



United Arab Emirates
Ministry of Education



Bridge to Success

Teacher's Guide

1

Thomaï Alexiou, Nick Beare, Liz Kilbey and Roberta Calderbank

Term 3 material 2017

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

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United Arab Emirates Ministry of Education 2017

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First published 2017

Printed in the United Arab Emirates

ISBN 978-X-XXX-XXXXX-X Grade 1 Teacher's Guide

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Welcome to *Bridge to Success* Grade 1

Bridge to Success is a 12-grade course for learners of English as a Second Language (ESL). The 12 grades range from the beginning of Cycle 1 to the end of Cycle 3. The course has been designed to fulfil the requirements of the English as an International Language (EIL) National Learning Standards Unified Framework.

Bridge to Success Grade 1 consists of nine thematic units of study, which include a range of activities, text types and objectives, split over three terms.

The materials reflect the following principles:

- **An Emirati focus, with an international perspective.** Specifically developed for young learners throughout the United Arab Emirates, the themes, situations and literature covered by *Bridge to Success* strive to reflect the Emirati context and encourage learners' curiosity about the wider world. This fosters respect and interest in other cultures and leads to awareness of global citizenship.
- **An enquiry-based, language-rich approach to learning.** *Bridge to Success* engages children as active, creative learners. As learners participate in a wide variety of curriculum-based activities, they simultaneously acquire content knowledge, develop critical thinking skills and practise English language and literacy. The materials incorporate a 'learning to learn' approach, helping children acquire skills and strategies that will help them approach new learning situations with confidence.
- **English for educational success.** To meet the challenges of the future, children need to develop facility with both conversational and academic English. From the earliest stage, *Bridge to Success* addresses both these competencies. *Bridge to Success* presents authentic listening and reading texts, writing tasks, and end-of-unit projects similar to those learners might encounter in English-medium and international schools. Emphasis is placed on developing the listening, speaking, reading and writing skills learners will need to be successful in using authentic English-language classroom materials.
- **Rich vocabulary development.** Building a large and robust vocabulary is a cornerstone to success in both conversational and academic English. *Bridge to Success* exposes learners to a wide range of vocabulary. Many opportunities for revising these words and using them in personalised, meaningful ways are woven into the activities and lesson plans.
- **Individualised learning.** We approach learning in an individual way by both acknowledging the individual nature of the knowledge and background of each child and encouraging their specific input. We also provide for differentiated learning in the classroom by offering a range of activities of varying difficulty and guidance for tailoring activities to the needs of different learners. Detailed support for this is provided in the lesson plans in this book.
- **Integrated assessment.** Throughout the course, teachers informally assess their learners' understanding of language and concepts. The Teacher's Guide provides suggestions for extending or re-teaching language skills based on learners' demonstrated proficiency. An end-of-unit Photocopiable in the Teacher's Guide provides a simple-to-use evaluation measure: a quick progress check on learners' understanding of key ESL and early literacy skills. At the end of each unit, learners apply the skills and knowledge they have acquired as they work in groups to create and present a project. This provides teachers with an excellent performance assessment opportunity.

We hope that you and your learners will enjoy using these materials as much as we enjoyed developing them for you.

The *Bridge to Success* team

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 between 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 CDs** include 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 CDs 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 draws 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 CDs.

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, people, 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, tomorrow, tomorrow
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 Simple Present 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 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 repeats 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 repeats 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/storytime

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: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and understand a chant with some new words for describing the weather, use <i>It's</i> and <i>There is</i> with these words, ask and answer <i>What's the weather like today?</i> Speaking: To practise talking about the weather. Reading: To read the written form of the new words. Writing: To trace the written form of the new words.		Learning outcomes: By the end of the lesson, learners will be able to ... recognise and use the words and phrases for talking about the weather; ask and answer questions about the weather.
Link to prior learning: - Verb <i>be</i> – <i>it is</i> / <i>there is</i> 21st Century Skills: - N/A		
Key vocabulary: <i>cold, cloudy, wet, hot, sunny, windy, warm, sandstorm</i> Key expressions/structure: <i>It's hot. There's a sandstorm.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: Learners may find the difference between <i>It is ...</i> and <i>There is ...</i> confusing; they may try to say, for example, <i>It is sandstorm.</i> or <i>There is cold.</i> When this happens, the teacher needs to draw attention to the error by repeating it with a rising, questioning tone; the learner should then be able to self-correct, with the teacher's help if necessary.		
Resources/equipment needed: Learner's Book page 149 Activity Book pages 127 and 128 Audio Track LB 141 For extension/homework Learner's Book Activity 2: PCM 38 (one for each learner) Flashcards: <i>cold, cloudy, wet, hot, sunny, windy, warm, sandstorm</i> Scissors; adhesive or sticky tape; a premade weather display		

UNIT 8 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	1. Welcome learners to Unit 8. Talk with them about what they will be doing in the unit: they will talk about the weather (show them Lesson 1); the days of the week (Lesson 5); the seasons; and words connected with the mall, the park and the beach (Lesson 13). 2. They will also learn to write, name and say the letter <i>z</i> (Lesson 3); write and pronounce <i>zz</i> (Lesson 8); <i>sh</i> (Lesson 11); <i>ch</i> (Lesson 14) and <i>th</i> (Lesson 16); and learn to write, read and say the number 19 (Lesson 4) and number 20 (Lesson 10). 3. In addition, they will revise colours and shapes (Lessons 2, 9 and 15).
Resources	Main Activity
Learner's Book page 149 Audio Track LB 141	Learner's Book: Activity 1 1. Use the flashcards for <i>cold</i>, <i>cloudy</i>, <i>wet</i>, <i>hot</i>, <i>sunny</i>, <i>windy</i>, <i>warm</i> and <i>sandstorm</i> to present the new words: show the flashcards one by one and try to elicit the words, then model each word; learners say the words chorally and individually. 2. Put the flashcards on the board, then write the words at random on the board. Help learners to read the words, then write each word next to the corresponding picture. 3. For each of the words, help learners to work out a mime gesture: shivering for <i>cold</i>, a hand wiping the forehead for <i>hot</i>, hands opening an umbrella for <i>wet</i>. Use the words to elicit the mime gestures, and use the mime gestures to elicit the words. 4. Show learners the chant. Help them to find the words for the weather in the chant. 5. Play the audio to the learners, then say the chant to them. 6. Play the audio again; help learners to remember the chant and say it. Write the chant on the board, then read the chant to the class, showing them each word with your reading finger. 7. Read the first two lines of the chant to the class and ask <i>What pictures?</i> Help learners to identify the pictures for <i>cold</i>, <i>cloudy</i> and <i>wet</i>. Learners number these pictures 1. Repeat with the second question and answer (lines 3 and 4); learners number the pictures 2. Repeat again with the third question and answer (lines 5, 6, and 7); learners number the pictures 3. 8. Play the audio again; learners say the chant chorally. Then practise the chant with them, chorally and individually. 9. Ask <i>What's the weather like today?</i> Help learners to choose the correct words to describe the weather.
Activity Book page 127	Activity Book: Activity 1 1. Point to the first sentence (<i>It's s_nny.</i>) and help learners to read it. 2. Elicit the missing letter (<i>u</i>). Learners write the missing letter <i>u</i> to complete the word <i>sunny</i>. 3. Repeat with the other sentences. 4. Once complete, say the numbers of the sentences to the learners, for example, <i>Number 3</i>; learners read sentence number 3 (<i>It's windy.</i>) chorally and individually. Repeat with other sentences. Answers sunny; hot; windy; warm; cold; wet; cloudy; sandstorm

Activity Book page 127	Activity Book: Activity 2 1. Point to the picture of the girl looking happy. Ask <i>Is she happy?</i> (<i>yes</i>). Follow the line to the picture and elicit the word <i>sunny</i>. 2. Read number 1 (<i>It's sunny. She's happy.</i>) to the learners. 3. Repeat with the picture of the girl looking unhappy. Elicit the word <i>windy</i> and help the learners to make the sentences <i>It's windy. She isn't happy.</i> 4. Write the word <i>windy</i> on the board. Use large, clear letters for the learners to copy. 5. The learners write <i>windy</i> in the space in number 2. Less able learners may need the teacher to write the word on the line for them to trace over. 6. Repeat with the pictures of the boy. Answers It's sunny.; It's windy.; It's hot.; It's wet. Differentiation activities (Support): 1. Some learners may have difficulty remembering the weather words: the teacher can use the mime gestures from Learner's Book Activity 1 to help them use and remember the words. In pairs, learners take turns to do a mime gesture and to say the weather, for example, <i>It's cloudy</i>. 2. Weaker learners often benefit from being able to demonstrate their language abilities to the class; try calling pairs of learners to the front to do the activity above in front of the class. Successfully using English in front of the class will be very motivating for these learners. Differentiation activities (Stretch): 1. More able learners will not be challenged by simply making a gesture and saying the weather; encourage these learners to use combinations of mime gestures, for example, the gesture for <i>wet</i>, for <i>windy</i> and for <i>cold</i>. Their partners have to remember all three words and say <i>It's wet, windy and cold</i>.
Activity Book page 128	Activity Book: Activity 3 1. Show the frame to learners. Help them to read the text, then help them to suggest words to go on the line, for example <i>sunny, warm</i>. 2. Help learners to choose a word to write on the text. Encourage them to choose the type of weather that really makes them happy. 3. Write the words which the learners chose on the board. Use large, clear letters for them to copy. 4. Learners write the word they have chosen on the line. Weaker learners may need the teacher to write the word on the line for them to trace over. 5. Call learners to the front to show their work and to read it to the class.

Learner's Book page 149 PCM 38	Learner's Book: Activity 2 1. If lesson time is short, this activity can be could be used as an extension task for the faster learners or set as homework. 2. Show learners the weather display that you made earlier. Demonstrate how the small arrow can be used to show the temperature and the two large arrows can be used to show other weather details. 3. Give each learner a copy of PCM 38. Learners trace over the words on the PCM, then colour their weather display and the three arrows. 4. Demonstrate how to cut out the shape of the weather display and the three arrows. 5. Give each learner some adhesive or sticky tape and show learners how to put it on the back of the arrows and fix them onto the display. 6. Help learners to show the weather using their weather display; use the mime gestures from previous activities to show the weather, then help learners to place the arrows appropriately on their weather displays. Limit the gestures to one temperature word and not more than two other words; in this way, they can show displays with, for example, <i>hot</i>, <i>sunny</i> and <i>windy</i>. 7. In pairs, learners practise using their weather displays: they take turns to mime the weather and to show the weather on their weather displays with the arrows. Extra Tips • Talking about topics such as the weather is much easier and more enjoyable for learners if there are plenty of visual images to refer to. Whenever you see an interesting image of the weather in a magazine, remember to cut it out before the magazine is recycled. Keep the image in a folder that you can use each time the learners talk about different types of weather. • Most other topics benefit from a variety of visual images, for example collect pictures of food, clothes, toys and transport, and keep them in separate folders. Use them to add interest and enjoyment to your class.
Resources	Plenary 1. Revise the mime gestures for the weather. Assign one weather feature to each of the learners; there should be two, three or more learners for each weather feature in the class. 2. Show one of the weather flashcards to the class; they all say the word, then the learners who were assigned that word stand up and do the mime gesture. For example, show the card for <i>windy</i>; the whole class says <i>windy</i>, then the learners who were assigned <i>windy</i> stand up and do the mime gesture for <i>windy</i>. 3. Repeat with the other words, then assign a new weather word to each learner and play again. 4. Finally, praise learners on learning the new weather 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: (G1.1.1.1) Listen to rhymes, songs and descriptions delivered slowly using simple repetitive language; follow very slow and carefully articulated speech to assimilate meaning. (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 and 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, things, locations and actions using Simple Present tense. (G1.2.1.1.5) Talk about needs, abilities and wants using the Simple Present tense, in positive and negative statements. (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) 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. (G1.3.1.1.2) Identify spaces between words; recognise that words are combined to form sentences; recognise components of a sentence (for example, capitalisation, first word, ending). (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.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 1	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and follow instructions. Speaking: To talk about the weather. Reading: To recognise simple words. Writing: To write known words.		Learning outcomes: By the end of the lesson, learners will be able to ... • make a classroom display about the weather.
Link to prior learning: • Arabic language: Arts and Crafts lessons • Colours • Unit 8 Lesson 1 21st Century Skills: • N/A		
Key vocabulary: <i>hot, sunny, warm, wet, windy, cloudy, cold, sandstorm, colours</i> Key expressions/structure: <i>What's the weather like? It's (hot). There's (a sandstorm).</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • 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 150 Audio Track LB 141 PCM 39 (one per learner) If possible, cut in half before the lesson and cut out the 'umbrella handles'. Alternatively, this can be done in the lesson. Flashcards: Lesson 1 Word cards: Lesson 1 Drawing paper; writing paper; scissors; crayons; coloured paper; glue		

