i>A</i>. 5. Ask the learners to do the actions for <i>ant</i> and <i>apple</i>. 6. Ask them which activity they liked most in this lesson and why. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G1.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, place and action.			
(G1.1.1.1.3) Listen to respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration.			
(G1.2.1.1.1) Participate in songs and rhymes using simple repetitive language.			
(G1.2.2.1.3) Add, give and follow single-step directions.			
(G1.4.1.1.1) Write by moving from left to right and from top to bottom.			
(G1.4.1.1.3) Write legibly progressing from left to right.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To follow simple instructions. To recognise the number 2. Speaking: To count and say two (<i>apples</i>). Reading: To recognise the number 2. To recognise the word <i>apples</i> . Writing: To trace the number 2.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> recognise and name the number 2.
Link to prior learning: <ul style="list-style-type: none"> Learners will also already be familiar with the concept of counting in Arabic. The number 1, <i>ant</i>, <i>apple</i> 21st Century Skills <ul style="list-style-type: none"> Not applicable 		
Key vocabulary: <i>one; two, red; apple(s), ant(s)</i> Key expressions/structure: <i>Listen, Draw, Colour; plural 's'</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> As well as learning new words for numbers, the learners also have to learn new symbols. They will need lots of practice forming the number, just as with the letters of the alphabet. 		
Resources/equipment needed: Learner's Book page 20 Activity Book page 16 Audio Track 9-10 Flashcards <i>a, A, s, S, 1, 2</i> Optional: sand tray or modelling clay, circle templates to draw round, drawing paper		

UNIT 1 LESSON 12 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
Audio Track LB 9	<ol style="list-style-type: none"> 1. Revise the sound and letter <i>a</i> from Lesson 11: Hold up the <i>a</i> letter flashcard and elicit <i>a</i>. 2. Play the chant from Lesson 11 and have the learners join in. Encourage them to draw the letter <i>a</i> in the air as they do so (with your back to the class, remind them first how to form it). 3. Quickly revise <i>s</i> as well. Hold up the <i>s</i> letter flashcard and elicit <i>ssss</i>. 4. Hold up the two cards in random order, eliciting the sound each time. Increase speed and make it a game. 5. Finally, ask volunteers to stand up and, with their backs to the class, draw one of the two shapes in the air. Elicit the correct sound from the class each time, and example words (for example, <i>sun, sea, ant, apple</i>).
Resources	Main Activity
Learner's Book page 20 Audio Track LB 10	Learner's Book: Activity 1 <ol style="list-style-type: none"> 1. Hold up your book and point to the large number 2. Say: <i>two</i> and have the learners repeat it. Then point to the little figures one at a time and say: <i>one, two</i>. Do it again, as the learners repeat. If necessary, check understanding by quickly eliciting the Arabic word for <i>two</i>. 2. Point to the big apple. Elicit <i>apple / red apple</i>. Say: <i>one apple ... one red apple</i>. Then point to the ants, making it clear that you are counting them. Say: <i>one ant ... two ants</i>. Do it again, pausing for the learners to repeat. 3. Say: <i>Listen</i>. Play the audio and have the learners point first to the two ants and then to the apple. Play it again and have them repeat the words while they point.
Resources	Extra Tips
	<ul style="list-style-type: none"> • Introduce the idea of plural <i>s</i> at this stage: draw a large ant on the board (or if this is difficult, draw a circle or square!). Elicit <i>ant</i> (or <i>circle/square</i>). Then draw a pair of ants (or circles or squares). Point to the single picture and say: <i>one (ant)</i>, then the pair and say: <i>two (ants)</i>. As you say: <i>(ant)s</i>, draw a big <i>s</i> on the board and have the learners repeat the word. • Point to and say: <i>one (ant), two (ant)s</i> several more times and have the learners repeat your words. You could write the words <i>ant</i> and <i>ants</i> on the board to show the learners the plural form, if appropriate.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Show the learners how to do 'finger marching' on their desk tops, and have them march their fingers as they chant <i>one, two ... one two</i>. If appropriate, they could do real marching too, around the room.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. Give the learners some drawing paper. In pairs, they take turns to give 'picture dictations'. Learner A says, for example, <i>one apple, two ants</i> or <i>two circles, two squares</i> and Learner B draws them. Go round and monitor. Encourage them to use any other colours, numbers or countable nouns that they know.
Learner's Book page 20	Learner's Book: Activity 2 <ol style="list-style-type: none"> 1. Hold up your book and point to the two apples. Say: <i>two apples</i> and have the learners repeat the words. Make sure they pronounce the <i>s</i> clearly. Point to the number and word on the page and have them repeat <i>two apples</i> after you once more. 2. With your back to the class draw a number 2 in the air, starting at the top. If you have the mascot, it can trace the number in the air along with the learners.

	<p>3. Say: <i>Draw</i>. Learners trace the number on their books using their fingers, starting at the top.</p> <p>4. Encourage learners to form the number using modelling clay, or to write the number on the back of one another's hands or backs or make the shape with hands or in sand.</p> <p>5. Finally, learners use their pencils to trace over the numbers in their Learner's Book. Make sure they start at the top.</p>		
Activity Book page 16	<p>Activity Book: Activity 1</p> <p>1. Tell learners they are going to practise writing the number 2.</p> <p>2. Ask learners to trace the first number with their fingers and then to trace over it with their pencils. Monitor as they trace to make sure they are drawing in the correct direction.</p> <p>3. Ask learners to do the same with the two numbers on the next line, and then complete the lines on their own. Go round and monitor.</p>		
Activity Book page 16	<p>Activity Book: Activity 2</p> <p>1. Ask the learners to look at the pictures. Elicit <i>two apples, two ants</i>.</p> <p>2. Say <i>Colour</i>. Then allow time for them to colour their pictures. Let them choose any colour. Go round and talk to them about their pictures. Have them count the apples and ants (<i>one ... , two</i>). Elicit or teach the names of the colours as appropriate.</p>		
Resources	Extra Tips		
	<ul style="list-style-type: none"> In pairs, learners take turns to show their partners their colouring, and point and say, for example, <i>one apple, two apples</i>. Monitor. 		
	Plenary		
	<p>1. Hold up the number flashcards 1 and 2 in random order. Each time, have the learners hold up one hand or two hands as they say the correct word.</p> <p>2. Ask the learners which activity in this lesson they liked most and why.</p>		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G1.1.1.1.3) Listen to respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration.</p> <p>(G1.2.2.1.2) Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas.</p> <p>(G1.2.2.1.3) Add, give and follow single-step directions.</p> <p>(G1.3.1.1.1) Develop book handling skills (such as holding books correctly, distinguishing print from illustrations); and tracking print in English from left to right, top to bottom and page by page.</p> <p>(G1.3.1.1.3) Identify and name numbers 1 and 2.</p> <p>(G1.3.5.1.2) Follow, recognise and respond to simple instructions (for example, read and do) written with familiar words to perform simple actions (for example, colour, write a ... draw a ...).</p> <p>(G1.4.1.1.1) Write by moving from left to right and from top to bottom.</p>			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To recognise familiar words. Speaking: To practise counting and describing shapes. To practise saying familiar words. Reading: To practise reading familiar words. Writing: (There is no writing component in this lesson.)		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> reflect on their progress.
Link to prior learning: <ul style="list-style-type: none"> colours: blue, red shapes: circle, square sounds: s, a numbers: 1, 2 21st Century Skills <ul style="list-style-type: none"> Communication and Collaboration: Introduce the concept of working in teams, with a common goal, to solve problems 		
Key vocabulary: <i>red, blue, one, two, circle, square, ant, apple, sea, sun, camel</i> Key expressions/structure: <i>Draw, Listen, Colour; Point to; plural 's'</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> Some letters in English are unreliable and have more than one sound and there is not always a rule which can explain this. Learners need to have lots of practice in identifying and producing the sounds in words. 		
Resources/equipment needed: <ul style="list-style-type: none"> Learner's Book page 21 Activity Book page 17 Audio Track AB 3 Flashcards: <i>blue, red, ant, apple, square, circle, a, A, s, S; 1, 2</i> Word cards: <i>blue, red, ant, apple, square, circle</i> PCM 5 sheets for this lesson, if possible cut up into 'cards'. One sheet per learner. 		

