

Kingdom Of Saudi Arabia
Ministry of Education
Public Administration Of Education
School:



وزارة التعليم
Ministry of Education



Teacher

.....

Session 1439 - 1440

General Goals

Students should be able to . . .

- Learn the basics of the English language that would form the foundation for its mastery in the future.
- Use the basic structures of English sentences.
- Learn the core vocabulary assigned for this stage.
- Listen to and understand simple English.
- Express themselves orally using simple English.
- Read and understand simple written English materials.
- Write simple guided sentences in English.
- Develop an awareness of the importance of the English language as an international mean of communication in order to be able to introduce Islam, the Islamic nation's culture and the cultural achievements of Muslims to other nations.
- Develop an awareness of the importance of the English language as an international mean of communication in order to benefit from the achievements of other cultures in accordance to the precepts of Islam..

Special Goals

Students should be able to:

- **Develop their intellectual, personal and professional abilities.**
- **Acquire basic language skills (listening, speaking, reading and writing) in order to**
- **Communicate with speakers of English language.**
- **Acquire the linguistic competence necessarily required in various life situations.**
- **Acquire the linguistic competence required in different professions.**
- **Develop their awareness of the importance of English as a means of international communication.**
- **Develop positive attitudes towards learning English.**
- **Develop the linguistic competence that enables them to be aware of the cultural, economical and social issues of their society in order to contribute in giving solutions.**
- **Develop the linguistic competence that enables them, in the future, to present and explain the Islamic concepts and issues, and participate in spreading Islam.**
- **Develop the linguistic competence that enables them, in the future, to present the cultural and civilization of their nation.**
- **Benefit from English – speaking nations, in order to enhance the concepts of international cooperation of their nation.**
- **Acquire the linguistic bases that enable them to participate in transferring the scientific and technological advances of their nations to their nation.**
- **Acquire their linguistic bases that enable them to present and explain Islamic concepts and issues, and participate in the programme of Islam.**

معلومات عن المعلمة

المؤهل: 

التخصص: 

الصفوف التي تدرسها: 

مواد التدريس: 

أسم المدرسة: 

المسرد

م	اسم الدرس	التاريخ	توقيع المعلمة	توقيع المديرية
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WEEKS	DATES		Distribution of the syllabus Get Ready 2
	FROM	TO	
1	30/4/1440	4/5/1440	Unit 1
2	7/5/1440	11/5/1440	Unit 1
3	14/5/1440	18/5/1440	Unit 2
4	21/5/1440	25/5/1440	Unit 2
5	28/5/1440	2/6/1440	Unit 3
6	5/6/1440	9/6/1440	Unit 3
7	12/6/1440	16/6/1440	Unit 4
8	19/6/1440	23/6/1440	Unit 4
9	26/6/1440	30/6/1440	Unit 5
10	3/7/1440	7/7/1440	Unit 5
11	10/7/1440	14/7/1440	Unit 6
12	17/7/1440	21/7/1440	Unit 6
13	24/7/1440	28/7/1440	Unit 7
14	2/8/1440	6/8/1440	Unit 7
15	9/8/1440	13/8/1440	Unit 8 Unit 8
16+17	16/8/1440	27/8/1440	The Exams

Bloom's Taxonomy of Cognitive Levels

Remembering (Knowledge)		
Useful Verbs	Sample Question Stems	Potential activities
tell list describe write find state name	<ul style="list-style-type: none"> • What happened after...? • How many...? • Who was it that...? • Can you name the...? • Describe what happened at...? • Who spoke to...? • Can you tell why...? • Find the meaning of...? 	<ul style="list-style-type: none"> • Make a list of the main events. • Make a timeline of events. • Make a facts chart. • Write a list of information you can remember. • List all the.... in the story. • Make a chart showing... • Recite (words starting with the A letter).
Understanding (Comprehension)		
explain interpret outline distinguish predict restate compare describe	<ul style="list-style-type: none"> • Can you write in your own words? • Can you write a brief outline? • What do you think could happen next? • What was the main idea? • Who was the key character? • Can you distinguish between? • What differences exist between..? • Can you provide an example of....? • Can you provide a definition for....? 	<ul style="list-style-type: none"> • Draw pictures to show a particular event. • Illustrate what you think the main idea was. • Perform a play based on the story. • Retell the story in your words. • Paint a picture of some aspect you like. • Write a summary report of an event. • Prepare a flow chart to illustrate the sequence of events.
Applying (Application)		
solve show use illustrate construct complete	<ul style="list-style-type: none"> ❖ Could this have happened in.....? ❖ Can you group by characteristics such as...? ❖ What questions would you ask of.....? ❖ From the information given, can you develop a set of? ❖ Would this information be useful if you had a...? 	<ul style="list-style-type: none"> ❖ Make a scrapbook about the areas of study.. ❖ Take a collection of photographs to demonstrate a particular point. ❖ Make up a puzzle game using the ideas from the study area. ❖ Design a strategy forusing a known strategy as a model. ❖ Dress a doll in national costume.
Analyzing (Analysis)		
analyze distinguish examine	<ul style="list-style-type: none"> ❖ What might the ending have been? ❖ How was this similar to...? ❖ What do you see as other possible outcomes? 	<ul style="list-style-type: none"> ❖ Design a questionnaire to gather information. ❖ Make a flow chart to show the critical stages. ❖ Construct a graph to illustrate selected information.