UNIT 8 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
Audio Track LB 141	1. Hold up the flashcards one by one. Each time, ask <i>What's the weather like?</i> and elicit <i>It's (hot).</i> or <i>There's a sandstorm.</i> 2. Hand out the flashcards to different learners and ask them to stand at the front and hold them up. 3. Play the chant from Lesson 1. Learners point to the correct flashcards as they hear the words. 4. Play it again and have them join in, pointing at the flashcards in the same way.
Resources	Main Activity
Learner's Book page 150 PCM 39	Learner's Book: Activities 1 and 2 1. Hand out the photocopyables and allow time for learners to look at them. Ask <i>What is it?</i> Elicit <i>It's an umbrella.</i> 2. Have learners point to each section of the umbrella in turn and chorus <i>It's sunny./ It's hot./It's cloudy./It's wet./It's cold.</i> Tell them they are going to make some 'weather umbrellas'. 3. Ask learners to look at their books and ask <i>What do we need? (crayons).</i> Learners then colour the pictures. Go round and talk to them, asking for example <i>What colour is this? What's the weather like?</i> Note: if you have not already done it, take this opportunity to cut out the handles for each learner, unless they are able to do it themselves. 4. Learners look at their books again. Ask <i>What do we need now? (scissors).</i> Hand out scissors and ask learners to cut out the umbrellas. Go round and help where needed.
Learner's Book page 150	Learner's Book: Activity 3 1. Learners look at their books again. Ask <i>What do we need? (crayons, paper, glue).</i> 2. Ask them to colour the 'handles' – encourage them to use a variety of colours. Go round and talk to them about the colours. Teach <i>handle</i>. 3. Put learners in pairs or groups and distribute coloured paper for the displays. 4. Tell them to arrange the cut-out umbrellas and handles on the paper. When they are happy with the arrangement, hand out the glue and have them stick the pictures down. 5. Ask learners to show each other their work and talk about their pictures. Differentiation activities (Support): 1. Some learners might need help cutting out the umbrellas. 2. Talk to learners about each stage. Remind them of the weather words. 3. Show learners the word cards and have them match them with the correct sections on their umbrellas. Differentiation activities (Stretch): 1. Show learners the word cards and have them match them with the correct sections on their umbrellas. 2. Give learners some paper with writing guidelines. They copy the word cards to write labels for their displays (<i>It's sunny./It's hot./It's cloudy./It's wet./It's cold.</i>). 3. Learners could also work together to make a big heading for the display: UMBRELLAS. Write the word in capital letters on the board. Give them nine pieces of paper cut to a suitable size. Have them draw the letters on separate pieces of paper (all the same size) and then place them on their display.

	Extra Tips • Have learners practise ‘acting’ the weather in pairs. Go round and monitor, making suggestions as necessary. • Ask learners to perform for the class. Before they start, they ask <i>What’s the weather like?</i> Can the class guess?		
Resources	Plenary		
	1. Display the word cards and flashcards round the room. 2. Choose different learners to point to one of them. The class chorus the correct phrase and point to the matching word card or flashcard. Continue as time permits.		
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, time, place and action. (G1.1.1.1.3) Listen and respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration. (G1.2.1.1.3) Describe people, things, locations and actions using Simple Present tense. (G1.2.2.1.2) Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts and feelings. (G1.2.2.1.3) Add, give and follow single-step directions. (G1.4.3.1.1) Use grade-appropriate language structures (as applicable to Unit 8).			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 1	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify the sound z at the beginning of words. Speaking: To say words beginning with the sound z. Reading: To recognise the letter z at the beginning of words, sight read HF words. Writing: To copy and write the capital letter Z and lower case letter z, copy familiar known words.		Learning outcomes: By the end of the lesson, learners will be able to ... • identify the sound z • make the shape and form of the letter z • make the shape and form of the capital letter Z • produce the sound z • say words beginning with the sound z • write words beginning with Z.
Link to prior learning: • Arabic language: letters and sounds matching • Units 1– 7 My letters lessons 21st Century Skills: • N/A		
Key vocabulary: zebra, zoo, zigzag, zipper, zero Key expressions/structure: z is for zebra, zoo, zigzag, zipper, zero		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some letters in English are unreliable and have more than one sound. The sound of the letter z is sometimes confused with the sound of the letter s. The letter z is voiced and formed by placing the front of the tongue on the top teeth. It is confused with the sound of the letter s which is formed by the same mouth position, but is voiceless. The letter z is generally reliable, but sometimes makes the sound s as in the word <i>quartz</i>. Learners need to have lots of practice in identifying and producing the sounds in words. • English language goes from left to right, unlike Arabic, and the Roman script is formed in a very different way from Arabic script. The English alphabet has upper case or capital letters which Arabic does not have. The use of these capital letters is very important for punctuation in English. Learners need to be reminded of these differences between the L1 and L2 and given time and variety of practice.		
Resources/equipment needed: Learner's Book page 151 Activity Book page 129 Audio Tracks LB 141, LB 143 and AB 65 Flashcards: zebra, zoo, zigzag, zipper, zero Word cards: zebra, zoo, zigzag, zipper, zero, Z, z		

UNIT 8 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Audio Track LB 141	1. Have the class perform the <i>Get ready</i> routine actions. 2. Say the Unit 8 chant from Lesson 1 with the class. 3. Play a game of <i>Three Second Jump Up</i> with the class. Give each learner a card: <i>a, t, n, s, i, p, e, m, u, d, g, o, k, h, r, b, f, l, j, v, w, y</i> (use only these letters, but make sure that each learner has a card by having more than one copy of the letters <i>p, r, b, f, h, l</i> or give pairs of learners one card between them). 4. Say a word which matches one of the cards. The learner(s) with the letter that matches the word has three seconds to jump up and say the sound and the word. The others clap if it is correct and jump up and repeat the word and sound. Play the game for a few minutes. 5. Take back the cards. Point to the letters as you take them back. Learners say the sound. Ask if they enjoyed the game.
Resources	Main Activity
Learner's Book page 151 Audio Track LB 142	Learner's Book: Activity 1 1. Chant the <i>Alphabet Song</i> with the class. Write the letters <i>j, v, w</i> and <i>y</i> in the air as learners copy you. Remind the learners of the sound of the letters and the words that begin with those sounds. Ask the class if they are ready to learn a new letter and sound in today's lesson. 2. Point to the letter <i>z</i> on the alphabet poster and then hold up the letter card <i>z</i> as you make the sound <i>zzzz</i> (not the letter name). Point to the letter, touch your ear and say the sound <i>zzzz</i> and make the action of wings flapping like a bee flying. Ask the class to repeat the sound and the action. Put the letter card in front of your face so that the class can see the letter and say <i>What's my name? What's my sound?</i> The class says <i>Z</i> or <i>You are the letter Z and the your sound is zzzz</i>. Put the letter cards <i>Z, z</i> on the board. Learners say the sound <i>zzzz</i> with you as you do so and make the flying bee action. 3. Tell the class that they will listen to a chant with words that begin with the sound <i>zzzz</i>. First they will listen only for the sound. Ask learners to close their eyes and as you play the audio. Ask <i>Did you hear the zzzz sound?</i> 4. Put the flashcards for <i>zebra, zoo, zigzag, zipper, zero</i> on the board (do not say the words, but acknowledge them if learners say them in English or recast Arabic into English) and then ask them to close their eyes again and listen for the <i>z</i> words. 5. Play the audio. Ask <i>What words did you hear?</i> Learners answer. Point to the flashcard for <i>zebra</i> and say <i>zebra</i>. Ask learners to say the word <i>zebra</i> and the sound <i>zzzz</i>. 6. Point to the other flashcards for <i>zoo, zipper, zigzag</i> and <i>zero</i> as you say the words and learners repeat. Show the word cards for the pictures and say the words, but do not ask learners to read the words yet. Put the flashcards and word cards on the board in a mixed-up order next to the letters <i>Z</i> and <i>z</i>.

7. Then tell the class to open their books and look at Activity 1. Ask *What can you see in the picture? Can you see a zebra? What is the zebra wearing on his feet? What game is it playing? Where is the zebra? What is the score in the football match?* Tell learners they will listen to the chant again. When they hear the word *zebra*, they will pretend to run. When they hear the word *zigzag*, they will make a zigzag sign in the air. When they hear the word *zero*, they will draw the number in the air. When they hear the word *zipper*, they will pretend to zip up a sweater. Demonstrate for learners: say the words and do the actions as they copy you.
8. Play the audio as learners listen and do the actions with you.
9. Play the audio again as learners listen, point to the pictures in their books for the *z* words they hear and repeat the words.
10. Play the audio one more time as learners point to the pictures and say the words again. Monitor and check that they are pointing and saying the words correctly.
11. Ask the class if they liked today's chant. Ask questions to check understanding: *What is the zebra's name? Where is the zebra? What was on his shoes? Which animals were playing football? Is the chant funny?* Ask learners what you say when you are having fun. *Oh, what fun!* Ask the class to say the phrase. Say *Let's play a game of football.* The class say *Oh, what fun!* Say *Let's learn English.* and the class say *Oh, what fun!*
12. Point to the flashcards and words for *zebra, zoo, zigzag, zipper* and *zero* on the board. Ask learners to come to the board to match the pictures and the words. Ask others to come and point to the letter *z*. Ask the class to write the letter *z* in the air as they make the sound *zzzz*.
13. Play the chant again as the learners read the words in their books by following the words with their fingers. Then say *Find the word zebra, zoo, zigzag, zipper, zero.* Learners point to the individual words on the page. Repeat this procedure a few times to get learners used to recognising the words.
14. Ask learners to work in pairs and say the words of the chant. Play the audio in the background on low volume to help.
15. Ask the class if they know any other words with the *zzzz* sound. Accept answers such as *Zain, Zainab, Zed, Zamalek*, but make sure the suggestions are words beginning with the sound *zzzz*.
16. Write the sight word *him* or put up the word card for *him* on the board. Say the word. Learners say the word and write the letters in the air. Ask learners to find the word *him* in the words of the chant.
17. Then replace the *h* in the word with the letter *r* and say *rim*. Put the letter cards *d, h, t, v* in front of *im*, one by one, as the learners practise onset and rime and say the rhyming words *him, rim, dim, tim, vim*. Remember not to ask learners to sound out the individual letter sounds, but to sound the initial letter and the word *im* and then the whole new word.
18. Ask learners to think of a word that rhymes with *fun* in the chant. Elicit *run, gun, sun*.
19. Ask learners to find the word *play* in the chant and to tell you what word in the chant rhymes with *play*. Elicit *today*.

Feedback

Point to the flashcards and word cards for *zebra, zigzag, zipper* and *zero* and elicit the words. Ask learners what sound the letter *z* makes in the words. Say *z is for ...*, and learners complete with the words. Point to the letter cards *z* and *Z* and elicit the sound *zzzz* and the letter name *z*. Ask learners to tell you all the other words they know with the sound.

	Extra Tips • Give learners lots of practice in rhyming words. This skill helps prepare learners to make predictions when they read. Rhyming is important for writing, too. It can help learners understand that words that share common sounds often share common letters. • You can 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 them acquire the sound and matching letter shape. • Use onset and rime activities in the My letters lessons, and in other lessons, to help learners build word families and to look at/read words that rhyme. The onset is the initial sound. The rime is the part of the word that follows. At first, only use words that contain sounds and letters learners know. • Learners can use a 'zoner' (a card with a rectangle shape cut out to show the words) as they read the chant to help them focus on individual words in the lines. • Learners can use a magnifying glass as a fun tool as they take part in activities where they are finding words.
	Differentiation activities (Support): 1. Ask learners to work in pairs and share a book to do the activity. 2. Learners point to the flashcards or do the actions instead of saying the words.
	Differentiation activities (Stretch): 1. Ask learners what other words and names beginning with the <i>z</i> sound they know. 2. Learners can write the <i>z</i> words in the air as they listen to the chant. 3. Learners can sound out and blend the CVC words <i>zigzag</i>, <i>zip</i>.
Learner's Book page 151	Learner's Book: Activity 2 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>z</i> in the air as the learners say the sound <i>zzzz</i>. Ask the learners to copy you as you write <i>z</i> in the air. Write with your finger, then your elbow, then with your head and then with your foot in a fun way. 2. Repeat with the capital letter <i>Z</i>. 3. Learners can then write the sound on their desks with their fingers. They should say the sound as they write. Be sure they are not saying the letter name. 4. Ask learners to look at Activity 2. Ask <i>What can you see? How many legs does Zed the zebra have? Where is the capital letter? Show me. Where are the small letters? Show me. Where are the words? Show me.</i> 5. Ask the learners to trace over the letter <i>Z/z</i> in their book and say <i>The sound zzzz is for zebra, zigzag, zipper and zero.</i> as they trace. 6. The learners will then say the words in pairs before tracing over and writing the words. 7. Segment and blend the words <i>zig</i> and <i>zag</i> with the class in the usual way. Put the sound cards for <i>zig</i> on the board one by one as the class say the sounds. Then move the cards closer together until they make the word <i>zig</i>. Get the learners to say the individual sounds and then the whole word. Repeat the procedure for the word <i>zag</i>. And then for the word <i>zigzag</i>.
	Differentiation activities (Support): 1. Ask learners to point to the flashcard, word card or poster as they do the activity. 2. Learners work in pairs to help with tracing the words.