UNIT 1 LESSON 13 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Hold up the number flashcard <i>1</i> and elicit <i>one</i>. Have the learners clap their hands once. Then do the same with number flashcard <i>2</i> (they clap twice!). 2. Hold up the blue flashcard and elicit <i>blue</i>. Then ask different learners to hold up or point to things that are blue. Do the same with <i>red</i>. 3. Hold up the <i>circle</i> flashcard and elicit <i>circle</i>. Ask the learners to draw circles in the air. Make sure they move their fingers clockwise. Do the same with <i>square</i>. 4. Say: <i>Draw two red squares!</i> Either choose different learners to come to the board to draw two red squares, or have the whole class draw them. Repeat, with different variations of <i>1 2, red blue, circle(s) square(s)</i>. 5. Then ask volunteers to call out similar instructions to the class or small groups.
Resources	Main Activity
Learner's Book page 21	<p>Learner's Book: Activity 1:</p> <ol style="list-style-type: none"> 1. Ask the learners to look at the shapes. Say: <i>Point to the red circles</i>. Check, then say: <i>Count the red circles!</i> Elicit <i>two</i> or <i>two red circles</i>. Say: <i>Yes, there are two red circles</i>. 2. Do the same with <i>red squares, blue circles</i> and <i>blue squares</i>. 3. Then say: <i>Point to one red square</i>. Check they are pointing to a single red square, then elicit <i>one red square</i>. Say: <i>Point to two red squares</i>. Check they are pointing to both the red squares, and elicit <i>two red squares</i>, making sure they sound the final <i>s</i> (pronounced <i>z</i>). 4. Do the same with <i>one red circle two red circles, one blue square two blue squares</i> and <i>one blue circle two blue circles</i>. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Use the flashcards: make 'phrases' with them like this: [number flashcard] [colour flashcard] [shape flashcard]. Elicit or prompt the phrase (for example <i>one blue circle</i> or <i>two red squares</i>. Make sure the learners sound the plural form if appropriate. 2. Then have the learners draw and colour the shape or shapes. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. In pairs, learners continue Activity 1. In groups of 3 or 4, they take turns to say: (<i>Point to</i>) <i>one red circle, two blue squares</i>, etc. They then do the same in reverse – one learner points while the other says: <i>one blue square two red circles</i>, etc. Go round and monitor.
Learner's Book page 21	<p>Learner's Book: Activity 2</p> <ol style="list-style-type: none"> 1. Hold up your book and point to each picture in turn. Ask: <i>What's this?</i> and elicit <i>ant, apple, sea, sun, circle, square</i>. Note: fuller answers would be <i>It's an ant, It's an apple, It's the sea, It's the sun, It's a red circle, It's a blue square</i>. 2. Put the learners in pairs and give out PCM 5 (or prepared sets of 'cards'). If necessary, have them cut the sheets into six cards. If time permits, tell them to colour the pictures before they begin the game. Note: This game can be played with one set of cards or with two. The more cards, the harder it is. 3. Tell them to arrange the cards on a desk in front of them, in any order, and study them for one minute. 4. Then tell them to turn all the cards over. Can they remember what each card is? They take turns to point and say, then turn the card over. If they are correct, they keep the card. Go round and monitor.

Resources	Extra Tips
	<ul style="list-style-type: none"> • Use the cards to play another game in groups of four. Tell them to spread either two or four sets of cards out on a desk top in random order and study them for one minute. • Then tell them to turn all the cards over. • The aim of the game is to collect pairs of cards. Learner A turns one card over so that everyone can see it. If Learner A thinks he/she knows where a matching card is, he/she can turn the second card over to check. If the guess is correct, the learner says the word and takes the pair of cards. If not, both cards are turned back. • It is then Learner B's turn, and so on. Continue until all the cards are matched. Note: If you use four sets of cards there will be two pairs for each picture i.e. 12 pairs of cards.
Activity Book page 17 Audio Track AB 3	Activity Book: Activity 1 <ol style="list-style-type: none"> 1. Ask the learners to look at Activity 1. Elicit <i>two circles</i>. 2. Say: <i>Listen!</i> Play the first part of the audio (<i>This is a red circle.</i>) and ask the learners to colour one of the circles red. 3. Check, then continue with the second part of the audio (<i>This is a blue circle.</i>) 4. Then ask the learners to point to the first word and elicit or prompt <i>red</i>. Do the same with <i>blue</i>. 5. In pairs, they take turns to point to one of the circles and say: <i>This is a (red) circle.</i> 6. They then take turns to point while the partner speaks, and then the other way round (one learner speaks, the other one points).
Resources	Extra Tips
	<ul style="list-style-type: none"> • Give the learners some drawing paper and say: <i>Draw two blue circles, Draw two red circles, Draw one blue square, Draw one red square.</i> • Then call out, in random order, <i>two blue circles, two red circles, one blue square, one red square</i> and have the learners hold up their pictures. Increase speed to make it a game. • Learners could then play the same game in pairs or groups. Monitor, and make sure they pronounce the end of <i>circles</i> correctly /z/.
Activity Book page 17	Activity Book: Activity 2 <ol style="list-style-type: none"> 1. Ask the learners to look at the first row and elicit <i>square, two, circle</i>. Ask them to tell you which one is different (the number 2). Ask why (the other two are shapes, but this is a number). 2. In pairs, they look at the remaining two rows of pictures. Go round and monitor, then elicit the words and ask for the one that is different. Ask for reasons. 3. Then tell them to colour the pictures or shapes. Go round and talk to them as they colour; say: <i>What's this?</i> Elicit (<i>It's alan</i>) <i>square/circle/ number one/ ant, etc.</i> <div style="background-color: #e0e0e0; padding: 5px;">Answers</div> <p>The odd ones out are:</p> <ul style="list-style-type: none"> – number 2 because the others are shapes – white, because the others are numbers – the number 1 because the others are camels – the square because the others are animals/alive

Plenary			
<ol style="list-style-type: none"> 1. Have the learners spread out the cards from the game earlier in the lesson. 2. Going round the room, learners take turns to call out one of the words while the others hold up the correct card. Continue until everyone has spoken at least once. 3. Ask the learners to look back through Lessons 8-12 of their Learner's Book and find their favourite lessons. Ask different learners to show the class which page they have chosen. You could have a class vote for their favourite lesson. 			
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G1.1.1.3) Listen to respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration.</p> <p>(G1.2.2.1.3) Add, give and follow single-step directions.</p> <p>(G1.3.1.1.1) Develop book handling skills (such as holding books correctly, distinguishing print from illustrations); and tracking print in English from left to right, top to bottom and page by page.</p> <p>(G1.3.1.1.3) Identify and name upper and lower case letters of the alphabet s and a and numbers 1 and 2.</p> <p>(G1.3.5.1.2) Follow, recognise and respond to simple instructions (for example, read and do written with familiar words to perform simple actions (for example, colour, write a ... draw a ...).</p> <p>(G1.4.1.1.1) Write by moving from left to right and from top to bottom.</p>			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and follow instructions. Speaking: To say words for pictures. Reading: To recognise words from pictures. Writing: To colour outlines of word pictures.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify and colour picture outlines • make a spinning wheel • play a game with a spinning wheel • say words to match the pictures on the spinning wheel.
Link to prior learning: <ul style="list-style-type: none"> • Review of Lessons 1-13 in Unit 1 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>red, blue, one, two, ant, apple, sun, sea</i> Key expressions/structure: <i>Spin the wheel, It's your turn, Say the word</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Learners may spend more time than is necessary on making the project, or trying to get it perfect; teachers will need to encourage these learners to finish their craft in the time available. 		
Resources/equipment needed: Learner's Book page 22 Audio Track LB 9 and LB 65 Flashcards: <i>red, blue, one, two, ant, apple, sun, sea, a, A, s, S</i> PCM 6 Scissors, coloured pencils, toothpicks, fly swats or rolled up newspapers		

UNIT 1 LESSON 14 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the *Teacher's Guide* (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Get learners attention for the revision game of XXXs and OOs. Say: <i>1, 2, 3 Eyes on me!</i> as the class responds <i>1, 2 Eyes on you!</i> 2. Divide the class into two teams. One team is X and the other team is O. Tell the class they will play a game. Draw a grid on the board with 3 rows and 3 columns. Explain to the learners that they will name objects and if they get 3 correct answers in a vertical, horizontal or diagonal line, they will win. 3. Put the flashcards for <i>ant, apple, sun, sea, 1, 2, red, blue, circle</i> on the board in three rows of three cards facing the board so the pictures cannot be seen. 4. Learners in the team have to choose a card to be revealed and say the word. If they are correct, the card is replaced with an X or O for the team. Play the game. 5. Ask the learners to name all the words that were used in the game. Use the flashcards as prompts if needed.
Resources	Main Activity
<p>Learner's Book page 22</p> <p>Audio Track LB 65</p>	<p>Learner's Book: Activity 1</p> <ol style="list-style-type: none"> 1. Say: <i>1, 2, 3 Eyes on me!</i> Learners respond with <i>1, 2, eyes on you!</i> 2. Tell the class that they are going to play another game later and that they will make something to help with the game. Ask the class to open their books. Write the page number on the board. 3. Ask: <i>Can you see a colour? Can you see a number? Can you see a word beginning with the sound s? Can you see a word beginning with the sound a?</i> Learners point to the pictures on the spin wheel in their books as they say the words. 4. Tell the learners they will make a spinning wheel and then play a game. Ask: <i>Are you ready to make a spinning wheel?</i> 5. Get the learners to work in groups of 4. Ask the group to choose a leader for the lesson. Ask the leaders to come to the front of the class. Give them copies of the templates for the spinning wheel. Ask the class what equipment they will need to make the spinning wheel. Elicit scissors and colouring pencils / crayons. Ask the leaders to hand out the templates and then to come back for scissors and crayons. 6. While the group leaders are handing out the equipment, ask the learners in their groups to point to and name the objects on the spinning wheels in their books. 7. Ask the learners to cut out the spinning wheel. Demonstrate how to do this. Monitor as the learners cut around the circle of the spinning wheel. Ask the group leader to put the left over paper in the bin and to put the scissors back in the right place. 8. Ask the learners to look carefully at the pictures in their books and the pictures on the wheel they have cut out. Ask: <i>Are they the same or different?</i> (same but not in colour). Tell them they should look at the picture in the book and colour the item on their wheel the same colour. 9. Play the colour chant and monitor as the learners colour the items on the wheels. 10. Ask the learners to think what they might need to make the wheel spin. Elicit ideas and give out a toothpick to each learner. Demonstrate how they will insert the toothpick into the centre of the wheel. Spin your wheel to show how it works.