<p>compare contrast investigate categorize identify explain separate</p>	<ul style="list-style-type: none"> ❖ Why did ... changes occur? ❖ Can you compare ... with that presented in...? ❖ What are some of the problems of...? ❖ Can you distinguish between...? ❖ What were some of the motives behind...? ❖ What was the turning point in the game? ❖ What was the problem with...? 	<ul style="list-style-type: none"> ❖ Make a jigsaw puzzle. ❖ Make a family tree showing relationships. ❖ Write a biography of the study person. ❖ Prepare a report about the area of study. ❖ Arrange a party and record the steps needed
<p>Evaluating (Evaluation)</p>		
<p>judge decide justify debate argue assess rate prioritize determine</p>	<ul style="list-style-type: none"> ❖ Is there a better solution to...? ❖ Judge the value of... ❖ Can you defend your position about...? ❖ Do you think ... is a good or a bad thing? ❖ How would you have handled...? ❖ What changes to ... would you recommend? ❖ How would you feel if...? 	<ul style="list-style-type: none"> ❖ Prepare a list of criteria to judge a.... ❖ Indicate priority and ratings. ❖ Make a booklet about 5 rules you see as important. ❖ Convince others..... ❖ Prepare a case to present your view about...
<p>Creating (Synthesis)</p>		
<p>create invent compose predict plan construct design imagine propose formulate</p>	<ul style="list-style-type: none"> ❖ Can you design a ... to ...? ❖ Why not compose a paragraph about...? ❖ Can you see a possible solution to...? ❖ What would happen if...? ❖ How many ways can you...? ❖ Can you create new uses for...? ❖ Can you write a new recipe for a tasty dish? ❖ Can you develop a plan which would...? 	<ul style="list-style-type: none"> ❖ Invent a machine to do a specific task. ❖ Design a building to house your study. ❖ Create a new product and give it a name. ❖ Write about your feelings in relation to... ❖ Write a TV show, play, puppet show, role play about... ❖ Design a card or a magazine cover for...

Welcome & Unit 1: The body

Lessons: Welcome, Lessons 1 & 2

Key Words:
body, head, arm,
hand, finger, leg,
foot, toe

(Unit Goals)

Big Picture

The parts of the body

Know: names of parts of the body

Do: greeting, giving and receiving commands and instructions.

Learning adjectives:

To use *Touch ... Don't touch ... big/small*

To Recognise these sounds & letters: b, h and p

To ask and respond about personal information using the verb to be and wh questions.

Unit Assessment

discussion, portfolios, quizzes, classroom observations, work sheets

Assessing Progress (AFL)

Do general revision of Level 1 numbers, colours, animals and objects using the flashcards.

Assessing Progress (AFL)

Give and follow simple instructions.

Assessing Progress (AFL)

Describe personal appearance.

Learning Hook (Starter)

Check the homework of the previous lesson.

Warm up for every new lesson.

Activity – Welcome exercises

Key learning Point

S.B. Activities PP. 4:5

- Say and write numbers, letters and colours.
- Say and write the names of the animals, objects, food, and actions

How?

Individually/group/pair

T/s Led?

S. Read, listen, repeat, answer and write.

T. hold up the flashcards and ask the students to name the pictures.

Differentiation: I say one of these letters (a c d e g i l o t) and the children find a word starting with this letter on the Welcome pages.

Activity – L1 exercises

Key learning Point

S.B. Activities PP. 6:7

- Identify some body parts.
- Read and write the letters (b, h, p) and examples.
- Compare some new adjectives: "big head, small head".
- Identify words and respond with actions (Touch /Don't touch).