	Differentiation activities (Stretch): 1. Ask the learners if they know any other words beginning with the letter z. 2. Learners look at the words <i>zero</i> and <i>zoo</i> and try and think of words that rhyme: <i>zero – hero, zoo – to/too, do, blue.</i> Extra Tips • 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. • Learners can do the activity in pairs or small groups. • Give learners practice in segmenting and blending words whenever you can. Both are very important in getting them ready for reading.
Learner's Book page 151 Audio Track LB 143	Learner's Book: Activity 3 1. Play the audio as learners listen and find the words written in Activities 1 or 2. Then play the audio again as learners point to and say the words. 2. Say the words one by one as learners find them on the page in Activities 1 or 2. Ask questions: <i>What is the beginning sound? What letter does the word begin with? How many letters are in the word?</i> 3. Learners in pairs say and point to the words or pictures on the page.
Activity Book page 129 Audio Track AB 65	Activity Book: Activity 1 1. Ask learners to look at the pictures and ask <i>What can you see? What sound do the words begin with? What is the name of the letter?</i> 2. Tell the class they will work in pairs. They will listen to the audio, find the word and draw a line to match it with the correct picture. 3. Play the audio. Pause after the first word and monitor to make sure learners have joined the word with the correct picture. 4. Repeat after each word. 5. Ask learners to listen again and say the words. Monitor and check they are saying the words properly. 6. Ask learners to look at and say the words. Ask them to match the picture with the correct word by drawing a line between them. 7. Monitor to check that they are matching the pictures and words correctly 8. Ask learners to check their answers in pairs. 9. Ask the class to write the words <i>zoo</i> and <i>zero</i> in the air. Answers a zipper, b zero, c zebra, d zigzag, e zoo
Activity Book page 129	Activity Book: Activity 2 1. Ask learners to look at Activity 2. Read the rubric with the class. Check they know what to do. They will work in pairs, point to the pictures and say the words and circle the pictures that begin with the z sound. 2. Check their answers. Ask <i>Which pictures did you circle? (zebra, zipper, zigzag).</i> Ask what letter and sound the words begin with. Ask which words they did not circle (<i>sun</i> and <i>six</i>). Ask what letter and sound the words begin with. 3. Then ask learners to colour their favourite z picture in Activities 1 or 2. Answers zebra; zipper; zigzag

Activity Book page 129	Activity Book: Activity 3		
	1. Ask learners to look at Activity 3. Check they know what to do. 2. Ask <i>What is your favourite z word? Why? How do you spell _____ ?</i> 3. Learners then write their favourite z word on the line and draw a picture to match. Extra Tips - Learners should be encouraged to trace over letters in words in their books that they know the letter name and sound of. This can be done in any lesson where a new word is introduced. - Make sure that learners colour carefully and within the outline of the object being coloured. - Play the chant for the lesson softly in the background when learners are doing craft or art activities. This helps to reinforce the words of the chant.		
Resources	Plenary		
Audio Track LB 142	1. Invite learners to say today’s chant again without their books. Play the audio at a low volume in the background. 2. Ask the class to tell you the names of people they know that begin with the sound <i>zzzz</i>. 3. Ask learners to name all the words they know beginning with the sound <i>zzzz</i>. Ask them to tell you which is their favourite <i>z</i> word. 4. Ask learners what they learned in the lesson and then ask them to hold up their voting cards to show how they felt about today’s lesson. 5. Say the <i>Alphabet Song</i> chant with the class to end the 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:			
(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 or action. (G1.1.1.1.3) Listen and 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. (G1.3.2.1.4) Consolidate short vowels, initial and final consonants, vowel sounds from KG. (G1.3.2.1.7) Blend sounds (phonemes) to produce single-syllable words (for example, cat, hat, sat, fat). (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: 4
Teacher:		Subject: English
Grade: 1	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To practise listening to and understanding the numbers 0–18 and the new number 19. Speaking: To practise using the numbers 0–19 when speaking. Reading: To practise reading the written form of the numbers 0–19. Writing: To practise tracing numbers and writing parts of numbers.		Learning outcomes: By the end of the lesson, learners will be able to ... • recognise and use the numbers 0–19 • trace and partially write the numbers 0–19.
Link to prior learning: • Numbers (words and figures) 0–18 21st Century Skills: • N/A		
Key vocabulary: Numbers 0–19 Key expressions/structure: None		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some of the English numerals are similar to the same numeral in Arabic; some are similar to different numerals in Arabic. This can be confusing for many learners, even after they have been learning English numerals for a school year. Always bear in mind which English numerals are similar to the same numeral in Arabic (1 and 9) and which English numerals are similar to different numerals in Arabic (0, 3 and 7). • When learners make mistakes with 1 and 9, it should be enough just to draw the numeral on the board to remind learners what it is; with 0, 3 and 7, the numbers need to be identified in some way. Use a chant to warn learners about these numbers, for example <i>Zero, seven and three / Are tricky for you and me!</i> Learners will enjoy hearing and using the word <i>tricky</i> and the rhyme will make it easier to remember which numbers are tricky. After a while, simply saying <i>Tricky numbers!</i> will make learners aware of their mistake.		
Resources/equipment needed: Learner's Book page 152 Activity Book page 130 Audio Track LB 144 Word cards: numbers 0–19, numbers zero to nineteen		

UNIT 8 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Show learners the cards from 0 to 18 at random; elicit the words chorally and individually. 2. Write six sets of three numerals on the board, for example, 3, 7, 12; 1, 6, 17; 9, 13, 15 3. Point to each of the sets of three numerals and elicit all three numbers chorally (<i>three, seven, twelve, etc.</i>). 4. Tell learners to get a pencil and to open their notebooks at the next blank page. From each set of numerals on the board, say one of the numbers, for example <i>twelve</i> from the first set. Learners listen as you say the number from each set. 5. Repeat, saying the same numbers again. This time, learners write the numeral in their notebooks. 6. Repeat, saying the same numbers again. This time, learners check that the numeral they wrote is correct. 7. Call individual learners to the front to circle the correct numbers on the board. Learners check their own numbers from this. 8. Praise learners on listening and writing the numbers.
Resources	Main Activity
Learner's Book page 152 Audio Track LB 144	Learner's Book: Activity 1 1. Show learners the picture with the ants in the book. Help learners to count the ants from 1 to 18; when they get to the last ant, try to elicit the number 19. Model the number, then have learners say it chorally. Point to the big number 19 and make sure they understand that it is made up of a number 1 and a number 9. 2. Show learners the group of ants by the number 1. Talk with learners about how they aren't getting to the top; elicit reasons for the failure (<i>They aren't helping each other / cooperating.</i>). 3. Show learners the groups of ants by the number 9. Talk with learners about how they are all getting to the top; elicit reasons for why they are doing better than the other group (<i>They are helping each other / cooperating.</i>). 4. Help learners to count the ants from 1 to 18; model the number 19, then have learners say it chorally. Point to the big number 19 and emphasise again that it is made up of a number 1 and a number 9. 5. Play the audio to the class. Help learners to repeat the chant chorally.
Learner's Book page 152	Learner's Book: Activity 2 1. Show the words in the left-hand column to the learners. Help them to read the words. 2. Point to the first word (<i>nineteen</i>) and say <i>Draw the number nineteen in the air</i>. Check that the learners draw it in the air correctly, then write a large, clear 19 on the board. 3. Repeat with the rest of the numbers. 4. Help learners to read all the numbers chorally and individually. Answers 19; 16; 17; 14; 13; 15; 18

Activity Book page 130	Activity Book: Activity 1 1. Show the first picture in the left-hand column to the learners and ask <i>How many squares?</i> Help the learners to count the squares (<i>six</i>). 2. Show the + sign and the picture in the right-hand column. Ask <i>How many squares?</i> (<i>seven</i>). Help the learners to add six squares and seven squares – show the learners how to count the numbers on their fingers and get the total <i>thirteen</i>. 3. Write <i>thirteen</i> on the board in large, clear letters. Show the learners the = sign and the total (<i>thirteen squares</i>). 4. Repeat with the other sets of pictures. Write the answers in large, clear letters for the learners to copy; weaker learners may need the teacher to write the numbers on the lines for learners to trace over. Answers thirteen squares; eighteen circles; nineteen squares; fourteen circles Differentiation activities (Support): 1. To make it easier for learners who have problems adding up, draw several boxes on the board and fill each one with different numbers of the same shape, for example diamonds. Then join two of the boxes together with a line; learners first count the number of diamonds in one box, then the number of diamonds in the second box and finally count the number of the shapes on their fingers of both boxes to find the total. This can be repeated with all the boxes on the board and with different shapes. Differentiation activities (Stretch): 1. More advanced learners will enjoy making their own puzzles; as in the support activity above, they can draw frames in their notebooks and fill them with the different quantities of the same shape. They can then give them to other learners to count, add and say how many.
Activity Book page 130	Activity Book: Activity 2 1. Show the numbers to learners. Point to each number and elicit it chorally. 2. Divide the class into groups of three learners each. In each group, appoint two learners to play the game and one learner to say the numbers. 3. Show the learners how to play the game: write all the numbers on the board, then call two learners to the front. Say one of the numbers: the first learner to say the sequence of three numbers correctly gets a point. Continue until one learner gets five points – this learner is the winner. 4. Learners play the game in groups of three: when one learner wins, that learner says the numbers and the other two learners continue to play the game. Extra Tips • It's important to provide variety in class, particularly in the numbers lessons, where most of the time is used for working with a limited group of numbers. To provide variety, use TPR in between the activities; tell learners to follow your instructions, and give them simple instructions that involve movement: <i>point to the window, point to your feet, touch your knees</i>, etc. • As an alternative way of providing variety, revise previously seen vocabulary using the flashcards. Try to link this with numbers; for example, use the toy flashcards to revise the words for toys, then draw different numbers of different toys in frames and ask learners to count them: <i>six boats, ten planes, four pandas</i>, etc.

Resources	Plenary
	1. Write the numerals 3 to 9 and the numerals 13 to 19, randomly on the board. Alternatively, stick the number cards randomly on the board. 2. Point to each of the numerals one by one and elicit the number chorally. Make sure learners are aware of the difference between, for example <i>four</i> and <i>fourteen</i>, <i>five</i> and <i>fifteen</i>. 3. Divide the class into two teams. Call one learner from each team to the front; learners should stand facing the board, one on the left side of the numbers and one on the right side. 4. Say one of the numbers, for example <i>fifteen</i>. The first learner to put their hand on the correct numeral gets a point for their team. Repeat with other pairs of learners and with other numerals. 5. Continue until all the numbers have been identified and all learners have had a turn, then announce the winning team. 6. Finish the class with all learners saying the numbers from 0 to 19 chorally.

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) Listen to rhymes, songs and descriptions delivered slowly using simple repetitive language; follow very slow and carefully articulated speech to assimilate meaning.

(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 and 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, things, locations and actions using Simple Present tense.

(G1.2.1.1.5) Talk about abilities using the Simple Present tense, in positive and negative statements.

(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) 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.

(G1.3.1.1.2) Identify spaces between words; recognise that words are combined to form sentences; recognise components of a sentence (for example, capitalisation, first word, ending).

(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.

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 1	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and understand a chant with the days of the week. Speaking: To practise talking about the days of the week. Reading: To read the written form of the days of the week. Writing: To trace and write the days of the week.		Learning outcomes: By the end of the lesson, learners will be able to ... recognise and use the words for the days of the week on their own and in sentences about daily activities.
Link to prior learning: - Activity verbs and phrases 21st Century Skills: - N/A		
Key vocabulary: <i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</i> Key expressions/structure: <i>On Monday I go to school.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: - Learners may be confused by the week starting with Sunday; they will be more used to the week starting with Friday or Saturday. To help them get accustomed to the way of saying the week in English, always give the first day of the week (<i>Sunday</i>) when asking learners to say the days of the week; if necessary, give the second day of the week too (<i>Sunday, Monday ...</i>) – in this way, learners will soon get accustomed to starting with Sunday. - Learners will also be unfamiliar with using capital letters for the days of the week; when the teacher sees that lower case letters have been used for the first letter, that letter should be underlined, giving learner a chance to correct their mistake by writing a capital letter. - The spelling and/or pronunciation of <i>Wednesday</i> may be problematic; learners may try to pronounce the word with all the syllables (<i>Wed ... nes ... day</i>), or they may try to spell the word as it sounds (<i>Wensday</i>). If this is a problem for the majority of learners in the class, then write the word <i>Wednesday</i> in a corner of the board, and leave it there for the whole class. When a spelling or pronunciation issue arises, point to the word or sound it out to remind learners of the correct way to spell and pronounce it.		
Resources/equipment needed: Learner's Book page 153 Activity Book pages 131 and 132 Audio Track LB 145 Flashcards: activity flashcards (<i>play games (football, games cards), ride a bicycle, go to school, go home, go to the park, watch television</i>) Word cards: <i>Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday</i>		