	<p>11. Explain how the game works. A learner in the group spins his/her wheel. When it stops spinning they look at where it touches the table and name the picture. If they say the colour of the item or say the sound the words begins with they get an extra point.</p> <p>12. Teach the class the phrases <i>Spin the wheel. Say the word. It's your turn.</i> Groups play the game.</p> <p>Feedback</p> <p>Ask the learners to name the pictures on their wheels beginning with the colour red and going round clockwise. Then play the game with the whole class with learners taking turns to come to the front and spin the wheel.</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Some learners might need more help than others to make their wheels. Spend time with these learners to demonstrate each stage of the process to them. 2. Instead of colouring the whole of an item these learners can just put a dot of colour in the middle of the item and go back and colour completely later. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Some learners may finish earlier than the others. Get them to think of how they might play a game with the wheel. 2. Get them to think of other examples of items that could be added to the categories on the wheel.
	<p>Extra Tips</p>
	<ul style="list-style-type: none"> • Print the template for the wheel (PCM 6) onto card to allow the wheel to spin better and to be more durable. • Make sure that learners colour carefully and within the outline of the object being coloured. Colouring develops the learners small muscles in their hands and encourages noticing and hand-eye coordination skills which are vital when learning to read and write. • Play the colour chant when learners colour to help them acquire words. • Do the craft activity yourself first so you can see how easy or difficult it might be. Then you can use it as a model for the learners to see. • Have extra templates available in case any learner needs to start again. • Always remind learners about health and safety in the use of scissors or glue. You can get the learners to draw a smiley on the thumb of their hand they cut with to remind them that scissors should always point down and they should see the smiley whilst cutting.
	<p>Plenary</p>
<p>Audio Track LB 9</p>	<ol style="list-style-type: none"> 1. Say the chant with the class as revision of the sound <i>a</i>. 2. Ask the learners to name all the words on their wheel. 3. Ask them if they liked playing the games in this lesson and why.

Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G1.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, place and action.</p> <p>(G1.1.1.1.3) Listen to respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration.</p> <p>(G1.2.1.1.1) Participate in songs and rhymes using simple repetitive language.</p> <p>(G1.2.2.1.3) Add, give and follow single-step directions.</p>			

LESSON PLAN		LESSON: 15
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify the sound <i>t</i> at the beginning of words. Speaking: To say words beginning with the sound <i>t</i> . Reading: To recognise the sound <i>t</i> at the beginning of words. Writing: To copy and write the upper case letter <i>T</i> and the lower case letter <i>t</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify the sound <i>t</i> • make the shape and form of the upper case letter <i>T</i> and the lower case letter <i>t</i> • produce the sound <i>t</i> • say words beginning with the sound <i>t</i>.
Link to prior learning: <ul style="list-style-type: none"> • Arabic language: letters and sounds matching 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>tiger, teddy</i> Key expressions/structure: <i>t</i> is for <i>tiger, teddy</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some letters in English are unreliable. Learners need to have lots of practice in identifying and producing the sounds in words and need to be made aware of letter sounds in English that are not in Arabic. English is an alphabetic language based on the Roman alphabet with inconsistencies in both pronunciation and spelling. The spelling system of English is irregular and the letter sound correspondence is irregular and that can cause difficulties for learners when they start to read and write. 		
Resources/equipment needed: Learner's Book page 23 Activity Book page 18 Audio Track LB 11 Flashcards: <i>tiger, teddy T, t, a, s</i> PCM 7		

UNIT 1 LESSON 15 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Get learners attention for the sound game. Say: <i>1, 2, 3 Eyes on me!</i> as the class responds <i>1, 2 Eyes on you!</i> 2. Revise the sound <i>s</i> and <i>a</i> from Lessons 5 and 11 by playing a game of 'Swat the sound'. Divide the class into two teams. Line the learners up in front of the board. Put the flashcards for <i>ant, apple, alphabet, sun, sea, sand, circle, square,</i> in any order on the board. Put the letter flashcards for <i>a</i> and <i>s</i> also on the board along with the flashcards. 3. Give the swatter to the first learner in each team. Say the word for one of the cards on the board. The learners have to run and swat the flashcard for the word and then the sound card for the word. Award points to the team who swats the word and sound correctly. Make sure all learners in the team line have a chance to run and swat a word and sound. 4. Praise the learners. Point to the flashcards and remove the cards when the learners say the words. Finish with the letter sound <i>s</i> and <i>a</i>. Ask the learners to name all the words with the sounds.
Resources	Main Activity
<p>Learner's Book page 23</p> <p>Audio Track LB 11</p>	<p>Learner's Book: Activity 1</p> <ol style="list-style-type: none"> 1. Say: <i>1, 2, 3 Eyes on me!</i> Learners respond with <i>1, 2, eyes on you!</i> 2. Hold up the letter flashcard. Say: <i>the name is t, the sound is tttt</i> and make a short sharp <i>t</i> sound several times. Point to the letter, touch your ear and say the sound <i>ttt</i> again. Ask the class to repeat the sound. Show the learners that your tongue is touching your teeth as you make the sound and make sure they are not saying <i>tuh</i> or <i>teh</i>. Put the letter flashcard on the board. 3. Show the flashcards for <i>tiger</i> and <i>teddy</i> as you say the words and the learners repeat. Ask: <i>What colour is the tiger? What colour is the teddy? Is the tiger big or small?</i> Put the flashcards of <i>tiger</i> and <i>teddy</i> on the board next to the letter sound <i>t</i>. 4. Tell the class to open their books and look at Activity 1. Write the page number on the board. 5. Ask: <i>Can you see the tiger in your book? Can you see the teddy?</i> Tell learners they will listen to a chant about the tiger and the teddy. Play the audio and join in as the learners listen to the chant. Ask the learners to give a 'thumbs up' or draw a smiley in the air if they like the chant. 6. Tell the learners they will listen to the chant again. When they hear the word <i>tiger</i> they will roar and when they hear the word <i>teddy</i> they will make a cuddling or hugging action. Play the audio as the learners listen and do the actions with you. 7. Then play the audio again as learners listen, point to the pictures in their books for <i>tiger</i> and <i>teddy</i> and say the words. 8. Play the audio one more time as learners do the activity again. Monitor and check that they are pointing and saying the words correctly. 9. Play the chant again as the learners join in and say the words and do the actions for <i>tiger</i> and <i>teddy</i>. 10. Point to the letter flashcard <i>t</i> and then ask learners to think of another word in the chant beginning with that sound (<i>tiny</i>). Explain that <i>tiny</i> is another word for <i>small</i>. Then remind them of the word <i>two</i> from Lesson 12 which also begins with <i>t</i>. Say: <i>t is for tiger, teddy, tiny and two</i> as learners repeat.

	<p>Feedback</p> <p>Point to the flashcards for <i>tiger</i> and <i>two</i> and elicit the words. Point to the letter flashcard and elicit the sound <i>t</i>. Then divide the class in two as they repeat the sound or word when you point to the cards on the board. Remove the cards from the board.</p>
	<p>Extra Tips</p> <ul style="list-style-type: none"> • Play with the sound by asking learners to produce the sound <i>t</i> very quietly, then a bit louder, then much louder and then in a normal voice and then very quietly again. Always end with very quietly to settle the class. • Ask learners to trace the letter in the air or to write the number on the back of one another's hands or backs or make the shape with hands or in sand, or say the words beginning with the sound to help learners acquire the sound and matching letter shape. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Ask learners what other words beginning with the <i>t</i> sound they know (<i>two</i>). 2. Ask learners what colour and size the tiger is, and what colour and size the teddy is. Ask if they know any other animal names in English and if they know another word for tiny. 3. Ask learners to take the place of the audio in a third playing of the audio. Keep the volume on the audio on low as they do so and it can be turned up if needed.
Learner's Book page 23	<p>Learner's Book: Activity 2</p> <ol style="list-style-type: none"> 1. Face the front of the class and write the letter <i>t</i> in the air as the learners say the sound <i>t</i>. Invite the learners to copy you as you write <i>t</i> in the air. If you have the mascot, it can trace the letter sound in the air along with the learners. 2. Learners can then form the letter sound with modelling clay or string or write the sound with parts of their body: head, elbow, foot. They should say the sound as they write or form the letter shape. Be sure they are saying a clear single short <i>t</i> sound and not <i>tuh</i> or the letter name <i>t</i>. 3. Ask learners to look at and count the <i>t</i> sounds in the activity. Then ask the learners to trace over the letters with their fingers and say the sound <i>t</i> as they trace.
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Ask learners to point to the flashcard as they do the activity
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Show the flashcards and ask learners to repeat the words <i>tiger</i> and <i>teddy</i>. Then ask: <i>What's the sound?</i> Give learners time to try and answer before saying the sound <i>t</i>. 2. Put the letter flashcard on the board and ask learners to stick the other flashcards next to it. When doing that, learners say the sound and trace the letter in the air and on the letter flashcard. 3. Ask the learners to think of other words they know that begin with the sound <i>t</i>.
	<p>Extra Tips</p> <ul style="list-style-type: none"> • You may also use plastic letters or letter cards with the letter raised in felt or other material on the card (commercially available) and blindfold learners and ask them to feel and guess the letter.