How?

Group/pair

T/s Led?

S. Group work, applying, led learning as possible

T. Co-construction, key word building

Differentiation: Advanced Ss work with intermediate and beginner Ss to have word cards with tricky words on.

Activity – L2 exercises

Key learning Point

S.B. Activities PP. 8:9

- Describe personal appearance using (small - big).
- Match words (pen, head, boy) with the pictures.
- Trace and copy the letters (p, h, b).
- Listen and repeat the body parts and match.

How?

Group/pair

T/s Led?

S. Linking, discussion, comparison, peer and self assessment

T. use PowerPoint

Differentiation:

Write some words that begin with letters (b, h, p).

Final Learning Check (Closure)

• **Whip Around:** Students quickly and verbally share one thing they learned in the class today.

• **Quiz:** 2-4 questions to show what student have learned.

• **Numbered Heads Together:** Students in groups of up to five are numbered sequentially.

• **Jeopardy:** I give answers on the board. Students create the questions.

Unit Strategies

- Group work
- Pair work
- Think-pair-share
- Songs
- Games
- TPR (Total physical response)
- Teach-Okay
- Drillings
- Questioning
- Concept map
- Brain storming
- The speed train
- Popsicle sticks

Independent Learning (Homework)

Do the assigned exercises at their W.B.

Next Learning Steps

Write your five favorite new words from Unit 1.

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السلام عليكم ورحمة الله وبركاته

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سمارت كلاس – قـت ردي –وي كان

متوسط

سوبر قول –فل بلاست – نـفت اف

ثانوي

ميـقا قول –فـلاينـق هاي – ترفـلر

وبجميع طرق التحضير الحديثة

التعلم النشط الجديد – الطريقة الخماسية + طريقة مشروع الملك عبدالله + الطريقة البنائية بالاستراتيجيات

بالإضافة الي سي دي يشمل عروض بور بوينت لجميع دروس المادة + و أوراق عمل خاصة بالمادة لجميع الدروس + وبالإضافة إلى حل أسئلة الكتاب +الكتاب الإلكتروني+ خرائط ومفاهيم +خرائط ذهنية + نماذج اختبارات + الباوربوينت مع حل التدريبات + السيدي التفاعلي والصوتيات

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التوصيل للرياض والخرج مجانا

او عن طريق الايميل

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(المستعجل ٢٤ ساعة)

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التوصيل للرياض والخرج مجانا

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حساب الانماء / 68201042364000

اي بان الانماء / Sa3505000068201042364000

للأخوة أصحاب المكتبات الراغبين في أن يكونوا وكلاء لتحاضير فواز الحربي في مدنهم الاتصال بجوال المدير

0554466161

Unit 3: My house

Lessons: 1 & 2

(Unit Goals)

Big Picture

Places and objects in the house.

Know: Rooms in the house, prepositions of place (in, on).

Do: Ask the question "where's the?" and answer, with "in the" - Use *There's the/a ...*

Learning adjectives:

To use (*There's the/a ...*)

To recognise and produce these sounds: /dʒ/, /ʌ/ and /j/

To write letters: J j, U u and Y y

Key Words:

living room,
bathroom, kitchen,
bedroom, garden,
key

Unit Assessment

discussion, portfolios, quizzes, classroom observations, work sheets

Assessing Progress (AFL)

Ss point to something in the picture on page 19 whilst their partner says, *There's a ...*

Assessing Progress (AFL)

Mention two rooms in the house.

Learning Hook (Starter)

Check the homework of the previous lesson.

Warm up for every new lesson.

Activity – L1

Key learning Point

S.B. Activities PP. 18:19

- Recognise the rooms of the house.
- Recognise letters (j, u, y) and give examples (juice, umbrella, yoyo).
- Ask the question "Where's the?" and answer, with "In the"

How?

Group/pair

T/s Led?

S. Classroom routine/read, listen, repeat, answer and write.

T. Presentations/Introductions

Differentiation: I put the word side of some of the flashcards on the board and ask the children to find the words with sounds /dʒ/, /ʌ/ and /j/ in them.

Activity – L2

Key learning Point

S.B. Activities PP. 20:21

- Recognise some objects of the house.
- Trace and copy the letters; [j, u, y].
- Practice the phrases (*There's the/a ...*)

How?

Individually/group/pair

T/s Led?

S. Discussion, linking, classifying, decision, applying, led learning as possible

T. Questioning strategies, use flashcards

Differentiation:

Advanced Ss work with intermediate and beginner Ss to have word cards with tricky words on.