UNIT 8 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	1. Use the flashcards to revise all the activity verbs and phrases that learners have seen, such as <i>play games</i>, <i>ride a bicycle</i>, <i>go to school</i>, <i>go home</i>, <i>go to the park</i>, <i>watch television</i>. Show learners the cards one by one, and elicit the verbs and phrases chorally and individually. 2. For each of the activities, help learners to work out a mime gesture: moving pieces on a board or passing a ball for <i>play games</i>, pointing to the floor of the classroom for <i>go to the school</i>, pointing to the window for <i>go home</i>, making the shape of a tree with their hands for <i>go to the park</i>, etc. 3. Practise the activity verbs and phrases by saying them one by one; learners do the corresponding mime gesture. Also do the mime gestures and elicit the verbs and phrases from learners.
Resources	Main Activity
Learner's Book page 153 Audio Track LB 145	Learner's Book: Activity 1 1. Ask learners <i>What day is it?</i> and try to elicit the day of the week in English. Show them the correct card for the day of the week, for example <i>Wednesday</i>, and put it on the board. 2. Arrange the other days of the week around it in order, starting with <i>Sunday</i>. 3. Read the days of the week to the class in order starting with <i>Sunday</i>. 4. Model each word; learners repeat the word chorally and individually. 5. Point to the word cards again in order. Learners read the words. 6. Show the chant to the class. Help them to find the days of the week in the chant. 7. Play the audio to the class, then say the chant to them. 8. Play the audio again; help learners remember the chant and say it. Write the chant on the board, then read the chant to the class, showing them each word with your reading finger as you read it. 9. Play the audio again; learners say the chant chorally at the same time. Then practise the chant with the class, chorally and individually. 10. Help learners to say all of the days of the week again, chorally and individually, starting with <i>Sunday</i>. Differentiation activities (Support): 1. The days of the week are long words, some of them with silent letters. This can be confusing for some learners who may try to sound out the words and lose track of what the word might be. To help these learners, write the words on the board and emphasise the shape of the words: highlight the capital letters at the beginning, the shape of <i>day</i> at the end of all of them and the section from the capital letter to the word <i>day</i> which tells us what day it is. Point out the words that start with the same capital letter and how the second letters are always different (<i>Saturday</i> and <i>Sunday</i>, <i>Tuesday</i> and <i>Thursday</i>), and the three words that start with unique letters (<i>Monday</i>, <i>Wednesday</i> and <i>Friday</i>).

	Differentiation activities (Stretch): 1. More advanced learners may be keen to try to write the days of the week themselves. To help them, show how we can split the word into two sections: the part before <i>day</i>, for example <i>Mon</i>, and then the word <i>day</i>. 2. For further practice, write the word <i>day</i> on the board several times, then call learners up to the front; say a day word, for example <i>Friday</i>, and have each learner write the beginning of the day; with <i>Friday</i>, for example, the learner writes <i>Fri</i> next to the <i>day</i> on the board to make <i>Friday</i>.
Learner's Book page 153	Learner's Book: Activity 2 1. Show the calendar to the class and read the first square, <i>My week</i>, to them. 2. Help learners to read the days of the week chorally and identify those missing (<i>Monday</i>, <i>Wednesday</i> and <i>Saturday</i>). 3. Ask <i>What day is it?</i> Help learners to say the correct day and circle the word on the calendar. 4. Learners trace over the days of the week and write the missing days. Answers Monday; Wednesday; Saturday
Learner's Book page 153	Learner's Book: Activity 3 1. Point to the first day on the calendar (<i>Sunday</i>) and ask <i>What do you do on Sunday?</i> Help learners to reply using the activities they revised in the starter, for example <i>On Sunday I go to school</i>. 2. Learners draw a picture of their chosen activity for <i>Sunday</i> in the space for <i>Sunday</i> on the calendar. 3. Repeat with the other days of the week. 4. Choose a learner to come to the front, point to a day in their calendar with a picture and make a sentence. For example the learner can point to <i>Sunday</i> and say <i>On Sunday I go to school</i>. 5. In pairs, learners point to days in their calendars and tell their partner about their week.
Activity Book page 131	Activity Book: Activity 1 1. Point to the first word (<i>M_nday</i>) and ask <i>What day is it?</i> (<i>Monday</i>). Point to the blank line and ask <i>What letter goes here?</i> Learners complete the word with letter <i>o</i>. 2. Write <i>M_nday</i> on the board; call a learner to the front to write the missing letter on the board. 3. Repeat with the other days of the week. 4. Learners read the days of the week in order. They say them chorally and individually. Answers Sunday; Monday; Tuesday; Wednesday; Thursday; Friday; Saturday
Activity Book page 131	Activity Book: Activity 2 1. Read the speech bubbles to the class. Make sure learners understand that one person says a day of the week, the other says the next day of the week. 2. Say a day of the week, for example <i>Tuesday</i>. Help learners to say the next day of the week (<i>Wednesday</i>). Repeat with other days of the week. 3. Choose a learner to say a day of the week and another learner to say the next day. Repeat with other learners and other days. 4. In pairs, learners then take turns to say a day of the week and the next day of the week.

Activity Book page 132	Activity Book: Activity 3 1. Show the frame to the class. Give examples of how to complete it, for example <i>I like Monday. I go to school and I go swimming.</i> 2. Help learners to suggest other ways of completing the sentences. Write the suggested activities on the board. 3. Learners complete the sentences as they wish. While they are doing this, monitor and help learners with spelling and with vocabulary. For weaker learners, you may need to write the words for learners to trace, or provide an example on the board which they can copy. 4. When the group has finished, call individual learners to the front of the class to show their sentences and to read them to the class. Extra Tips • To help learners become familiar with the days of the week, make large cards to show the day of the week; at the beginning of each class, ask a learner to find the correct card and put it on the wall. • Learners will also need to be familiar with the capital letters in order to recognise the days of the week; to help them with this, use a simple game for identifying capital letters. Write a selection of capital letters on the board, then divide the class into two teams. Call a learner from each team to the front and show one of the lower case forms of the letters on the board – use the letter cards for this. The first learner to put their hand on the correct capital form gets a point for their team. Repeat until all learners have had a turn, then announce the winning team.
Resources Audio Track LB 145	Plenary 1. With your back to learners, write the first three letters of a day of the week in the air, for example, <i>Fri</i> ... Help learners to say what the day of the week is. Repeat with other days of the week. 2. Call individual learners to the front of the class to write the first three letters of a day in the air. Make sure these learners face away from the class so that the letters they draw in the air can be read. 3. In pairs, learners take turns to face away from each other, draw the first three letters of a day in the air, and guess the day. 4. Congratulate learners on learning the days of the week and being able to read them so well. 5. Finish the class with the chant they learned in Activity 1: learners say the chant chorally.

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) Listen to rhymes, songs and descriptions delivered slowly using simple repetitive language; follow very slow and carefully articulated speech to assimilate meaning. (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 and 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, things, locations and actions using Simple Present tense. (G1.2.1.1.5) Talk about needs, abilities, and wants using the Simple Present tense, in positive and negative statements. (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) 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. (G1.3.1.1.2) Identify spaces between words; recognise that words are combined to form sentences; recognise components of a sentence (for example, capitalisation, first word, ending). (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.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 1	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To understand descriptions of the weather. Speaking: To talk about the weather. Reading: To practise reading familiar words. Writing: To practise writing from left to right, practise writing the lower case letter z and capital letter Z, spell familiar CVC words.		Learning outcomes: By the end of the lesson, students will be able to ... • assess their progress.
Link to prior learning: • Unit 8 Lessons 1–5 21st Century Skills: • N/A		
Key vocabulary: Numbers 1–19, <i>hot, sunny, sandstorm, windy, wet, warm, nice, cloudy, cold, wet</i> Key expressions/structure: <i>It's (hot). It isn't very nice. There's a sandstorm.</i>		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: • Some letters in English are unreliable and have more than one sound. The sound of the letter z is sometimes confused with the sound of the letter s. The letter z is voiced and formed by placing the front of the tongue on the top teeth. It is confused with the sound of the letter s which is formed by the same mouth position but is voiceless. The letter z is generally reliable but sometimes makes the sound s as in the word <i>quartz</i>. Learners need to have lots of practice in identifying and producing the sounds in words. • English language goes from left to right, unlike Arabic, and the Roman script is formed in a very different way from Arabic script. The English alphabet has upper case or capital letters which Arabic does not have. The use of these capital letters is very important for punctuation in English. Learners need to be reminded of these differences between the L1 and L2 and given time and variety of practice.		
Resources/equipment needed: Learner's Book page 154 Activity Book pages 133 and 134 Audio Tracks LB 142, LB 145, LB 146 and AB 66 Flashcards: Lessons 1, 3 and 5 Word cards: Lessons 1 and 5		

UNIT 8 LESSON 6 TASKS/ACTIVITIES

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

	Starter
Audio Track LB 145	1. Hold up the word cards from Lesson 5 in random order and elicit the words. 2. Ask one or more learners to rearrange the word cards into the correct order, starting with <i>Sunday</i>. 3. Ask <i>What day it is today?</i> And elicit the correct answer. 4. Play the chant from Lesson 5 and have learners join in. Encourage them to point to the correct word cards as the words are mentioned.
Resources	Main Activity
Learner's Book page 154 Audio Track LB 146	Learner's Book: Activity 1 1. Hold up the flashcards from Lesson 1. Ask <i>What's the weather like?</i> and elicit <i>It's (wet).</i> and <i>There's a sandstorm.</i> Display the cards. 2. Allow time for learners to look at the pictures in their books. Tell them they are going to hear people describing the weather. 3. Put learners in pairs. Indicate the flashcards on display and ask them to guess which words might match which pictures. Go round and monitor. 4. Play the audio, pausing after each section for learners to point to the correct picture. Check, or have them check in pairs. 5. Play it again, pausing after each sentence and have learners repeat it, while pointing to the picture. Answers 1 b; 2 c; 3 a
Learner's Book page 154	Learner's Book: Activity 2 1. Make sure the weather flashcards are still on display. Have learners point to the first word in their books. Elicit <i>cloudy</i> and have them point to the flashcard. 2. Continue with all the words. 3. Put learners in pairs. Ask them to use each word in a sentence about one of the pictures. For example, they point to the first picture and say <i>It's wet.</i> Go round and monitor. Make sure they remember to say <i>There's a sandstorm.</i> Note: they will need <i>wet</i> twice. Feedback Ask different learners to say a sentence each to the class. Answers picture a – It's cold. It's wet. It's cloudy. picture b – It's hot. It's sunny. There's a sandstorm picture c– It's windy. It's wet. It's warm. Extra Tips • Hold up the word cards from Lesson 1 one by one and elicit the words. • Ask different learners to match them with the flashcards.

	Differentiation activities (Support): 1. Learners point to each word and chorus it. 2. After each word, they point to a picture that illustrates it. 3. Then call out each word in random order while they point again to the correct picture.
	Differentiation activities (Stretch): 1. In pairs, learners look at each picture in turn and say three sentences about the weather. Monitor, prompting if necessary. 2. Ask volunteers to say one sentence each while the others identify the correct picture.
Learner's Book page 154	Learner's Book: Activity 3 1. Ask learners to point to and chorus the words (<i>Wednesday, Monday, Saturday</i>, etc.). 2. Ask them to look at the circle and point to <i>Sunday</i>. Have them chorus the word. They move their fingers round clockwise to the next space. Ask which word comes next (<i>Monday</i>). They find <i>Monday</i> and draw a line to the correct circle. 3. Either continue like this as a class activity, or put learners in pairs to complete it together. Go round and monitor. Feedback Ask different learners to say the days in the correct sequence. Answers Sunday; Monday; Tuesday; Wednesday; Thursday; Friday; Saturday
Activity Book page 133	Activity Book: Activity 1 1. Ask the learners to look at Activity 1. Read the rubric aloud and make sure they know what to do. 2. Point to pictures 1–3 and elicit the weather in each (<i>hot and sunny, cold and windy, cloudy</i>). 3. Read sentence 1 aloud and elicit the matching picture (hot and sunny). 4. Show learners that <i>hot</i> has already been selected from the word box and elicit the second missing word (<i>sunny</i>). The learners write the word <i>sunny</i> in the gap. 5. Repeat for sentences 2 and 3. Answers 1 It's hot and sunny. 2 It's cold and windy. 3 It's cloudy.
Audio Track LB 142	Extra Tips • Play the chant from Lesson 3 and have learners join in.
Activity Book page 134 Audio Track AB 66	Activity Book: Activity 2 1. Learners point to the first picture. Play the audio and have them chorus <i>zigzag</i>. 2. Ask one or two learners to come to the front and use the word cards to spell out <i>zigzag</i>. Prompt as necessary. Have the class repeat <i>zigzag</i>. Then ask them to name the letters. 3. Keep the cards on display (or write the words on the board). Supervise while learners write the words in the spaces. 4. Finally, ask different learners to spell <i>zigzag</i>.