<p>Activity Book page 18</p>	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Say: <i>1, 2, 3 Eyes on me!</i> Learners then say: <i>1, 2, Eyes on you!</i> 2. Write <i>t</i> in the air and then on the board. 3. Show the learners where to start and where to finish the letter. 4. Remind the learners how to sit correctly for writing and hold their pencil correctly. Ask: <i>Are you ready to draw?</i> 5. Ask learners to trace the letter <i>t</i> on the first line with their fingers and then to trace over the dotted letters with their pencils as they say the sound <i>t</i>. Monitor as they trace to make sure they are forming the letter properly. 6. Ask learners to copy the other lines of letters. Again monitor to check for correct formation and that learners are writing between the lines and leaving spaces between each letter. 7. Ask the learners which words they know that begin with the sound <i>t</i>. 8. Point to the capital letter <i>T</i> on the alphabet poster. Elicit the letter name and the letter sound. Put the upper case and lower case letter flashcards <i>T</i> and <i>t</i> on the board. Learners say the sound <i>ttt</i>. Put the flashcard for <i>tiger</i> next to the letters. 9. Write the upper case letter <i>T</i> in the air. Then write it on the board. Show the learners how to form the letter where it begins and ends and the number of strokes. Ask the learners to write the letter <i>T</i> in the air. Then ask the learners to look at PCM 7 and to trace over the capital letter <i>T</i> with their fingers and then with their pencils. Monitor as they write making sure they form the capital letter properly. 10. Remind the learners that capital letters are used in English when we write names. Ask the learners to think of names that begin with the sound <i>ttt</i>. Write the names <i>Tamer</i>, <i>Tariq</i> and <i>Tasnim</i> on the board and point to the capital letter <i>T</i> as you say the name. 11. Learners can colour the picture of the tiger as they say the letter name and sound.
<p>Activity Book page 18</p>	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Ask learners to look at the pictures in Activity 2 and ask: <i>What can you see? A tiger and a teddy.</i> Ask: <i>What colour are tigers? What colour are teddies?</i> Accept all answers for the colour of teddies but remind the learners that tigers are usually orange with black stripes like the picture in the Learner's Book. 2. Ask learners to colour the pictures of the tiger and the teddy. Give the learners a free choice of colour. Accept any colours learners choose for the objects as it is important learners feel free to be creative.
	<p>Extra Tips</p> <ul style="list-style-type: none"> • Use background music whilst learners do colouring activities as exposure to music and movement is believed to enhance their memory skills. • Make sure that learners colour carefully and within the outline of the object being coloured. Colouring develops the learners small hand muscles and encourages noticing and hand-eye coordination skills which are vital when learning to read and write. • Play the <i>Colour</i> song or the <i>Rainbow</i> song when learners colour to help them acquire colour words.
	<p>Plenary</p>
<p>Audio Track LB 18</p>	<ol style="list-style-type: none"> 1. Remind the learners of the attention routine: Say: <i>1, 2, 3 Eyes on me!</i> Learners then say: <i>1, 2, Eyes on you!</i> 2. Invite learners to say the chant again without their books. Play the audio at a low volume in the background.

	<p>3. Show the flashcards for <i>tiger</i> and <i>teddy</i> and ask the learners to say all the words beginning with <i>t</i> that they know.</p> <p>4. Ask if they can think of any learners in the class who have names beginning with the <i>t</i> sound. Elicit that names need capital letter <i>T</i>.</p> <p>5. Ask the learners to do the actions for tiger and teddy</p> <p>6. Ask them which activity they liked most in this lesson and why.</p>
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Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓

Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:			
(G1.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, place and action.			
(G1.1.1.1.3) Listen to respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration.			
(G1.2.1.1.1) Participate in songs and rhymes using simple repetitive language.			
(G1.2.2.1.3) Add, give and follow single-step directions.			
(G1.4.1.1.1) Write by moving from left to right and from top to bottom.			
(G1.4.1.1.3) Write legibly progressing from left to right.			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To follow simple instructions. To name and recognise numbers 1, 2, 3. Speaking: To count 1, 2, 3. Reading: To recognise the numbers 1, 2, 3. Writing: To trace the numbers 1, 2, 3.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • name and recognise the numbers 1, 2, 3 • read the numbers 1, 2, 3 • count items and write the numbers.
Link to prior learning: <ul style="list-style-type: none"> • Learners will also already be familiar with the concept of counting in Arabic. Numbers 1 and 2. <i>camel, teddy, apple, ant</i>; plural <i>s</i> 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>one; two, three, camel, teddy, apple, ant</i> Key expressions/structure: <i>Listen, Draw, Colour</i> ; plural 's'		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • As well as learning new words for numbers, the learners also have to learn new symbols. They will need lots of practice forming the number, just as with the letters of the alphabet. 		
Resources/equipment needed: Learner's Book page 24 Activity Book page 19 Audio Tracks LB 11–12 Flashcards: <i>tiger, teddy, ant, apple, sun, sea, camel, t</i>		

UNIT 1 LESSON 16 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
Audio Track LB 11	<ol style="list-style-type: none"> 1. Revise the sound and letter <i>t</i> from the previous Lesson: hold up the letter flashcard and elicit <i>t</i>. 2. Play the chant from Lesson 15 and have the learners join in. Encourage them to draw the letter <i>t</i> in the air as they do so (with your back to the class, remind them first how to form it). 3. Write a large lower case <i>t</i> on the board and elicit the sound. Then hold up the flashcards (<i>tiger, teddy, ant, apple, sun, sea</i>) one by one. Hold each card next to the letter <i>t</i> and elicit <i>Yes</i> or <i>No</i>; then elicit the correct word.
Resources	Main Activity
Learner's Book page 24 Audio Track LB 12	Learner's Book: Activity 1 <ol style="list-style-type: none"> 1. Hold up your book and point to the large number 3. Say: <i>three</i> and have the learners repeat it. Then point to the little figures one at a time and say: <i>one, two, three</i>. Do it again, as the learners repeat. 2. Point to one of the camels (or hold up the <i>camel</i> flashcard). Elicit <i>camel</i>. Say: <i>Yes, it's a camel</i>. Then point to the three camels on the page, making it clear that you are counting them. Say: <i>one camel ... two camels, three camels</i>. Do it again, pausing for the learners to repeat. Make sure they sound the <i>s</i> at the end of the plural form. 3. Say: <i>Listen</i>. Play the audio and have the learners point first to one camel, then to two, then to all three. Play it again and have them repeat the words while they point.
Resources	Extra Tips
	<ul style="list-style-type: none"> • Hold one hand behind your back with one, two or three fingers open. Ask the learner to guess, <i>one, two</i> or <i>three</i>. Then reveal your hand – was he/she right? The learner then does the same, choosing to open one, two or three fingers behind his/her back. Guess the number. Were you right? Learners play the game in pairs. Go round and monitor.
	Differentiation activities (Support): <ol style="list-style-type: none"> 1. Give the learners some drawing paper. Ask them to draw and colour <i>one red circle</i>, then <i>two blue circles</i>, then <i>three red squares</i>. Supervise while they draw and colour, and ask them to say what they are drawing. 2. In pairs, they take turns to say, for example <i>one red circle</i> while their partners point. They then reverse the procedure – one learner points while the other one says, for example, <i>two blue circles</i>. Monitor, and make sure they use the plural form appropriately.
	Differentiation activities (Stretch): <ol style="list-style-type: none"> 1. On the board, write these sums: 2. $+ 2 + ?$ $2 + ? = 3$ $? + 1 = 3$ 3. Read out the first one like this: <i>one and two is ... what?</i> Elicit the answer (<i>three</i>). 4. Then ask them to say the remaining sums in a similar way. Go round and listen, then check their answers (2; 2) 5. Then give them some number sequences to solve. Write these sequences on the board: 6. $1 - 1 - 2 - 2 - 3 - 3 - ? - 1 - ? - 2 - ? - 3$ 7. $3 - 2 - 1 - 3 - 2 - 1 - 3 - 2 - 1 - ? - ? - ?$