Final Learning Check (Closure)

- Formative Assessments
- Using White Boards: Each student writes his or her own answer on it using dry erase markers.
- Thumbs Up / Thumbs down: Pose some questions that can be answered thumbs up/down/sideways, ask for explanation of the decisions. Questioning strategies
- Hot seat: A student in the "hot seat" will be asked to answer questions related to the lesson.

Unit Strategies

- Songs
- Games
- Group /pair work
- Loud reading
- Numbered heads-together
- Drillings
- Questioning
- Concept map
- Brain storming
- Role play
- Popsicle sticks
- The speed train

Independent Learning (Homework)

Do the assigned exercises at their W.B.

Next Learning Steps

Whip Around: Students quickly and verbally share one thing they learned in the class today.

Unit 4: Food

Lessons: 1 & 2

(Unit Goals)

Big Picture

The food you like

Know: Some kinds of food

Do: Ask "Do you like ...?" and answer "I like ... / I don't like"
- Ask "How many ...?"

Learning adjectives:

To talk about likes / dislikes.
To recognise and produce these sounds: /v/, /w/ and /ks/
To write letters: V v, W w and X x

Key Words:

apple, orange, egg,
juice, rice, eat,
drink

Unit Assessment

discussion, portfolios,
quizzes, project, classroom
observations, work sheets

Assessing Progress (AFL)

Mention some kinds of food.

Assessing Progress (AFL)

Read and match some kinds of food.

Learning Hook (Starter)

Check the homework of the
previous lesson.
Warm up for every new
lesson.

Activity – L1

Key learning Point

S.B. Activities PP. 22:23

- Recognise some kinds of food.
- Recognise letters [v, w, x] and give examples.
- Listen repeat some kinds of food.
- Ask "How many things in a flashcard?" and counting.

How?

Group / pair / role play

T/s Led?

S. Classifying, linking, decision, analysis, led learning as possible
T. Procedures, use flashcards / maps and learning aids/ PowerPoint

Activity – L2

Key learning Point

S.B. Activities PP. 24:25

- Recognise and match some kinds of food.
- Read the words [villa, window, x-ray] and match with pictures.
- Trace and copy the letters [v, w, x].
- Listen and repeat some kinds of food then match.

How?

Individually/group\pair

T/s Led?

S. Linking, classifying, alternatives, peer mark each other's work, using smiley faces
T. Presentations, introductions, motivate students to think and answer.

Differentiation: I put the word side of several flashcards on the board and ask the children to find the words with sounds /v/, /w/ and /ks/ in them.

Differentiation:
Write some words that begin with [v, w, x].

Independent Learning (Homework)

Do the assigned exercises at their W.B.

Next Learning Steps

Write your five favorite new words from Unit 4.

Final Learning Check (Closure)

- **Think-Tic-Tac-Toe:** The Tic-Tac-Toe board has 9 cells in it. I allow students to complete any 3 tasks to make a Tic-Tac-Toe.
- **Flash Cards:** I ask students to create a flash card that contains the key concept or idea. Toward the end of the class, have students work in pairs to exchange ideas and review the material.

Unit 5: In the street

Lessons: 1 & 2

(Unit Goals)

Big Picture

Places and directions related to streets.

Know: Directions

Do: Give and follow simple instructions. – Ask "Where's the ...?"

Learning adjectives:

To use (It's on the left/right)
To give directions (Go left/right/straight at)
To recognise and produce these sounds: /f/, /k/, /s/ and /z/
To write letters: F f, K k, S s and Z z

Key Words:

taxi, bus, shop,
traffic lights,
mosque, street

Unit Assessment

discussion, portfolios,
quizzes, classroom
observations, work sheets

Assessing Progress (AFL)

Mention some means of transportation.

Assessing Progress (AFL)

Ask "where is the ...?" and your partners answer by using the map.

Learning Hook (Starter)

Check the homework of the
previous lesson.
Warm up for every new
lesson.

Activity – L1

Key learning Point

S.B. Activities PP. 32:33

- Identify some means of transportation.
- Recognise the letters [f, k, s, z] and give examples.
- Ask and give direction.
- Identify location using "where is the ...?" and one answer using the map.

How?

Group / pair / role play

T/s Led?