Activity Book page 134	Activity Book: Activity 3		
	1. Learners look at the first sum. Read it out and have learners repeat the words (<i>ten and six</i>). Allow time for them to work out the answer in English, then elicit it (<i>sixteen</i>).		
	2. Ask learners to find the word <i>sixteen</i> in the word box and then write it in the space to complete the sum.		
	3. Either continue like this as a class activity or put learners in pairs to complete. Go round and monitor.		
	Feedback		
	Ask different learners to read out the sums and the answers, and hold up their books to show the correct words.		
	Answers		
	sixteen; seventeen; eighteen; nineteen		
Resources	Plenary		
	1. Ask learners to say the days of the week round the class, starting with <i>Sunday</i> . Keep going until everyone has spoken at least one. Direct the class so that their speed increases.		
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, time, place or action.			
(G1.1.1.1.3) Listen and respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration.			
(G1.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions.			
(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.			
(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) To 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.			
(G1.3.2.1.1) Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.			
(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 ...).			
(G1.4.3.1.1) Use grade-appropriate language structures (as applicable to Unit 8).			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 1	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and follow instructions. Speaking: To talk about colours, shapes and the weather. Reading: To read and follow instructions. Writing: (There is no writing component in this lesson.)		Learning outcomes: By the end of the lesson, learners will be able to ... • make a windmill.
Link to prior learning: • Arabic language: Arts and Crafts lessons • Colours • Unit 8 Lesson 1 21st Century Skills: • Communication and Collaboration		
Key vocabulary: <i>weather, windmill, windy, crayons, scissors, sticky tape, straw, colours, shapes</i> Key expressions/structure: <i>What do we need? What's the weather like? It's windy. Push. Blow.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • 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 155 Audio Track LB 141 PCM 40 (one per learner, plus an extra one for demonstration and some spares; a premade pinwheel to show as an example – if time is short, you do not need to colour it) Flashcards: Lesson 1 Scissors; crayons; sticky tape; bendy drinking straws (one per learner, plus some spares); a sharp pencil		

UNIT 8 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
	1. Display the flashcards round the room. 2. 'Act' one of them to describe weather, for example fan yourself and wipe your brow – elicit <i>It's hot</i>. Have learners point to the correct flashcard. 3. Ask different learners to 'act' more weather expressions for the class to guess (they could do it in pairs). Continue until all the expressions have been used at least once.
Resources	Main Activity
Learner's Book page 155 PCM 40	Learner's Book: Activity 1 1. Show the class the windmill you have made as an example. Blow it, then ask <i>What's the weather like?</i> Elicit <i>It's windy</i>. Tell learners that they are going to make a windmill. 2. Hand out the copies of PCM 40. Then ask learners to look at their books and ask <i>What do we need?</i> (<i>scissors</i>). Hand out scissors and ask learners to cut along the line at the bottom of the big square. Ask them to name the two shapes (<i>square</i> and <i>rectangle</i>). Tell them to put the rectangle to one side. 3. Learners look at the big square. Elicit the names of all the other shapes they can see – four triangles (with parts missing) and a small circle. 4. Learners look at their books again. Ask <i>What do we need?</i> (<i>crayons</i>). They colour the different parts of the square. Let them choose any colour and any design. Go round and talk to them about the colours. 5. Learners turn their squares over and colour the other side, too. Encourage them to use several different colours and design their own patterns. Monitor and talk to them about the colours.
Learner's Book page 155	Learner's Book: Activity 2 1. Use the square cut from an extra photocopiable sheet to demonstrate. 2. Hold it up and cut carefully along one of the diagonal lines, making it clear that you stop cutting half way along the line. Do the same with the other three diagonal lines. 3. Monitor while learners do the same, helping as necessary.
Learner's Book page 155	Learner's Book: Activity 3 1. Cut a small strip of sticky tape and have it ready to use. 2. Ask learners to look at the illustrations in their books. 3. Hold up the square you cut in Activity 2. Bend one corner to the middle, making it clear you are bending the paper NOT folding it. 4. Keeping that corner in place, bend the remaining three corners to the middle in the same way, so that you are holding all four corners in place. Emphasise that you are not folding the paper, only bending it. 5. Stick the corners in place with the sticky tape. 6. Tell learners to bend the corners down to the middle as you did. Remind them not to fold the paper! While they are doing this, go round with the sticky tape and supervise. When they are ready, help them stick the corners down with tape. 7. Go round again, this time with a sharp pencil. Push it through the centre of the windmills (through the sticky tape), to make a hole.

	Differentiation activities (Support): 1. Some learners might need help cutting out, especially along the diagonal lines as it is important only to cut along the dots. You might find it helpful to have some spare photocopiable sheets available, in case of mistakes.		
	Differentiation activities (Stretch): 1. You could put more advanced learners with partners who need some help. This encourages a spirit of cooperation. In addition, helping their classmates is good for self-confidence.		
Learner's Book page 155	Learner's Book: Activities 4 and 5 1. Learners look at their books. Hold up a straw and teach <i>straw</i> . Hand out a straw to each learner. 2. Demonstrate with your example windmill how to push the short part of the straw through the hole. Supervise while learners do the same. 3. Say <i>Blow!</i> and allow time for them to experiment with their windmills.		
	Extra Tips Let learners take their windmills home to show their families. You could give them some extra photocopiable sheets and show their families how to make them.		
	Plenary		
Audio Track LB 141	1. Play the chant from Lesson 1 and have learners join in. Encourage them to 'act' the weather and hold up their windmills at the words <i>It's windy</i> .		
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 or action. (G1.1.1.1.3) Listen and respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration. (G1.2.1.1.3) Describe people, things, locations and actions using Simple Present tense. (G1.2.2.1.2) Add drawings or other visual displays, such as pictures and objects, when sharing information to clarify ideas, thoughts and feelings. (G1.2.2.1.3) Add, give and follow single-step directions. (G1.4.3.1.1) Use grade-appropriate language structures (as applicable to Unit 8).			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 1	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify the sound zz in words. Speaking: To say words with the sound zz. Reading: To recognise double consonant letters zz in words, sight read HF words <i>in, out, by, me</i> . Writing: To copy and write the letters zz, copy familiar known words.		Learning outcomes: By the end of the lesson, learners will be able to ... • identify the sound zz in the middle and at the end of words • make the shape and form of the letters zz • produce the sound zz • say words which contain the sound zz in the middle or at the end • write words that have the letters zz in them.
Link to prior learning: • Arabic language: letters and sounds matching • Units 1–7 My letters lessons • Unit 8 Lesson 3 21st Century Skills: • N/A		
Key vocabulary: <i>buzz, fizzy, whizz, dizzy, puzzle</i> Key expressions/structure: <i>Where are you? I'm in ..., at the end/in the middle</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Some consonant letters in English are doubled, but retain the sound of the single letter. The letters are doubled to help with the pronunciation of the word. These double consonants such as double zz do not come at the beginning of words, but are to be found in the middle or at the end. • Learners need practice in identifying words that have 'twin'/double consonants in them to help with reading, writing and spelling. Learners need to see that the letters look exactly the same and are identical like twins, but that only one of the letters is sounded.		
Resources/equipment needed: Learner's Book page 156 Activity Book page 135 Audio Tracks LB 141, LB 147, LB 148, AB 67 Flashcards: <i>buzz, whizz, fizzy, dizzy, puzzle</i> Word cards: <i>zz, h, p, r, b, f, l, m, n, s, t, d, k, g, z, j, v, w, z</i>		

UNIT 8 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
Audio Track LB 141	1. Say the Unit 8 chant from Lesson 1 with the class. 2. Play a game of <i>Phonics Snap</i> with learners. You will need sound cards: <i>h, p, r, b, f, l, m, n, s, t, d, k, g, z, j, v, w</i> and at least two picture cards to match each of the sounds. Put the picture cards in a pile at the front of the class. Give out one sound card to each pair of learners/learner depending on the number of students in class. Give learners time to identify their sound. Then take one picture card at a time from the pile and show it quickly to learners. Then put it to the bottom of the pile. Learners have to say <i>Snap</i> if the picture matches their sound. If they are correct, they win the card. The pair says the sound and the class say the word. Continue until all the cards have been won. Ask how many cards the pairs won. Praise learners. 3. Take back the cards. Point to the letters as you take them back. Learners say the sound. Ask if they enjoyed the game.
Resources	Main Activity
Learner's Book page 156 Audio Track LB 147	Learner's Book: Activity 1 1. Chant the <i>Alphabet Song</i> with the class. Write the letters <i>v, w, y</i> and <i>z</i> in the air as learners copy you. Remind learners of the sound of the letters and the words that begin with those sounds. 2. Show/draw pictures of two identical twin girls on the board. Point to one of them and say <i>This is Zainab</i>. and then to the other and say <i>This is Zahra</i>. <i>They are twins. They look the same</i>. Point to the pictures again and ask <i>Who is this?</i> or <i>What's her name?</i> <i>What letter does Zainab/Zahra begin with?</i> <i>What sound do the names begin with?</i> Elicit the sound <i>zzzz</i>. 3. Ask <i>Are twins the same or different? Do they look the same?</i> Elicit/explain that the twins on the board look exactly the same and that they are always together. They are in the same class and go everywhere and do everything together. But that they do not speak at the same time. When one speaks, the other is silent. 4. Write the letters <i>zz</i> on the board or show the card for the double consonant sound <i>zz</i>. Tell the class that some letters in English have twins. They look exactly the same and go everywhere together. Point to the letters <i>zz</i> and make the sound <i>zzzz</i> (not the letter name). Point to the letters, touch your ear and say the sound <i>zzzz</i> (front of tongue on top teeth) and make the action of a bee flying around. Remind the class that this is the action they learned in Unit 8 in Lesson 3 for the letter <i>z</i>; sound <i>zzzz</i>. (The single letter and the double letters have the same one sound.) Ask the class to repeat the sound and the action. Ask <i>How many letters make the sound? What's the name of the letter? What's the sound?</i> The class says the letter name is <i>zed</i>, there are <i>two zs</i> and the sound is <i>zzzz</i>. Put the sound card for <i>zz</i> on the board. Learners say the sound <i>zzzz</i> with you as you do so and make the action. 5. Tell the class that they will listen to a chant with words that have the sound <i>zzzz</i>. First they will listen only for the sound. Ask learners to close their eyes and play the audio. Ask <i>Did you hear the zzzz sound? Was it at the beginning of the words? (no)</i>. 6. Put the flashcards for <i>buzz, whizz, dizzy, puzzle</i> on the board (do not say the words, but acknowledge them if learners say them in English or recast any Arabic into English) and then ask learners to close their eyes again and listen again for the words that have the sound <i>zzzz</i> in them.

7. Play the audio. Ask *What words did you hear?* Learners answer. Accept all answers. Then point to the flashcard for *buzz* and say *buzz – buzz like a bee*. Say the word *buzz* again and emphasise the *zzzz* sound. Then say the word again naturally. Ask learners to say the word *buzz* and the sound *zzzz*. Ask *Where is the sound zzzz? At the beginning or the end?* Learners answer *at the end*.
8. Point to the other flashcards for *whizz*, *dizzy* and *puzzle* as you say the words and learners repeat. Show the word cards for the pictures and say the words, but do not ask learners to read the words yet. Check where the sound *zzzz* is in the word puzzle (in the middle). Put the flashcards and word cards on the board in a mixed-up order next to the double consonant letters *zz*.
9. Then tell the class to open their books and look at Activity 1. Ask *What can you see in the picture? Can you see a bee? How many bees can you see? What sound do bees make? (buzz) What are the bears doing? What are the names of the bears? Can you see a car? What sound do cars make when they go past quickly? (whizz)*. Tell learners they will hear the chant again. When they hear the word *buzz*, they make the sound. When they hear the word *whizz*, they mime the action of driving a fast car. When they hear the word *dizzy*, they mime feeling light headed. When they hear the word *puzzle*, they pretend to fit their two hands together as if in a puzzle. Demonstrate for learners: say the words and do the actions as they copy you.
10. Play the audio as learners listen and do the actions with you.
11. Play the audio again as learners listen, point to the pictures in their books for the *zz* words they hear and repeat the words.
12. Play the audio one more time as learners point to the pictures and say the words again. Monitor and check that they are pointing and saying the words correctly.
13. Ask the class if they liked today's chant. Ask questions to check understanding: *What are the names of the bears? What are the bears doing in the pictures?*
14. Point to the flashcards and words for *buzz*, *whizz*, *dizzy*, *puzzle* on the board. Ask learners to come to the board to match the pictures and the words. Ask others to come and point to the double letter *zz*. Ask the class to write the word *buzz* in the air as they make a buzzing sound.
15. Play the chant again as learners read the words in their books by following the words with their fingers. Then say *Find the word buzz, whizz, dizzy, puzzle*. Learners point to the individual words on the page. Repeat this procedure a few times to get learners used to recognising the words.
16. Ask learners to work in pairs and to say the words of the chant. Play the audio in the background on low volume to help.
17. Write the sight word *in* or put the word card for *in* on the board. Say the word. Learners say the word and write the letters in the air. Write the word *out* on the board. Learners say the word and write the letters in the air.
18. Put the letters *b, t, f, p, w* in front of the word *in* and segment and blend the words *bin, tin, fin, pin* and *win*.

Feedback

Point to the flashcards and word cards for *buzz*, *whizz*, *dizzy*, *puzzle* and elicit the words. Point to the letter sound cards *zz* and elicit the sound *zzzz*. Ask learners where the double *zz* sound comes in the words. *End or middle?* Say *Show me*.