	<p>8. Read out the first sequence (say: <i>what?</i> where there is a question mark) and then ask the learners to say the completed sequence (1 – 1 – 2 – 2 – 3 – 3 – 1 – 1 – 2 – 2 – 3 – 3)</p> <p>9. Do the same with the second sequence (3 – 2 – 1 – 3 – 2 – 1 – 3 – 2 – 1 – 3 – 2 – 1)</p> <p>10. You could then ask the learners to create their own sequences for other learners to solve.</p>
<p>Learner’s Book page 24 Audio Track LB 13</p>	<p>Learner’s Book: Activity 2:</p> <ol style="list-style-type: none"> 1. Ask the learners to point to each number in turn and elicit <i>one, two, three</i>. 2. Say: <i>Listen!</i> and play the audio while the learners point and repeat. 3. Then call out 1, 2 or 3 in random order and have the learners point to the correct number. Increase speed and make it a game. 4. You could then have them practise this in pairs or small groups. Go round and monitor. <p>Learner’s Book: Activity 3:</p> <ol style="list-style-type: none"> 1. Tell the learners they are going to play a game. Choose a learner to come to the front and help you demonstrate. 2. Have the learners do ‘finger marching’ – or real marching round the room: learners use their fingers to march across the desk top, their partner has to guess how many steps they took. 3. Learners play the game in pairs. Go round and monitor. 4. Once they have done this a few times tell them to now call out 1, 2 or 3 to the their partner so they take the correct number of ‘steps’. The learners are no longer guessing, but giving instructions.
<p>Activity Book page 19</p>	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Ask learners to open their Activity Book. Tell them they are going to practise writing the numbers 1, 2 and 3. 2. Ask them to point to the teddy. Have them repeat <i>one teddy</i>. Say: <i>Draw!</i> Ask learners to trace the first number with their fingers and then to trace over it with their pencils. Monitor as they trace to make sure they are drawing in the correct direction. 3. Do the same with <i>two apples</i> and <i>three ants</i>. Go round and monitor. 4. Then tell the learners to colour the pictures. Go round and talk to them as they do so. Encourage them to count the things and say, for example, <i>two (red) apples</i>. 5. Finally, ask the learners to look at each of the three large numbers, and count the little figures (<i>one ... one, two ... one, two, three</i>). Then ask them to colour the numbers carefully. Go round and talk to them. Ask, for example, <i>How many apples are there? How many ants? What’s this?</i>
	<p>Plenary</p>
	<ol style="list-style-type: none"> 1. Point to each learner quickly, round the class, saying <i>one, two</i> or <i>three</i>. Then hold up the number flashcard 1. All the ‘ones’ say <i>one</i> and stand up. 2. Continue, holding up the number flashcards in random order. Each time the ‘ones’, ‘twos’ or ‘threes’ stand up and say their number. 3. You could also have the learners draw large numbers 1, 2 and 3 on three separate pieces of paper. Then choose a confident learner to call out the numbers in random order – the rest of the class hold up the correct number. 4. Finally, ask the learners which activity in this lesson they liked most and why.

Learning styles catered for (✓):

Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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Assessment for learning opportunities (✓):

Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:

- (G1.1.1.1.3) Listen to respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration.
- (G1.2.2.1.1) Recite songs, rhymes and action games using simple repetitive language with in-built or external repetition.
- (G1.2.2.1.2) Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas.
- (G1.2.2.1.3) Add, give and follow single-step directions.
- (G1.3.1.1.1) Develop book handling skills (such as holding books correctly, distinguishing print from illustrations); and tracking print in English from left to right, top to bottom and page by page.
- (G1.3.1.1.3) Identify and name numbers 1, 2 and 3.
- (G1.3.5.1.2) Follow, recognise and respond to simple instructions (for example, read and do) written with familiar words to perform simple actions (for example, colour, write a ... draw a ...).
- (G1.4.1.1.1) Write by moving from left to right and from top to bottom.

LESSON PLAN		LESSON: 17
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
<p>Learning objectives:</p> <p>Listening: To have further practice of the sounds <i>a</i>, <i>s</i> and <i>t</i>; to understand words beginning with these sounds when they hear them.</p> <p>Speaking: To say words with <i>a</i>, <i>s</i> and <i>t</i>.</p> <p>Reading: To practise reading the letters <i>a</i>, <i>s</i> and <i>t</i>.</p> <p>Writing: (There is no writing component in this lesson.)</p>		<p>Learning outcomes: By the end of the lesson, learners will be able to ...</p> <ul style="list-style-type: none"> • understand and use words with <i>a</i>, <i>s</i> and <i>t</i> • begin to read the letters <i>a</i>, <i>s</i> and <i>t</i>.
<p>Link to prior learning:</p> <ul style="list-style-type: none"> • Words beginning with <i>a</i> (<i>ant, apple</i>), <i>s</i> (<i>sun, sea</i>) and <i>t</i> (<i>teddy, tiger</i>); numbers <i>1</i> and <i>2</i>, <i>red, blue, circle and square</i> <p>21st Century Skills</p> <ul style="list-style-type: none"> • Not applicable 		
<p>Key vocabulary: <i>ant, apple, sun, sea, teddy, tiger</i></p> <p>Key expressions/structure: None</p>		
<p>Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions:</p> <ul style="list-style-type: none"> • Learners may continue to mispronounce letter sounds; in particular, the <i>t</i> sound is often mispronounced by Arabic learners. Be careful that the learners are not confusing it with the range of other, similar sounds in Arabic – some of these sounds do not even exist in English. 		
<p>Resources/equipment needed:</p> <p>Learner's Book page 25</p> <p>Activity Book pages 20–21</p> <p>Flashcards: <i>tiger, teddy, sun, sea, ant, apple, circle, square, red, blue, 1, 2, a, s, t</i></p>		

UNIT 1 LESSON 17 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Show the learners each of the flashcards for <i>tiger, teddy, sun, sea, ant, apple, circle, square, red, blue, a, s</i> and <i>t</i>. Elicit the words and sounds from the learners. 2. Show the learners the number flashcards <i>1</i> and <i>2</i> and elicit the words. 3. Put the cards face down on the desk. Put the two number flashcards separately, face down. 4. Demonstrate the game, like this: <ul style="list-style-type: none"> – Take a picture flashcard and show it to the learners. – Take a number flashcard and show it. If the number flashcard is <i>1</i>, say the word one time. If it's <i>2</i>, say the word twice. Repeat with different flashcards, showing the <i>1</i> card or the <i>2</i> card at random, so that the learners get the idea. – Then ask the learners to respond; they must say the word once or twice, depending on the card you show. 5. Play the game with the learners for as long as they enjoy it.
Resources	Main Activity
Learner's Book page 25	<p>Learner's Book: Activity 1</p> <ol style="list-style-type: none"> 1. Point to each of the pictures on the page and elicit the words. 2. Say the <i>s ... s ... s ...</i> then add the word <i>sun</i>. Say again <i>s ... , s ... , s ... sun</i>. 3. Say: <i>Say another s ... , s ... , s ... word</i>. Help the learners to say: <i>s ... , s ... , s ... , sea</i>. 4. Repeat with the <i>a ... , a ... , a ...</i> sound. Say: <i>a ... , a ... , a ... , ant</i>; The learners say: <i>a ... , a ... , a ... , apple</i>. 5. Repeat with the <i>t ... , t ... , t ...</i> , sound. Say <i>t ... , t ... , t ... , tiger</i>; The learners say: <i>t ... , t ... , t ... , teddy</i>. 6. Choose a learner and say: <i>Say a sound</i>. Help the learner to say, for example, <i>s ... , s ... , s ... , sun</i>. 7. Choose another learner and say: <i>Answer</i>. Help the learner to say: <i>s ... , s ... , s ... , sea</i>. 8. Repeat with other pairs of learners. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners may need extra practice of the sounds, but simply saying the sounds may be too repetitive. 2. Instead, play a listening game: put one flashcard for each sound on the board, for example, <i>sun, ant</i> and <i>tiger</i>. Divide the class into two teams, and call one learner from each team to the front. 3. Say one of the sounds, for example, <i>a ... a ... a ...</i>. The first learner to put their hand on the correct picture (in this case, <i>ant</i>) gets a point for their team. 4. Continue until all the learners have had a turn, then announce the winning team. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. After you have practised the sounds with pairs of learners, you can go on to have all the learners working in pairs, saying the sounds in the same way. 2. By having all the learners practising at the same time, you ensure that they all get the maximum amount of practice. 3. While they are speaking, circulate round the class to check that they are doing the activity properly and to help them with pronunciation.