S. Alternatives, decision, imagination

T. Key word building, use flashcards / maps and learning aids/ PowerPoint

Activity – L2

Key learning Point

S.B. Activities PP. 34:35

- Identify locations and match with pictures.
- Write the letters [f, k, s, z] and give examples
- Trace and copy the letters [f, k, s, z]
- Ask "where is the ...?" and answer by using the map.
- Listen and repeat the means of transportation.

How?

Individually/group/pair

T/s Led?

S. Linking, alternatives, Imagination

T. Co-construction, questioning strategies

Differentiation: I put the word side of some of the flashcards on the board and ask the children to find the words with sounds /f/, /k/, /s/ and /z// in them.

Differentiation:

Advanced Ss work with intermediate and beginner Ss to have word cards with tricky words on.

Independent Learning (Homework)

Do the assigned exercises at their W.B.

Next Learning Steps

What one thing did you learn today?

Final Learning Check (Closure)

- Fishbowl: Students write one question they have about the topic of the current lesson. Share question with the person in front of them to see if they know the answer, switch who is asking the questions.
- KWL chart: Students are asked to brainstorm all of the things you either know, think you know or want to know about a particular topic.

Unit 6: Day and weather

Lessons: 1 & 2

(Unit Goals)

Big Picture

Times of the day and types of weather

Know: Greetings, times of the day, types of weather

Do: Participate verbally and non-verbally in short simple activities: greeting, giving and receiving commands and instructions.

Learning adjectives:

To say (Good morning/afternoon/evening/night)

To say (It's ... and ... today).

To recognise and produce these sounds: /θ/, /tʃ/, /ʃ/ and /w/

To write letters: th, ch, sh and wh

Key Words:

day, night, sun, moon, star, sleep, get up, sunny, hot, cold, rainy, cloudy, umbrella

Unit Assessment

discussion, portfolios, quizzes, project, classroom observations, work sheets

Assessing Progress (AFL)

Play a guessing game by asking questions such as, What's this? Is it day or night? Then give descriptions such as, It's sunny.

Assessing Progress (AFL)

Revise vocabulary by matching the word side of the flashcards and parts of Unit 6 poster.

Learning Hook (Starter)

Check the homework of the previous lesson.

Warm up for every new lesson.

Activity – L1

Key learning Point

S.B. Activities PP. 36:37

- Identify vocabulary about weather and day.
- Listen and repeat the new words [thobe, chair, shoes].
- Practice the letters; th, ch, wh.
- Respond the greetings during the day.

How?

Group/pair

T/s Led?

S. Classroom routine/read, listen, repeat, answer and write.

T. Key word building, use posters, flashcards and board.

Activity – L2

Key learning Point

S.B. Activities PP. 38:39

- Read and write weather and day vocabulary.
- Identify the words [thobe, chair, shoes, and white].
- Write sentences with correct punctuation.
- Practice saying "It's ... and ... today."

How?

Individually/group/pair

T/s Led?

S. Alternatives, decision, applying, peer mark each other's work, using the Three Stars

T. Oral presentation, procedures, questioning strategies

Differentiation: Play a miming game. Two children mime one of the situations and the others must say the dialogues for it.

Differentiation:

Write some words that begin with (th, ch, sh and wh).

Final Learning Check (Closure)

- Think-Tic-Tac-Toe: The Tic-Tac-Toe board has 9 cells in it. I allow students to complete any 3 tasks to make a Tic-Tac-Toe.
- Roving Reporter – While students are doing group work, one student from each group moves around gathering scoops, discoveries, ideas, angles, approaches, pathways, and so forth from other groups.

Unit Strategies

- Games
- Teach–Okay
- Group /pair work
- Think-pair-share
- Fan-n-pick
- Questioning
- Concept map
- Brain storming
- Loud reading
- Numbered heads-together
- The speed train
- Popsicle sticks

Independent Learning (Homework)

Do the assigned exercises at their W.B.

Next Learning Steps

Draw the weather today.

Unit 7: My school

Lessons: 1 & 2

(Unit Goals)

Big Picture

Places in school and classroom objects.

Know: Places in school -
Classroom objects - Regular
plurals

Do: Count - Ask "What are
these? These are ..." - Ask
"How many ...?"

Learning adjectives:

To identify and talk about classroom objects
To use "This is .../These are".

To recognise and produce these sounds: /f/
and /ʃ/

To write letters: uppercase A–M

Key Words:

office, library,
classroom, friend,
big, small,
whiteboard, gate

Unit Assessment

discussion, portfolios,
quizzes, classroom
observations, work sheets

Assessing Progress (AFL)

Mention some places in school.