	Extra Tips • Give learners lots of practice in rhyming words. This skill helps prepare learners to make predictions when they read. Rhyming is important for writing, too. It can help learners understand that words that share common sounds often share common letters. • You can ask learners to trace the double consonant <i>z</i> in the air or on the palms of their hand as they say the sound to help learners acquire the sound and matching letter shapes. • Use onset and rime activities in the My letters lessons and in other lessons to help learners build word families and to look at/read words that rhyme. The onset is the initial sound. The rime is the part of the word that follows. At first, only use words that contain sounds and letters learners know. • Give learners practice in segmenting and blending CVC words whenever possible. This helps them to read words they have not met before or are not familiar with. • Learners can use a ‘zoner’ (a card with a rectangle shape cut out to show the words) as they read the chant to help them focus on individual words in the lines. • Learners can use a magnifying glass as a fun tool as they take part in activities where they are finding words.
	Differentiation activities (Support): 1. Ask learners to work in pairs and share a book to do the activity. 2. Learners point to the flashcards or do the actions instead of saying the words.
	Differentiation activities (Stretch): 1. Learners can write the words in the air as they listen to the chant. 2. Learners can sound out and blend the CVC words <i>buzz</i>, <i>whizz</i>.
Learner’s Book page 156	Learner’s Book: Activity 2 1. Get 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 letters <i>zz</i> in the air as learners say the sound <i>zzzz</i>. Ask learners to copy you as you write <i>zz</i> in the air. Write with your finger, then your elbow, then with your head and then with your foot in a fun way. 2. Learners can then write the sound on their desks with their fingers. They should say the sound as they write. Be sure they are not saying the letter names. 3. Ask learners to look at Activity 2. Ask <i>What can you see? Where is the double zz? Show me. How many words are there? Where are the words? Show me. Where is the word buzz? Show me.</i> Learners hold up their books and point to the letters and words to answer the questions. 4. Ask learners to trace over the double letter <i>zz</i> in their Learner’s Book and say the sound <i>zzzz</i> as they trace. 5. Learners will then say the words <i>buzz</i>, <i>whizz</i>, <i>dizzy</i>, <i>puzzle</i> in pairs before tracing over and writing the words.
	Differentiation activities (Support): 1. Ask learners to point to the letters at the top of the page as they do the activity. 2. Learners work in pairs to help with tracing the words.
	Differentiation activities (Stretch): 1. Learners look back through their books and see if they can find words where there are twin letters (<i>rabbit</i>, <i>hippo</i>, <i>ball</i>, <i>wall</i>, <i>yellow</i>, <i>giraffe</i>, <i>coffee</i>). 2. Learners look at the words and try and think of words that rhyme.

	Extra Tips - 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. - Learners can do the activity in pairs or small groups.
Learner's Book page 156 Audio Track LB 148	Learner's Book: Activity 3 1. Play the first part of the audio <i>Double zz, double zz, where are you? Beginning, middle or end?</i> Learners repeat the questions. 2. Then play the audio as learners listen and find the words in Activities 1 or 2. Then play the audio again as learners point to and say the words. 3. Say the words one by one as learners find them on the page in Activities 1 or 2. Ask questions: <i>What is the beginning/end sound? What letter does the word begin/end with? How many letters are in the word?</i> 4. Learners work in pairs. One asks <i>Double zz, double zz, where are you? Beginning, middle or end?</i> The other answers <i>I'm in buzz and fizz – at the end. I am in puzzle – in the middle.</i> They then swap roles. Demonstrate what you want them to do.
Activity Book page 135 Audio Track AB 67	Activity Book: Activity 1 1. Ask learners to look at the list of words. Read them aloud. Then ask learners to chorus them with you. 2. Tell learners they will work in pairs to find and circle the words in the word search grid. Play the audio, pause after the word <i>buzz</i> and allow time for learners to find and circle the word. Repeat for <i>whizz, fizzy, dizzy</i> and <i>puzzle</i>. 3. Ask learners to listen again and check their answers. 4. Ask learners what their favourite double <i>zz</i> word is.
Activity Book page 135 Audio Track LB 147	Activity Book: Activity 2 1. Tell learners they will now learn three new <i>zz</i> words. Point to each picture and say the word aloud (<i>pizza, fizzy, drizzle</i>). Read the words again and ask learners to point and repeat. 2. Read the rubric to the class. Check learners know what to do. They will work in pairs and write double <i>zz</i> to complete the words under the pictures and then say the words. 3. Learners work in pairs. Play the chant for the lesson quietly in the background as they work. 4. Check the words with the class: <i>pizza, fizzy, drizzle</i>. Ask questions to check understanding. Ask <i>What letters did you write in the words? (zz) What is the word for light rain? (drizzle) What do you notice about the word pizza? (There is a zz, but the sound is ts not zzzz.)</i> 5. Write the word <i>pizza</i> on the board and say the word as the class. Put the word cards for <i>pizza, fizzy</i> and <i>drizzle</i> on the board as the class read and say the words. Praise learners. 6. Tell the learners they are going to choose a word and write a sentence using it. Read aloud the example <i>I like pizza</i>. Write it on the board. 7. Ask confident volunteers to say sentences aloud, assisting if necessary. Write the examples given on the board. 8. The learners then write their own sentence on the line provided in the Activity Book. Less-able learners can copy an example from the board.

	Extra Tips • Learners should be encouraged to trace over letters in words in their books that they know the letter name and sound of. This can be done in any lesson where a new word is introduced. • Encourage learners to look at the shape of words, the number of letters and what the names and sounds of the letters are. This develops their noticing skills and is important for reading and writing.		
Resources	Plenary		
Audio Track LB 147	1. Invite learners to say today’s chant again without their books. Play the audio at a low volume in the background. 2. Ask the class to tell you the names of the twins they saw at the beginning of the lesson. What can they tell you about the twins? 3. Ask learners to name all the words that have the double <i>zz</i> letters in them. Ask them to tell you which is their favourite double <i>zz</i> word. 4. Ask learners what they learned in the lesson and then ask them to hold up their voting cards to show how they felt about today’s lesson. 5. Say the <i>Alphabet Song</i> chant with the class to end the 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: (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 and 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. (G1.3.2.1.4) Consolidate short vowels, initial and final consonants, vowel sounds from KG. (G1.3.2.1.7) Blend sounds (phonemes) to produce single-syllable words (for example, cat, hat, sat, fat). (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: 9
Teacher:		Subject: English
Grade: 1	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to identify instructions. Speaking: To describe shapes and colours, use numbers to give coordinates. Reading: To develop eye coordination moving from left to right. Writing: To recall and write the names of shapes.		Learning outcomes: By the end of the lesson, learners will be able to ... • describe shapes and colours • give and understand simple coordinates.
Link to prior learning: • Colours and shapes 21st Century Skills: • Critical Thinking and Problem Solving		
Key vocabulary: Colours, shapes Key expressions/structure: <i>What's this? What colour is this? Is this a (rectangle?) Yes, it is./No, it isn't. This is a ... , It's a ... , It's (blue).</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Encourage learners to draw as neatly as they can and help if needed. The drawing of shapes also develops fine motor skills and helps eye and hand coordination, and develops the small muscles in learners' hands also used for writing. • Learners may spend more time than is necessary on drawing the shapes. Encourage these learners to work neatly, but finish in the time available.		
Resources/equipment needed: Learner's Book page 157 Activity Book pages 136 and 137 Audio Tracks LB 147 and LB 149 Flashcards: shapes, <i>puzzle, buzz, whizz</i> Crayons		

UNIT 8 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Audio Track LB 147	1. Revise /zz/: hold up the flashcards <i>puzzle, buzz, fizzy, whizz</i> one by one, in random order. Elicit the words each time. 2. Have learners draw <i>zz</i> in the air and make the sound /zzzzzz/. 3. Play the chant from Lesson 8 and have learners join in.
Resources	Main Activity
Learner's Book page 157 Activity Book page 136 Audio Track LB 149	Learner's Book/Activity Book: Activity 1 1. Quickly revise the names of shapes by holding up the flashcards one by one. Elicit the words and display the cards. 2. Ask learners to look at the words in their Learner's Books. Play the audio, pausing for them to point to each word and its matching flashcard. 3. Tell learners to draw the shapes in the grid on Activity Book page 136. Explain that they all draw the star in the same place, but they can put the other shapes wherever they like. Remind learners that they must draw exactly what it says (i.e. <i>one star, one triangle, one heart, one rectangle, one square, two circles and two diamonds</i>). 4. Go round and monitor. Remind learners that they can put the shapes anywhere in the grid – they don't have to be in the order they are listed. 5. Check: play the audio again. Pause for learners to point to the shapes they have drawn.
Learner's Book page 157 Activity Book page 136	Learner's Book/Activity Book: Activity 2 1. Say <i>Colour the shapes</i>. Tell learners to choose the colours themselves, and to use as many colours as possible (they could even use more than one colour in some or all of the shapes). 2. Go round and talk to learners while they colour. Ask <i>What's this? What colour is this? Is this a (rectangle)?</i>, etc. Encourage learners to reply <i>Yes, it is./No, it isn't. This is a ... , It's a ... , It's (blue)</i>.
Learner's Book page 157 Activity Book pages 136 and 137	Learner's Book/Activity Book: Activity 3 1. Draw a copy of the grid quickly on the board with the numbers. 2. Point to the column of numbers. Have learners chorus the numbers as you point to them (<i>one, two, three</i>). Do the same with the row of letters (<i>a, b, c</i>). 3. Say <i>one</i> and put a left-hand finger on the 1. Say <i>a</i> and put a right-hand finger on the a. Move your fingers along and down to meet at the 1, a square, then say <i>one, a</i>. Have learners do the same and check with their partners. 4. Practise this a few more times, by calling out different coordinates and having learners find the correct square. They could then practise in pairs. 5. Put learners in pairs with partners who have not seen their books. Tell them to keep their grids hidden from their new partners. They sit facing each other, with a book or some other object to hide their grid. 6. Tell learners to look at the next page in their Activity Book. Tell them they are going to try to draw exactly what their partners have drawn in their first grid – without looking! 7. Learners take turns to give a coordinate and describe the shape, while the other one finds it and draws. For example: Learner A: <i>One, a ... an orange star.</i> (Learner B finds and colours the star.) Learner B: <i>Two, b ... a blue circle.</i> (Learner A finds the square, draws a circle and colours it blue.) 8. Go round and monitor, prompting and correcting where necessary. 9. Learners then compare grids – are they identical?

Activity Book page 137	Activity Book: Activity 4		
	1. Ask the learners to choose three shapes they have drawn and coloured. Go round and ask them to describe them, for example, <i>What is it? (It's a yellow circle.)</i>		
	2. Ask a learner to come to the board and write (for example) <i>a yellow circle</i> on the board.		
	3. Then tell them to write three similar phrases to describe their chosen shapes. Go round and check.		
	4. Finally, ask different learners to read out what they have written.		
	Differentiation activities (Support):		
	1. Learners could show each other their grids, name the shapes and colours, and copy them on to the second grid. Monitor, prompting where necessary.		
	Differentiation activities (Stretch):		
	1. When learners have completed their second grids, they play a memory game: they take turns to choose a grid and look at it for one minute. They then close their books and try to remember each row, while the other one checks. Monitor.		
Resources	Plenary		
	1. Call out a colour and a shape. Learners pick up a crayon of that colour and draw the shape in the air.		
	2. Ask learners to take over from you and call out the colours and shapes.		
	3. Use the grids to play <i>Bingo</i> : call out the colour and shape (for example, <i>a blue rectangle</i>) randomly. If learners have a blue rectangle on their grids, they mark it with a cross. The first learner or learners to mark all the squares win. You could ask different learners to call out the colours and shapes for you.		
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, time, place or action.			
(G1.1.1.1.3) Listen and respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration.			
(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.			
(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.			
(G1.3.2.1.1) Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.			
(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.			
(G1.4.3.1.1) Use grade-appropriate language structures (as applicable to Unit 8).			

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 1	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To practise listening to and understanding the numbers 0–19 and the new number 20. Speaking: To practise using the numbers 0–20 when speaking. Reading: To practise reading the written form of the numbers 0–20. Writing: To practise tracing numbers and writing numbers.		Learning outcomes: By the end of the lesson, learners will be able to ... • recognise and use the numbers 0–20 • trace and partially write the numbers 0–20.
Link to prior learning: • Numbers (words and figures) 0–19 • I have, you have, he has, she has, we have 21st Century Skills: • N/A		
Key vocabulary: Numbers 0–20 Key expressions/structure: None		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • The number <i>twenty</i> can be problematic because it contains an unusual sequence of consonants (<i>tw</i>,) and these are pronounced in a different way to the same sequence in the word <i>two</i>. To help learners with this, emphasise the sound of <i>w</i> in <i>twenty</i> and point to the <i>w</i> in the word as you say it. • Learners may also find the pronunciation of the second consonant sequence, <i>nt</i>, difficult. To help them with this, divide the word <i>twenty</i> into its two syllables: <i>twen</i> and <i>ty</i>. Say the two syllables separately and have learners repeat them chorally, then join the two syllables together to make the complete word <i>twenty</i>. Model the complete word and have learners repeat it chorally and individually.		
Resources/equipment needed: Learner's Book page 158 Activity Book page 138 Audio Track LB 150 Word cards: Numbers 1–20, numbers <i>one</i> to <i>twenty</i> Sheets of paper, three per group of four learners; scissors (Note that the activity requires learners, in groups, to fold and cut each sheet into eight sections; to save time in class, the sheets can be folded and cut before the class.)		