<p>Activity Book page 20</p>	<p>Activity Book: Activity 1</p> <ol style="list-style-type: none"> 1. Point to the first letter (<i>a</i>) and say: <i>a</i>. 2. Point to picture of Liwa and elicit the name. Point to the picture of the ant and elicit the word <i>ant</i>. Point to the picture of the teddy and elicit the word <i>teddy</i>. 3. Point to the letter <i>a</i> again and say: <i>a ...</i> Then point to the three pictures and ask <i>Which is a ... ?</i> Help the learners to say the words and identify <i>ant</i> as the <i>a</i> sound. 4. Show the learners how to circle the ant, to show that it is an <i>a ...</i> word. 5. Repeat with the other letters. The learners say the sound and the words, then circle the pictures with the same sound. <p>Answers:</p> <p>a – ant, t – tiger, s – sun</p>
<p>Activity Book page 20</p>	<p>Activity Book: Activity 2</p> <ol style="list-style-type: none"> 1. Show the letter <i>a</i> to the learners, and the picture of the ant. Show with a pencil how you can try to find the route from <i>a</i> to <i>ant</i>. Point to the learners and say: <i>You try</i>. 2. The learners draw their way through the maze. Circulate round the class while they are doing this, helping learners who are not familiar with mazes or find them difficult. 3. Repeat with the other two mazes. 4. Call individual learners up to the front to show the way they found through one of the mazes.
<p>Activity Book page 21</p>	<p>Activity Book: Activity 3</p> <ol style="list-style-type: none"> 1. Show the grid in Activity 3 to the learners. Read the first row, from the left: <i>sun, ant, teddy, sun, nothing</i> (make a gesture to indicate surprise), <i>teddy</i>. 2. Point to the blank square and ask: <i>What can go here?</i> Help the learners to work out the answer (<i>ant</i>). 3. The learners draw an ant in the missing space. While they are drawing, circulate round the class to check that they are drawing the correct picture. 4. Repeat with the other rows. 5. Choose learners to ‘read’ a row each, for example, the second row: <i>sea, tiger, apple, sea, tiger, apple</i>. <p>Feedback</p> <p>Choose learners to ‘read’ a row each, for example, the second row: <i>sea, tiger, apple, sea, tiger, apple</i></p> <p>Answers</p> <p>Row 1: ant Row 2: apple Row 3: teddy Row 4: tiger</p> <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Some learners may find it difficult to draw in the time available. They may find it helpful if you draw simple examples of how to draw an ant, an apple, a teddy and a tiger on the board; they can base their drawings on these. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Some learners may want to try writing the words for the answers. If they ask, write the words on the board for them to copy, then check that they have written the words correctly.

	Extra Tips		
	<ul style="list-style-type: none"> The letter flashcards can be used on the wall in the classroom. Put up each letter flashcard when the learners have done the lesson presenting it; it can then be used as a visual aid to link sound of the letter with the shape of the letter. Every time you say: <i>a ... a ... a</i> in the class, for example, you can point to the letter flashcard for <i>a</i>. To help the learners become more familiar with the sounds, you can match the sound with Arabic names, when there is an exact correspondence: for example <i>a</i> with <i>Ahmad</i>, <i>s</i> with <i>Sama</i>, and <i>t</i> with <i>Tala</i>. 		
Resources	Plenary		
	<ol style="list-style-type: none"> Talk with the learners about their favourites so far: ask questions such as <i>What is your favourite letter sound? (a, s or t) What is your favourite colour (blue or red), What is your favourite shape (square or circle) and What is your favourite lesson in this unit?</i> Arrange a class vote to see which are the most popular letters, colours, shapes and lessons. After the class you can write the results on a large sheet of paper and keep the sheet until you next ask these questions, the learners can see how their favourites are changing or not changing. Add the results to the sheet each time you ask the questions, all through the year. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G1.1.1.1.3) Listen to respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration.			
(G1.2.2.1.2) Add drawings when sharing information.			
(G1.2.2.1.3) Follow single-step directions.			
(G1.3.1.1.1) Develop book handling skills (such as holding books correctly, distinguishing print from illustrations); and tracking print in English from left to right, top to bottom and page by page.			
(G1.3.5.1.2) Follow, recognise and respond to simple instructions (for example, read and do) written with familiar words to perform simple actions (for example, colour, write a ... , draw a ...).			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify the key words in a story. Speaking: To tell a simple story from pictures. Reading: To recognise the key words in a story with picture clues. Writing: To write the beginning letter shapes of words in a story.		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • identify the order of events in a simple story • produce the key words in a story.
Link to prior learning: <ul style="list-style-type: none"> • Arabic language: storytime lessons • Review of vocabulary in Unit 1 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: <i>sun, sea, sand, tiger, ant, camel</i> Key expressions/structure: <i>Fun in the sun.; The sun is shining.; The ant is on the sand.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Not all learners will enjoy just listening to stories. Teachers need to engage the learners in the story telling process and to have lots of pictures for them to look at and follow. 		
Resources/equipment needed: Learner's Book page 26 Activity Book page 22 Audio Tracks LB 14; AB 4 Flashcards: <i>ant, apple, sun, sea, tiger, turtle, camel, ship, sandcastle, starfish</i>		

UNIT 1 LESSON 18 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> Review the words <i>sun, sea, sand, ant, camel, tiger, one, two, three</i> using the slow reveal picture technique. Hold the flashcards in a large envelope and slowly reveal the picture section by section as the class says the word. Teach the class a routine for getting ready for this first story telling such as Wiggles. See Extra Tips or this: Sometimes my hands are in the sky, Sometimes my hands like to fly, Sometimes my hands go snap, snap, snap, Sometimes my hands go clap, clap, clap, But now they're quiet as can be, Because it's storytime, you see! Demonstrate the actions as you say the words and then practise the routine with the class. End by whispering the last line of the chant.
Resources	Main Activity
<p>Learner's Book page 26</p> <p>Audio Track 14</p>	<p>Learner's Book: Activity 1</p> <ol style="list-style-type: none"> Ask the class if they like listening to stories. Put the flashcards for <i>sun, sea, sand, tiger, ant</i> on the board. Tell the class that today's story has these words in it. Ask the learners what they think will happen in the story. Accept their suggestions and then say: <i>Are you ready to listen to the story? Let's see what happens?</i> Tell the story as you make gestures and move the flashcards on the board. Say: <i>Look!</i> And make the action of big eyes or binoculars. <i>The sun is shining.</i> Move the flashcard of <i>sun</i> high on the board. <i>The tiger is in the sea.</i> Move the flashcard of the <i>sea</i> along the board and place the <i>tiger</i> above it slightly covering the top part of the sea. <i>The ant is on the sand.</i> Move the <i>sand</i> flashcard in front of the <i>sea</i> and then place the <i>ant</i> on it. <i>Fun in the sun!</i> Draw a big happy smiley on the board and clap as you invite the learners to clap with you. Ask: <i>Where is the sun? Where is the tiger? Where is the ant?</i> Then tell the learners to open their books. Say: <i>Look at the picture. Can you see the sun? Is it shining? Can you see the tiger? Is it in the sea? Can you see the ant? Is it on the sand?</i> Then ask more questions about what else they can see in the picture. Ask about the colours of the animals and the objects. Accept answers in Arabic but reword into simple English. Then play the audio as the learners listen to the story and look at the picture in their book. Ask the learners to give a 'thumbs up' or 'thumbs down' for the story to show if they liked or didn't like it. Tell the learners they will listen again and do the actions for the story: big open circle for <i>sun</i> shining, swimming action for the <i>tiger</i> and fingers walking for the <i>ant</i> and clap three times for <i>Fun in the sun</i>. Play the audio as the learners listen and do the actions with you. Then play the audio again as learners listen, point to the pictures in their books and say the words. Monitor and check that they are pointing and saying the words correctly. Divide the class into two groups. Play the audio again with one group saying the words and doing the actions while the other group say and follow the words for the story in their book. Then groups swap roles. <p>Feedback</p> <p>Using the flashcards on the board the class tells the story again with one learner becoming the teacher's assistant and directing the order of the story by pointing to the cards. Then the learners work in pairs to tell each other the story using the picture in their book while the teacher monitors and helps if needed.</p>

Resources	Extra Tips
	<ul style="list-style-type: none"> • Teach the class a chant that they can repeat before the story telling lesson such as Wiggles: I wiggle my fingers (<i>hands in air wiggle fingers</i>) I wiggle my toes (<i>look down and wiggle toes</i>) I wiggle my shoulders (<i>move shoulders</i>) I wiggle my nose (<i>wiggle nose</i>) Now, no more wiggles (<i>pointer finger wiggles</i>) Are left in me (<i>thumbs point to self</i>) So I will be still (<i>big clap</i>) As still can be (<i>whisper this last line and fold hands in lap</i>) • You can gather the learners onto a rug/mat on the classroom floor for storytelling to make the lesson feel special. • Ask lots of questions about the pictures in a story to hold the learners' interest. Open ended questions are good such as <i>Tell me what you see. What do you think happens?</i> • Learners can make mini-books of the stories and then use them to retell the story if they finish a class activity early. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Learners work with a 'buddy' to help with the 'reading'/telling of the story 2. Learners use the flashcards on the board to support telling the story. 3. Learners use actions and gestures to tell the story. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners add to the story by talking about other things in the picture. 2. Learners can expand the story by using number and colour words to describe the characters and by using the present continuous tense instead of the present simple. 3. Learners can take the place of the audio in telling the story. Keep the volume on the audio on low as they do so and it can be turned up if needed.
<p>Activity Book page 20 Audio Track 4</p>	<p>Activity Book: Activity 1:</p> <ol style="list-style-type: none"> 1. Say: <i>1, 2, 3 Eyes on me!</i> Learners then say: <i>1, 2, Eyes on you!</i> 2. Tell the learners they will listen to the story again and number the picture. Ask: <i>How many number boxes are there?</i> (4) Tell them they will listen and write 1, 2, 3 or 4 next to the parts of the picture. 3. Play the audio as learners listen, look at the picture and write the numbers 1, 2, 3 or 4. 4. Learners check their answer with a partner and then listen again to check their answers. <p>Feedback</p> <p>The class tell the story again from the picture that they have numbered.</p>
<p>Activity Book page 22</p>	<p>Activity Book: Activity 2:</p> <ol style="list-style-type: none"> 1. Learners in pairs tell the story again. 2. Ask learners to colour the picture in their book as they tell the story. Monitor as they colour and ask them to tell you about the object they are colouring.