Assessing Progress (AFL)

Ask in pairs about classroom objects "What
are these?"

Learning Hook (Starter)

Check the homework of the
previous lesson.
Warm up for every new
lesson.

Activity – L1

Key learning Point

S.B. Activities PP. 44:45

- Identify and talk about classroom objects.
- Write letters: uppercase A–M.
- Use "This is ..."
- Count and ask the question; How many ...?
And answer it.

How?

Group/pair / role play

T/s Led?

S. Alternatives, decision, applying
T. Key word building,
Presentations/Introductions

Differentiation: Play a game by saying, (What's this?) You
read books here. Mime these actions and get children to
guess which item you are describing (a library).

Activity – L2

Key learning Point

S.B. Activities PP. 46:47

- Ask about number and quantity.
- Count and read
- Recognise and apply regular plural formation
using "these and those".
- Utter simple words and numbers.

How?

Individually/group/pair

T/s Led?

S. Linking, Classroom routine/read, listen, repeat,
answer and write
T. Oral presentation, Use posters, flashcards and
board

Differentiation: Point to items around the classroom
and say, What are these? Get the children to respond
by saying, These are ... (plural).

Final Learning Check (Closure)

- Flash Cards: I ask
students to create a flash
card that contains the key
concept or idea. Toward
the end of the class, have
students work in pairs to
exchange ideas and review
the material.
- Hot seat: A student in the
"hot seat" will be asked to
answer questions related to
the lesson.
- Showdown: Teams each
have a set of question cards
stacked facedown in the
center of the table.

Unit Strategies

- Games
- Drillings
- Group /pair work
- Think-pair-share
- Questioning
- Concept map
- Brain storming
- Loud reading
- Numbered heads-together
- Quiz-Quiz-Trade
- The speed train
- Popsicle sticks

Independent Learning (Homework)

Do the assigned exercises at their W.B.

Next Learning Steps

Write some places in your school.

Unit 8: My country

Lessons: 1 & 2

(Unit Goals)

Big Picture

Saudi Arabia is my country.

Know: places and famous things in Saudi Arabia
Do: Talk and ask about nationality and places in Saudi Arabia.

Learning adjectives:

To ask (*Where is ...? / Where are you from?*) and answer *I'm from ... / I'm (+ nationality)*
To recognise and produce these sounds: a-z
To write capital letters a-z

Key Words:

Holy Qur'an, Makkah, Madinah, Saudi Arabia, flag, city, town, map

Unit Assessment

discussion, portfolios, quizzes, project, classroom observations, work sheets

Assessing Progress (AFL)

Where are you from?
I'm from ... / I'm (+ nationality)

Assessing Progress (AFL)

Where's the flag? What colour is it?

Learning Hook (Starter)

Check the homework of the previous lesson.
Warm up for every new lesson.

Activity – L1

Key learning Point

S.B. Activities PP. 48:49

- Identify some new words about Saudi Arabia and ask (Where are you from?)
- Read and write the upper case and the lower case letters [a-z]
- Revise colours.
- Ask and identify places, "Where is Al-Madinah?"

How?

Group/pair / role play

T/s Led?

S. Linking, co-construction, applying
T. Key word building, use maps and PowerPoint

Activity – L2

Key learning Point

S.B. Activities PP. 50:51

- Revise questions and answers, *Where's ... (country/item/place name)? There's (country/item/place name).*
- Recognize and write places in Saudi Arabia, using (Here's a ... / There's a...).
- Draw the flag of Saudi Arabia.

How?

Individually/group/pair

T/s Led?

S. Alternatives, linking, Peer mark each other's work, using the Three Stars
T. Presentations, procedures, questioning strategies

Differentiation: I invite children to the board to write the corresponding lowercase letter next to each capital letter.

Differentiation:

Write your five favorite new words from Unit 8.

Final Learning Check (Closure)

- Jeopardy: I give answers on the board. Students create the questions.
- Formative Assessments Using White Boards: Each student writes his or her own answer on it using dry erase markers.
- Be the Teacher: Students present three key ideas they think everyone should have learned. Could be done with a group or individually – responses can be either oral or written.

Unit Strategies

- Games
- Teach–Okay
- Group /pair work
- Think-pair-share
- Fan-n-pick
- Drillings
- Questioning
- Brain storming
- Role play
- Loud reading
- Numbered heads-together
- Popsicle sticks
- Concept map

Independent Learning (Homework)

Do the assigned exercises at their W.B.

Next Learning Steps

Draw the flag of Saudi Arabia.