UNIT 8 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Show learners the number cards from 0 to 19 in a random order; elicit the words chorally and individually. 2. Do another number dictation with learners as in Lesson 4, but this time use the numbers for 0 to 19 and write six sets of four numbers each, for example 2, 5, 9, 13; 4, 8, 14, 17; 3, 7, 18, 19. 3. Point to each of the sets of four numerals and elicit all four numbers chorally (<i>two, five, nine, thirteen</i>, etc.). 4. Tell learners to get a pencil and to open their notebooks at the next blank page. From each set of numerals on the board, say one of the numbers, for example <i>five</i>, from the first set. Learners listen as you say the number from each set. 5. Repeat, saying the same numbers again. This time, learners write the numeral in their notebooks. 6. Repeat, saying the same numbers again. This time, learners check that the numeral they wrote is correct. 7. Call individual learners to the front to circle the correct numbers on the board. Learners check their own numbers from this. 8. Congratulate learners on listening and writing the numbers.
Resources	Main Activity
Learner's Book page 158 Audio Track LB 150	Learner's Book: Activity 1 1. Show learners the picture with the ants in the book. Help learners to count the ants from 1 to 19; when they get to the last ant, try to elicit the number 20. Model the number, then have learners say it chorally. Point to the big number 20 and make sure they understand that it is made up of a number 2 and a number 0. 2. Show learners the ants all around the number and explain that they are happy because they've got to number 20. Explain that this is the last new number learners will see this year. 3. Help learners to count the ants from 1 to 19; model the number 20, then have learners say it chorally. Point to the big number 20 and emphasise again that it is made up of a number 2 and a number 0. 4. Play audio to the class. Help learners to repeat the chant chorally.
Activity Book page 138	Activity Book: Activity 1 1. Show the picture of the boy with the speech bubbles; help the learners to count how many rabbits the boy has (3). 2. Write <i>three</i> in large, clear letters on the board; the learners complete the first speech bubble with <i>three</i>. Weaker learners may need the teacher to write the number on the answer line for learners to trace. 3. Repeat with the other speech bubbles; make sure the learners understand which person <i>he</i> refers to, which person <i>she</i> refers to, and which people <i>we</i> refers to. 4. When all the speech bubbles have been completed, help the learners to read them chorally and individually. Answers I have three rabbits; She has two rabbits; He has four rabbits; We have nine rabbits.

Activity Book page 138	Activity Book: Activity 2 1. Point to the picture of the girl with the speech bubbles. Help the learners to count her cats (<i>four</i>). 2. Help the learners to complete the first sentence (<i>I have four cats.</i>). Write the sentence in large, clear letters on the board. 3. The learners complete the sentence in their books. Weaker learners will need the teacher to write the words on the answer line for the learners to complete. 4. Repeat with the other sentences. 5. When all the speech bubbles have been completed, help the learners to read them chorally and individually. Answers I have four cats; He has six cats; She has five cats; We have fifteen cats. Differentiation activities (Support): 1. Weaker learners may find writing several words in the sentences too challenging. To help them, write the complete sentences on the board and call learners to the front to trace them, one word each. To help them write in their books, write most of the words for them, with only one word to be traced. Differentiation activities (Stretch): 1. More advanced learners can draw a picture of a child with some animals, and write a speech bubble. For example, they can draw a boy with six birds, and write a speech bubble with <i>I have six birds</i>. Encourage these learners to show their pictures and read the speech bubbles to the class.
Learner's Book page 158	Learner's Book: Activity 2 1. Show the picture of the two girls playing the game. Read the speech bubbles, pointing to the girl who is speaking. 2. Choose a learner to play the game with. Say <i>zero</i> and point to the learner to continue <i>one</i>. Continue with <i>two</i>, then point to the learner again and continue up to <i>twenty</i>. 3. In pairs, learners play the game. Encourage them to say the numbers as quickly as possible, but without making mistakes. 4. Choose pairs of learners to play the game in front of the class. If possible, use the stopwatch on a smartphone to time the pairs and praise the fastest pair.
Learner's Book page 158	Learner's Book: Activity 3 1. Arrange learners into groups of four. Give each group three sheets of paper and some scissors; show them how to fold the paper four times to make eight sections, and how to cut it. Alternatively, give each group the 24 sections already cut out. 2. Assign a letter <i>A</i>, <i>B</i>, <i>C</i> or <i>D</i> to each learner in the groups. Explain that they will write numerals on the paper sections. On the board write: <i>A 0 1 2 3 4 5</i> <i>B 6 7 8 9 10</i> <i>C 11 12 13 14 15</i> <i>D 16 17 18 19 20</i> 3. Learners write the numbers on the paper sections. Go round the class to make sure they are doing this properly. 4. Say <i>zero</i>; in each group, learners with the <i>0</i> number card hold it up. 5. Repeat with all the numbers from 0 to 20, then with numbers at random. 6. In each group, learners swap their sets of numbers cards; say the numbers at random again and make sure learners show the correct number cards. 7. Continue swapping until all learners have used all the number sets; call learners to the front to say and number for the rest of the class to show.

	Extra Tips • All classes in a school teach more than just a subject such as English or Maths. They are also, amongst other things, the places where children learn the rules of social behaviour. In this lesson, for example, learners are required to share their crayons. The teacher can encourage learners to share and to enjoy helping their classmates. Praise learners who volunteered to share their crayons and help the class to realise that sharing and cooperating makes the class more enjoyable. • There are many other opportunities for sharing in the classroom which are not specifically mentioned in the Lesson Plans. Learners can share their books, their stationery and their knowledge: all forms of sharing should be encouraged. This will help to generate a positive atmosphere in the class, but avoid pressing learners when it appears to be upsetting them: sharing should be a positive, enjoyable activity, not an unpleasant duty.
Resources	Plenary 1. Put all the number cards from 0 to 20 on the board. Point to each of the numbers at random and elicit the numbers chorally and individually. 2. Point to one of the numbers, for example 5. Say <i>What is five and one?</i> Help learners to say the answer (<i>six</i>), and show the numeral 6 on the board. Repeat with other numerals on the board. 3. Divide the class into two teams. Call one learner from each team to the front; learners should stand facing the board, one on the left side of the numbers and one on the right side. 4. Say <i>What is three and one?</i> The first learner to put their hand on the correct numeral (4) gets a point for their team. Repeat with other pairs of learners and with other sums. 5. Continue until all the numbers have been used and all learners have had a turn, then announce the winning team. 6. Finish the class with all learners answering your questions chorally: <i>What is zero and one?</i> (<i>one</i>) <i>What is one and one?</i> (<i>two</i>), etc., as far as <i>What is nineteen and one?</i> (<i>twenty</i>) 7. Praise learners on learning all the numbers from 0 to 20.

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) Listen to rhymes, songs and descriptions delivered slowly using simple repetitive language; follow very slow and carefully articulated speech to assimilate meaning. (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 and 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, things, locations and actions using Simple Present tense. (G1.2.1.1.5) Talk about needs, abilities and wants using the Simple Present tense, in positive and negative statements. (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) 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. (G1.3.1.1.2) Identify spaces between words; recognise that words are combined to form sentences (for example, capitalisation, first word, ending). (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.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 1	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify the sound <i>sh</i> at the beginning and end of words. Speaking: To say words beginning and ending with the sound <i>sh</i> . Reading: To recognise the letters <i>sh</i> at the beginning and end of words, read sight words <i>help, there</i> . Writing: To copy and write words with the letters <i>sh</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... • identify the sound <i>sh</i> • make the shape and form of the letters <i>sh</i> • produce the sound <i>sh</i> • say words containing the sound <i>sh</i>.
Link to prior learning: • Arabic language: letters and sounds matching • Units 1–7 My letters lessons • Unit 8 Lessons 3 and 8 21st Century Skills: • N/A		
Key vocabulary: <i>shark, shell, ship, shore, fish</i> Key expressions/structure: <i>sh is in shark, shell, ship, shore, fish, at the beginning/end, Help! There's a ... out there!</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Digraphs can cause problems for learners as the two letters that form the digraph have one sound. Learners often confuse the sound <i>sh</i> with the sound <i>s</i> as the formation in the mouth is the same, but the tongue in <i>sh</i> is further back in the mouth and the <i>sh</i> sound is long, whereas the sound <i>s</i> is short. • The <i>sh</i> sound also has many different spellings and can be represented by the letters <i>s, ch, ss, ti</i> as well as <i>sh</i>. In this lesson, only the <i>sh</i> letters are used in the spelling, but learners may offer suggestions that have the sound <i>sh</i>, but not the spelling <i>sh</i>. Learners need to have lots of practice in identifying and producing the sounds in words and in being made aware of the different spellings for words. • English language goes from left to right, unlike Arabic, and the Roman script is formed in a very different way from Arabic script. The English alphabet has upper case or capital letters which Arabic does not have. The use of these capital letters is very important for punctuation in English. Learners need to be reminded of these differences between the L1 and L2 and given time and variety of practice.		
Resources/equipment needed: Learner's Book page 159 Activity Book pages 139 and 140 Audio Tracks LB 141, LB 151, LB 152 and AB 68 Flashcards: <i>shark, shell, ship, shore, fish, van, apple, tiger, nut, sand, igloo, penguin, mat, duck, giraffe, kitten, car, hippo, rabbit, frog, lollipop, banana, jaguar, window, yoyo</i> Word cards: <i>shark, shell, ship, shore, fish</i> Letter cards: <i>sh, a, t, n, s, i, p, m, d, g, o, k, h, r, b, h, f, l, j, v, w, y</i>		

UNIT 8 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
Audio Track LB 141	1. Have the class perform the <i>Get ready</i> routine actions. 2. Say the Unit 8 chant from Lesson 1 with the class. 3. Play a game of <i>Pass the Sound</i> with the class. Put the letter cards <i>a, t, n, s, i, p, m, d, g, o, k, h, r, b, f, l, j, v, w, y</i> in a box. Put the flashcards for <i>apple, tiger, nut, sand, igloo, penguin, mat, duck, giraffe, kitten, hippo, rabbit, frog, lollipop, banana, jaguar, van, window, yoyo</i> on the board. Learners sit in a circle round the board. They pass the box of sounds around and chant <i>Box of sounds, box of sounds, pass it round, pass it round. Box of sounds, pass it round, what sound is it?</i> (to the tune of <i>London Bridge is Falling Down</i>). The learner that is holding the box at the end of the chant takes out the top card, says the sound and places the card next to the object on the board that begins with that sound. The others clap if it is correct and say the sound and word. Continue playing the game until all the sounds have been identified. 4. Praise learners. Then ask the class to think about which of the words can be grouped together in word families. Demonstrate by putting the cards for <i>apple, nut, lollipop</i> and <i>banana</i> together. Say <i>We can eat them. They are food</i>. Allow the class to give you their suggestions for categories or families for the other words. Recast any answers given in Arabic into English. 5. Point to the sounds on the board as you remove all the cards. Learners say the sound. Ask if they enjoyed the game.
Resources	Main Activity
Learner's Book page 159 Audio Track LB 151	Learner's Book: Activity 1 1. Chant the <i>Alphabet Song</i> with the class. Write the letters <i>v, y</i> and <i>z</i> in the air as learners copy you. Remind learners of the sound of the letters and the words that begin with those sounds. Ask the class if they are ready to learn a new sound in today's lesson. 2. Write the digraph <i>sh</i> on the board or hold up the letter sound card <i>sh</i> as you make the sound <i>sh</i>. Point to the letters, touch your ear and say the sound <i>sh</i>, and put your finger to your lips as if asking for silence as you say <i>sh</i>. Ask the class to repeat the sound <i>sh</i>. Show the class how the sound is made – teeth together, lips to the middle and tongue up slightly, but not touching the roof of the mouth. Put the digraph card on the board. Learners say the sound <i>sh</i> with you as you do so and make the action for silence/quiet several times. Point to the individual letters <i>s</i> and <i>h</i> and elicit the letter names. Then point to the two letters together and elicit the sound <i>sh</i>. Ask the class <i>What is the sound? How many letters are there?</i> Make sure the class realise that the two letters make one sound. 3. Tell the class that they will listen to a chant with words that begin with the sound <i>sh</i>. Ask the class to think and guess what the words might be. Put the flashcards for <i>shark, shell, ship, shore, fish</i> on the board (do not say the words, but acknowledge them if learners say them in English, or if in Arabic then recast into English) and then ask learners to close their eyes and listen for the <i>sh</i> words. 4. Play the audio. Ask <i>What did you hear?</i> Learners should answer with some of the words. Point to the flashcard for <i>shark</i> and say <i>shark</i> and the sound <i>sh</i>, and do the silence action. Ask learners to say the word and the sound and to do the action. 5. Point to the other flashcards for <i>shell, shore, ship, fish</i> as you say the words and learners repeat. Show the word cards for the pictures and say the words, but do not ask learners to read the words yet. Put the flashcards and word cards on the board next to the digraph <i>sh</i>.