Extra Tips			
<ul style="list-style-type: none"> • Make large copies of the picture story in the activity book. You can use those to help with feedback on the story order. And they can be used for group colouring rather than individual. • Photocopy the story in the activity book. Then learners can cut up the picture and put them in order. This helps kinaesthetic learners. Learners can make a mini-book using the pictures. 			
Differentiation activities (Support):			
<ol style="list-style-type: none"> 1. Learners just do the actions for the story when retelling it. 2. Learners use just dots of colour when colouring to save time. 			
Differentiation activities (Stretch):			
<ol style="list-style-type: none"> 1. Learners look and say words beginning with the sounds from Unit 1 <i>s, a, t</i>, that they find in the story. 2. Learners expand the story by saying what other things in the story are doing. They can draw a picture for any extra lines they make up. 3. Learners can think of questions to ask about the story. 			
Plenary			
<ol style="list-style-type: none"> 1. Remind the learners of the storytime routine 2. Invite learners to say the story again without their books. 3. Ask the learners to do the actions for the story. 4. Ask learners to write the letter sounds for <i>s, a, t</i> in the air as they say the words in the story. 5. Ask them if they liked the story in this lesson and why. 			
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
(G1.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, place and action.			
(G1.1.1.1.3) Listen to respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration.			
(G1.2.1.1.1) Participate in songs and rhymes using simple repetitive language.			
(G1.2.1.1.3) Describe people and things using simple present tense.			
(G1.2.2.1.3) Add, give and follow single-step directions.			

LESSON PLAN		LESSON: 19
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To practise listening to conversations. Speaking: To practise having simple conversations. Reading: To gain familiarity with the written forms of English. Writing: (There is no writing component in this lesson.)		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • understand simple conversations • have simple conversations.
Link to prior learning <ul style="list-style-type: none"> • Using <i>hello</i> and <i>goodbye</i>, <i>I'm ...</i>, <i>My name is ...</i>, all previously seen vocabulary 21st Century Skills <ul style="list-style-type: none"> • Not applicable 		
Key vocabulary: all previously seen vocabulary Key expressions/structure: <i>I'm ... / My name is ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • This lesson plan encourages teachers to use questions in English that are at a higher level than the learners' level of English. Learners can understand higher level English than they can produce, but many learners, including young children, worry if they don't understand everything. Emphasising the key words in questions, as explained in Extra Tips 3, greatly helps understanding. Using higher level input from the teacher plays an important part in raising the learners' level of English, but it must be handled carefully; using emphasis appropriately is an effective way of helping the learner. 		
Resources/equipment needed: Learner's Book page 27 Activity Book page 23 Audio Track LB 15 PCM 19 Flashcards: <i>sun, sea, teddy, tiger, ant, apple, square, circle, blue, red, Liwa, Lulu, 1, 2, a, A, s, S, t, T</i>		

UNIT 1 LESSON 19 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Revise the vocabulary of the unit with a flashcard game. Take a set of six picture flashcards and show them one by one to the learners. The learners say the word for each picture. 2. Take the set of picture flashcards again, but show the learners that you are removing one and putting it, face down, on the desk. 3. Show the remaining five picture flashcards one by one; the learners say the words. 4. When you have finished, point to the flashcard on the table and ask: <i>What is it?</i> The learners say what the missing flashcard is. 5. Mix up the cards and repeat two or three times.
Resources	Main Activity
<p>Learner's Book page 27</p> <p>Audio Track LB 15</p>	<p>Learner's Book: Activity 1</p> <ol style="list-style-type: none"> 1. Point to the pictures and ask: <i>What's his name?</i> and <i>What's her name?</i> The learners say the names. 2. Ask: <i>What are they saying?</i> Wave goodbye and help the learners to say <i>Goodbye</i>. 3. Play audio. Ask: <i>What do they say at the beginning?</i> (<i>Hello</i>) and <i>What do they say at the end?</i> (<i>Goodbye</i>). 4. Play audio again. Then play it again, but stop at the end of the first line. 5. Point to the picture of Liwa and ask: <i>What does he say?</i> Help the learners to say the first line <i>Hello, I am Liwa</i>. Write the line on the board. 6. Repeat with the other lines. Help the learners to say each line, then write the lines on the board. 7. Point to the complete conversation on the board. Read it line by line, following under the words with your reading finger. 8. Read the conversation again, but this time the learners say the conversation along with you. Note that we are not expecting them to read the words; they have to remember the words, but at the same time, they increase their familiarity with the written form of words in English. 9. Repeat so that the learners can say the conversation confidently. 10. Play Audio Track 15, the learners say the conversation at the same time. While they are speaking follow the words of the conversation on the board with your reading finger. 11. Choose pairs of learners to have the conversation while the rest of the class listen. They should replace the names Liwa and Lulu with their own names. 12. All the learners practise the conversation with four other learners near them.
	<p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. It may be too much for the learners to remember the whole conversation. If you prefer, divide the class into four groups, numbered <i>one, two, three</i> and <i>four</i>. Group 1 says the first line, Group 2 the second line, and so on.
	<p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Some learners may want to try reading from the board. Ask them to come to the front; one by one, help them to read the conversation from the board, following under the words with their reading fingers. They will need a lot of help, and probably the teacher will do most of the 'reading', but this can be a motivating activity for confident learners.

Activity Book page 23	Activity Book: Activity 1 <ol style="list-style-type: none"> 1. Help the learners to find page 23 in their Activity Books. Point to Activity 1. 2. Elicit the numbers from the learners (1, 2 and 3). Point to the teddy and say <i>Count</i>. The learners count <i>one</i>. Point to the apples and say <i>Count</i>. The learners count <i>one, two</i>. Finally point to the ants and say <i>Count</i>. The learners count <i>one, two, three</i>. 3. Remind the learners about writing on the line. The learners trace the first number on each line, then copy each number on the rest of the line. As they are writing, circulate round the class: make sure the learners are writing on the line and that the numbers are well formed.
Activity Book page 23	Activity Book: Activity 2 <ol style="list-style-type: none"> 1. Draw a circle on the board. Draw an identical circle next to it. Say <i>Same</i>. 2. Draw a circle on the board. Draw a square next to it. Say <i>Different</i> 3. Repeat with other pairs of shapes. Each time, ask: <i>Same or different?</i> Help the learners to answer. 4. Draw a line with three identical circles, and one other, similar shape. Point to the different shape and compare with first circle and ask: <i>Same or different?</i> Help the learners to see that one shape is different. 5. Show the learners the picture of the four camels. Point to different camels and ask: <i>Same or different?</i> Help the learners to identify which camel is different. 6. Repeat with the other pictures. At the end, call a learner up to the front and say: <i>Look at the camels. Show me the odd one out /the different one</i>. Help the learner to find the different camel. Then say: <i>Show me the same camels</i>. 7. Repeat with other learners and other pictures.
Learner's Book page 27 Audio Track LB 16	Learner's Book: Activity 2 <ol style="list-style-type: none"> 1. Point to the chant in the Learner's Book. Start saying the chant, then help the learners to remember as much as they can of it. 2. Write the chant on the board, then read it to the class, following under the words with your reading finger. 3. Help the class to say the whole chant; they should try to follow your reading finger under the words on the board, although they will not actually be reading. 4. Help the learners to recall the gestures they used with the hand (waving the hand for <i>hello</i> and <i>goodbye</i>, opening their arms for <i>everyone</i>). Help the learners to say the whole chant with the gestures. 5. The learners say the chant one more time: this time, using either flashcards for Liwa and Lulu, or camel toys, wave goodbye to learners as they say goodbye to the camels.
	Extra Tips <ul style="list-style-type: none"> • If you decide to have four separate groups of learners say the chant, make sure they know when to speak. At the start, point to the whole of group 1, at the beginning of the second line, point to the whole of group 2, and so on. • When the learners are copying 2, the sharp turn of the pencil at the bottom of the number (to go along the line) can be difficult to copy. Learners may write a curved line, which makes the number look like a backward S. Write the number 2 on the board, and show the learners how to write the sharp corner. Call some learners to the front to copy number 2 on the board; make sure that they do this sharp corner well. • Sometimes the lesson plans suggest asking questions that seem very long and perhaps too advanced for the learners. With the questions, the learners are not expected to understand every word in the question; however, by emphasising the key words in the question, the teacher can make the meaning clear. For example, in the Activity Book Activity 2, the question can be said with this emphasis: <i>Look at the camels. Show me different camels</i>. In this way, the learners develop their listening skills as well as realising that they are making progress with English.

	<ul style="list-style-type: none"> Now that the learners are becoming more familiar with English, all the congratulations should be in English. Phrases such as <i>Congratulations! Well done! Brilliant! Very good! You're a star!</i> and <i>Amazing!</i> can all be used.
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Plenary	
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	<ol style="list-style-type: none"> Play a prediction game with the learners to revise all the vocabulary in the unit. Use words they have learnt, such as <i>red, blue, sun, sea, teddy, tiger, apple, ant, Liwa, Lulu, hello, goodbye, circle</i> and <i>square</i>. Review all the words, using flashcards and gestures. Show the flashcards or make the gesture; the learners say the word. Review all the words at least twice to make sure that learners can recall them. Say the first syllable only of a word, for example <i>re ...</i>. The learners say the complete word – <i>red</i>. Repeat with other words they have seen, for example, <i>cir ... (circle), goo (goodbye)</i>, etc. Show the learners all the flashcards you have been using, and say: <i>You know a lot of words</i>. Congratulate the learners on the progress they have made. Ask learners to look at the self-evaluation activity on PCM 19. Ask them to colour in the stars to say how much they enjoyed learning each part of the unit.
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Learning styles catered for (✓):			
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Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
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Assessment for learning opportunities (✓):			
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Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback

Standards/SLOs:			
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(G1.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place, or action.

(G1.1.1.1.3) Listen to respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration.

(G1.2.1.1.1) Participate in songs and rhymes using simple repetitive language.

(G1.2.1.1.2) Engage in making introductions (for example, introduce oneself, greet, and say goodbye).

(G1.2.1.1.8) Listen to others, take turns speaking about the topic.

(G1.2.2.1.1) Recite songs, rhymes and action games using simple repetitive language with in-built or external repetition.

(G1.2.2.1.3) Follow single-step directions.

(G1.3.1.1.1) Develop book handling skills (such as holding books correctly, distinguishing print from illustrations); and tracking print in English from left to right, top to bottom and page by page.

(G1.3.5.1.2) Follow, recognise and respond to simple instructions (for example, read and do) written with familiar words to perform simple actions (for example, colour, write a ... , draw a ...).

(G1.4.1.1.1) Write by moving from left to right and from top to bottom.

LESSON PLAN		LESSON: 20
Teacher:		Subject: English
Grade: 1	Unit: 1	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To understand and follow simple instructions. Speaking: To talk about an object they have made. Reading: To familiarise themselves with the written form of some words. Writing: (There is no writing component in this lesson.)		Learning outcomes: By the end of the lesson, learners will be able to ... <ul style="list-style-type: none"> • listen to, understand and follow simple instructions • talk about an object using simple sentences • begin to read some familiar words.
Link to prior learning: <ul style="list-style-type: none"> • sound words for <i>a</i>, <i>s</i> and <i>t</i>: <i>ant</i>, <i>apple</i>, <i>sun</i>, <i>sea</i>, <i>tiger</i>, <i>teddy</i> 21st Century Skills <ul style="list-style-type: none"> • Learning and Innovation: Introducing learning to articulate thoughts and ideas in English using oral, written and non-verbal communication skills 		
Key vocabulary: <i>sun</i> , <i>sea</i> , <i>sand</i> , <i>blue</i> Key expressions/structure: <i>Look at ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: <ul style="list-style-type: none"> • Some learners with less well-developed small motor skills may find using sticky tape difficult. For these learners, it is better to discreetly do the sticking for them, rather than spending a long time repeating how to use it properly. 		
Resources/equipment needed: Learner's Book page 28 PCM 8 Scissors, crayons, sticky tape, three short lengths of ribbon or string for each learner; a wire coat hanger for each learner A finished example of the project which you have made previously.		

UNIT 1 LESSON 20 TASKS/ACTIVITIES

Please also refer to the *Teaching Strategies* section of the Teacher's Guide (pages 6 to 8).

Resources	Starter
	<ol style="list-style-type: none"> 1. Write the letters <i>a</i>, <i>s</i> and <i>t</i> on the board. Point to each letter and ask: <i>What is the sound?</i> Help the learners to say the correct sounds. 2. Revise the sound words that the learners have seen so far (<i>sun</i>, <i>sea</i>, <i>tiger</i>, <i>teddy</i>, <i>ant</i>, <i>apple</i>) with mime and gestures: for example, draw a big circle in the air, then point upwards (<i>sun</i>), show waves with your hand (<i>sea</i>), bite into an imaginary fruit (<i>apple</i>), etc. 3. The learners guess and say each word. For each word, call a learner to the front and say: <i>Which letter?</i> Help the learner to correctly identify the letter – <i>s</i> for <i>sun</i>, <i>a</i> for <i>apple</i>, <i>t</i> for <i>tiger</i>, etc. 4. In pairs, the learners take turns to mime an <i>a</i>, <i>s</i> or <i>t</i> word and to guess the word.
Resources	Main Activity
<p>Learner's Book page 28</p>	<p>Learner's Book: Activity 1</p> <ol style="list-style-type: none"> 1. Show the learners the project which you made previously; help them to read the word for each picture on the mobile. 2. Give each learner a copy of PCM 8. Show the learners how to colour in the pictures. The learners colour the pictures. 3. Show the learners how to cut out the pictures. The learners cut out their picture. 4. Give each learner three pieces of ribbon. Show them how the ribbon can be stuck onto each picture, and give each learner three pieces of sticky tape. The learners stick the ribbons to the pictures. 5. Give each learner a clothes hanger, or alternatively, they can use their own ruler or pencil. Show the learners how the ribbon can be stuck onto the clothes hanger. Give each learner three more bits of sticky tape; the learners attach the ribbon to the coat hanger with the tape. 6. As you circulate round the class, make sure that the pictures on each mobile are all facing the same way. 7. When the learners have finished, show your mobile again and help the learners to suggest things to say about it, for example, <i>Look at the sea / Look at the sand / Look at the sun / Look at the blue sea</i>. Call more advanced learners to the front with their mobiles to show them and say the sentences. Note that they will probably need a lot of help with the sentences, and will basically just be trying to repeat what the teacher says. 8. Arrange a gallery display for the learners to display their project work. Divide the class into two groups; one group stands by their desk, showing their work; the other visits all the desks and sees all the work. Then the groups swap over, so that they all get a chance to see each other's work. <p>Differentiation activities (Support):</p> <ol style="list-style-type: none"> 1. Very young learners and learners with less well-developed small motor skills will have difficulties doing all the stages of this work. To make it easier for them, you can distribute all the coat-hangers with the ribbons already attached. For some less-able learners, you could also give them sets of pictures that have already been cut out. <p>Differentiation activities (Stretch):</p> <ol style="list-style-type: none"> 1. Learners can be encouraged to trace over the words on each picture in coloured crayons for some practice of tracing words. 2. Learners can also be encourage to read the words, either from the pictures, or from the board. They should use their reading fingers to follow the letters as they read.

	Extra Tips		
	<ul style="list-style-type: none"> • Encourage the learners to show their crafts to their family. You can suggest what they can say in English to their family, for example, just the words <i>sea, sun</i> and <i>sand</i>, or perhaps simple sentences such as <i>Look at the sea</i>. • Also encourage the learners to look after their crafts; they should pack the crafts carefully in their bags (perhaps inside a book to protect them); they should also find a place to display their crafts at home. • Allow the learners to look at the example you have made; leave it on your desk and encourage them to stand up and study it if they are finding the instructions hard to follow. This helps them to become independent learners, searching for their own answers to problems, rather than simply waiting for the teacher to solve the problem for them. 		
Resources	Plenary		
	<ol style="list-style-type: none"> 1. Help the learners to recall what they learnt in this unit (<i>We learnt some colours, blue and red / We learnt some sounds, a, s and t, / We learnt some shapes, square and circle, / We learnt some chants, etc.)</i> 2. Help the learners to express their opinions about the activities. Encourage them to talk about the activities they enjoyed the most and why. Also encourage them to talk about the activities they found difficult. Make a note of these so that you can try to make that type of activity easier for the learners in future. 3. Ask the learners to tell you about how they are using English at home. <i>Do you talk to your parents about the English class? Do you show them your books? Do you show them your crafts? Do you say the words you know in English to them?</i> Encourage them to share what they learn with their parents, including, where appropriate, their brothers and sisters. 		
Learning styles catered for (✓):			
Visual ✓	Auditory ✓	Read/Write ✓	Kinaesthetic ✓
Assessment for learning opportunities (✓):			
Observation	Student self-assessment	Oral questioning	Peer assessment
Quiz	Student presentation	Written work and feedback	Verbal feedback
Standards/SLOs:			
<p>(G1.1.1.1.1) Identify familiar words in a stream of speech that is very slow and carries key information about a person, thing, number, time, place, or action.</p> <p>(G1.1.1.1.3) Listen to respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration.</p> <p>(G1.2.2.1.3) Follow single-step directions.</p> <p>(G1.3.1.1.1) Develop book handling skills (such as holding books correctly, distinguishing print from illustrations); and tracking print in English from left to right, top to bottom and page by page.</p> <p>(G1.3.2.1.1) Demonstrate knowledge of one-to-one letter–sound correspondences by producing the primary or many of the most frequent sounds for each consonant.</p> <p>(G1.3.5.1.2) Follow, recognise and respond to simple instructions (for example, read and do) written with familiar words to perform simple actions (for example, colour, write a ... , draw a ...).</p> <p>(G1.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.</p>			