6. Then tell the class to open their books and look at Activity 1. Write the page number on the board.
7. Ask *What can you see in the picture? Can you see a ship? Where is it? Can you see a shark? Can you see fish? Can you see a shell? Show me. What else can you see?*
8. Divide the class into two groups. Tell learners they will listen to the chant again. Group 1 will listen for the words *shark* and *shell*. Group 2 will listen for the words *ship* and *shore*. When they hear their words they will stand up and write *sh* in the air. Demonstrate for learners if needed.
9. Play the audio as learners listen and do the actions.
10. Play the audio again as learners listen, point to the pictures in their books for the *sh* words they hear and repeat the words.
11. Play the audio one more time as learners point to the pictures for the words again. Monitor and check that they are pointing and saying the words correctly.
12. Play or say the last two lines of the chant again: *Shout, shout, everyone! Get out of the big blue sea!* Ask learners to repeat after you.
13. Ask the class to vote if they liked today's chant.
14. Point to the flashcards and words for *shark, shell, ship, shore* and *fish* on the board. Ask learners to come to the board to match the pictures and the words. Ask others to come and point to the letters for the sound *sh*. Ask the class to write the word *ship* in the air as they make a *sh* sound.
15. Play the chant again as learners 'read' the words in their books by following the words with their fingers. Then say *Find the word shark, shell, ship, shore, fish*. Learners point to the individual words on the page.
16. Ask *How do we spell fish? Where is the sh sound? How do we spell shell? Where is the sh sound? What is in the shell?*
17. Ask learners to work in pairs and to say the words of the chant. Play the audio in the background on low volume to help.
18. Ask the class if they can find any other words with the *sh* sound in the chant (*shush, shout*). Tell the class that we say *Shush, please* when we want someone to be quiet and that when we speak loudly we are shouting. Remind the class that they should not shout in class. Then ask if they know any names beginning with the *sh* sound (*shrine* and *Sherif*). Remind the class that names need a capital letter.
19. Then put the letter cards *f, i, sh* one by one on the board. Learners say the sounds of the letters. Put a dot under each of the three sounds as you say the sounds and learners repeat. Then draw an arrow going from left to right under the dots and the cards and the word *fish*.
20. Write the word sum on the board; *f + i + sh = fish*. Then write up *d + i + sh = ____*. Learners say blend the letters and say *dish*. Do the same with *wish*.

Feedback

Point to the flashcards and word cards for *shark, shell, shore, ship, fish* and elicit the words. Ask learners about the name of the letters that make the sound *sh*. Point to the digraph card *sh* and elicit the sound *sh*. Ask learners to tell you all the words they now know with the sound.

	Extra Tips • Use voting cards to get learners, opinions on activities. It is important that learners think about what they are doing in lessons and how they feel about activities that they are asked to do. • You can ask learners to trace the letters 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 shapes. • Use word sums to help learners get the idea of blending letters into words. The ability to blend and segment is an important reading skill. • Learners can use a 'zoner' (a card with a rectangle shape cut out to show the words) as they read the chant to help them focus on individual words in the lines. • Focus on words that rhyme whenever possible. This helps learners to make predictions and helps develop reading skills. • Learners can use a magnifying glass as a fun tool as they take part in activities where they are finding words.
	Differentiation activities (Support): 1. Ask learners to work in pairs and share a book to do the activity. 2. Learners point to the flashcards or do the actions instead of saying the words.
	Differentiation activities (Stretch): 1. Ask learners what other words and names beginning with the <i>sh</i> sound they know. 2. Learners can write the <i>sh</i> words in the air as they listen to the chant.
Learner's Book page 159	Learner's Book: Activity 2 1. Get 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 letters <i>sh</i> in the air as learners say the sound <i>sh</i>. Ask learners to copy you as you write <i>sh</i> in the air. Write with your finger, then your elbow, then with your head and then with your foot. 2. Learners can then write the sound on their desks with their fingers. They should say the sound as they write. Be sure they are not saying the letter name. 3. Ask learners to look at Activity 2. Ask <i>What can you see? (a shark) What letters are written on the shark? What sound do the letters make? Where are the letters written? Show me. Where are the words? Show me.</i> 4. Ask learners to trace over the letters <i>sh</i> in their Learner's Book and say <i>The sound sh is in shark, shell, shore, ship and fish.</i> 5. Learners will then say the words in pairs before tracing over and writing the words. 6. Ask learners where the <i>sh</i> sound is in the words. Elicit <i>at the beginning/end.</i>
	Differentiation activities (Support): 1. Ask learners to point to the flashcard or word cards as they do the activity.
	Differentiation activities (Stretch): 1. Ask learners if they know any other words beginning with the letters <i>sh</i>. 2. Learners look at the words and try and think of words that rhyme.
	Extra Tips • 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. • Learners can do the activity in pairs or small groups.

Learner's Book page 159 Audio Track LB 152	Learner's Book: Activity 3 1. Play the audio as learners listen and find the words in Activities 1 or 2. Then play the audio again as learners point to and say the words. 2. Say the words one by one as learners find them on the page in Activities 1 or 2. Ask questions: <i>What is the beginning sound? What letters does the word begin with? How many letters are in the word? Where is the sound sh in the word?</i> 3. Learners in pairs say and point to the words or pictures on the page.
Activity Book page 139 Audio Track AB 68	Activity Book: Activity 1 1. Ask learners to look at the pictures in Activity 1 and ask <i>What can you see? What sound do the words begin/end with? What is the name of the letters that make the sound sh?</i> 2. Tell the class to work in pairs. They point and say the words. Check they know that if they hear two words joined by <i>and</i>, they have to point to both at the same time. Play the audio. Monitor to check they are pointing and saying the words correctly. 3. Ask learners to listen and say the words again, and to read the words in the word box after pictures. Monitor and check as they work. 4. Learners then write the words under the pictures using the words in the word box to help. Monitor to check that they are labelling the pictures correctly. 5. If time allows, ask learners to write a sentence using one of the <i>sh</i> words. Answers ship; shell; fish; shark
Activity Book page 139	Activity Book: Activity 2 1. Read the rubric aloud. Tell learners they are going to choose their favourite <i>sh</i> word and write a sentence using it. Give some examples: <i>Fish can swim. I don't like sharks.</i> Write these on the board. 2. Ask the learners to write their own sentence on the line provided. Then draw a picture to match.
Activity Book page 140	Activity Book: Activity 3 1. Read the rubric for the activity with the class. Then ask learners in pairs to say the words for the pictures on the left: <i>fish, shell, shore</i> and <i>shark</i>. 2. Ask the class to say the words together. Then put word cards for the words <i>fish, shell, shore</i> and <i>shark</i> on the board. 3. Ask learners to work in pairs and to read and say the words on the right in their books. Monitor and check they are saying <i>four, park, bell</i> and <i>dish</i>. 4. Say <i>Now match the pictures on the left with the pictures and words that rhyme on the right.</i> Ask <i>Which word rhymes with fish?</i> Elicit the word <i>dish</i>. Say <i>Draw a line from fish to dish. Which word rhymes with shell? Which word rhymes with shore? Which word rhymes with shark? Draw a line.</i> 5. Put the words <i>dish, bell, four</i> and <i>park</i> on the board. Ask learners to come to the board and put the words that rhyme together. Ask the class to say the words. Answers fish and dish; shell and bell; shore and four; shark and park

	Extra Tips • Learners should be encouraged to trace over letters in words in their books that they know the letter name and sound of. This can be done in any lesson where a new word is introduced. • Read the rubric for activities with the class. This helps learners to become independent and to manage tests and quizzes on their own. • Get learners noticing things as much as possible and reading pictures. Noticing is one of the key skills needed for reading and writing.		
	Plenary		
Audio Track LB 151	1. Invite learners to say today’s chant again without their books. Play the audio at a low volume in the background. 2. Ask learners to name all the words they know beginning with the sound <i>sh</i>. Ask them to tell you which is their favourite <i>sh</i> word. 3. Ask learners what they learned in the lesson and then ask them to hold up their voting cards to show how they felt about today’s lesson. 4. Say the <i>Alphabet Song</i> chant with the class to end the 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: (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 and action. (G1.1.1.1.3) Listen and 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. (G1.3.2.1.4) Consolidate short vowels, initial and final consonants, vowel sounds from KG. (G1.3.2.1.7) Blend sounds (phonemes) to produce single-syllable words (for example, cat, hat, sat, fat). (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: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To understand simple sentences. Speaking: To say simple sentences, join in a chant. Reading: To practise reading familiar words. Writing: To practise writing from left to right, practise writing the lower case letters <i>zz</i> and <i>sh</i> to complete known words, spell simple CVC words.		Learning outcomes: By the end of the lesson, students will be able to ... • assess their progress.
Link to prior learning: • Unit 8 Lessons 7–11 21st Century Skills: • N/A		
Key vocabulary: Numbers 0–20, shapes, <i>shell</i> , <i>shark</i> , <i>fish</i> , <i>ship</i> , <i>shoes</i> Key expressions/structure: <i>How many ... are there? There are ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Digraphs can cause problems for learners as the two letters that form the digraph form one sound. Learners often confuse the sound <i>sh</i> with the sound <i>ch</i> as they are both voiceless and have the letter <i>h</i> in them. Learners need to have lots of practice in identifying and producing the sounds in words and in being made aware of the different spellings and pronunciation for words. • English language goes from left to right, unlike Arabic, and the Roman script is formed in a very different way from Arabic script. The English alphabet has upper case or capital letters which Arabic does not have. The use of these capital letters is very important for punctuation in English. Learners need to be reminded of these differences between the L1 and L2 and given time and variety of practice.		
Resources/equipment needed: Learner's Book page 160 Activity Book pages 141 and 142 Audio Tracks LB 147, LB 151, LB 153 and AB 69 Flashcards: Lessons 8 and 11 Word cards: letters <i>a–z</i>		

UNIT 8 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
Audio Tracks LB 147 or LB 151	1. Revise the sounds and letters from Lessons 8 and 11: write <i>zz</i> on the board and elicit the sound /zzz/. Hold up the flashcards (<i>puzzle</i>, <i>buzz</i> and <i>fizz</i>) one by one, in random order. Elicit the words each time. 2. Write <i>sh</i> on the board and elicit the sound /sh/. Hold up the flashcards (<i>shark</i>, <i>shell</i>, <i>ship</i>, <i>shore</i> and <i>fish</i>) one by one, and elicit the words in the same way. 3. Ask learners to vote for which chant they would like – the one from Lesson 8 or Lesson 11. Play the chant they choose and have learners join in.
Resources	Main Activity
Learner's Book page 160 Audio Track LB 153	Learner's Book: Activity 1 1. Allow time for learners to study the pictures. You could put them in pairs to brainstorm the vocabulary. 2. Elicit words from the class, for example <i>shells</i>, <i>sharks</i>, <i>fish</i>, <i>ships</i>, <i>shoes</i>. 3. You could ask them what kind of place this is (it's a Sea Life Centre) and ask them if they have ever visited one. 4. Play the audio, pausing after each question. Each time, have learners point to, for example, the shells and count them one by one. Elicit the answers, and encourage full sentences. At this stage, keep the answers spoken. Answers There are nineteen shells; There are six sharks; There are twenty fish; There are four ships; There are two shoes.
Learner's Book page 160	Learner's Book: Activity 2 1. Ask the learners to point to and chorus the gap fill sentences. 2. Then ask them to complete the sentences by writing the correct numbers next to the words. Feedback Ask different learners to give the answers in sentences again (There are ...), and then to come to the board and write the numbers. Answers nineteen; six; twenty; four; two Differentiation activities (Support): 1. Have learners point the each word and repeat it. They then count the items again, one by one. Write each total on the board for them to copy. Make sure they form the numbers correctly. Differentiation activities (Stretch): 1. Learners complete the task alone, then compare answers in pairs.

Activity Book page 141	Activity Book: Activity 1 1. Ask the learners to look at the picture. Elicit known words (for example, <i>girl, Mum, puzzle, drink, bee, flowers, car</i>). 2. Read out the first question while the learners follow in their books. Have them repeat it (<i>Can you see a puzzle?</i>). Elicit the correct answer (<i>Yes, I can.</i>) and have them find it in the box. 3. Continue with the remaining questions. 4. Allow time for the learners to complete the activity in pairs. Go round and help where necessary. Encourage them to read out each question, look at the picture and then find the answer in the box. If necessary, help them write <i>I can hear ...</i> and <i>I can smell ...</i>. 5. Check, then ask different learners to read out the questions and answers to the class. Answers 1 Yes, I can. 2 Yes, I can. 3 No, I can't. 4 No, I can't. 5 I can hear cars/bees buzz. (answers will vary) 6 I can smell flowers. NOTE: some learners may tell you they can't hear or smell anything – these answers are acceptable. Show them how to write <i>nothing</i>.
Activity Book page 142 Audio Track AB 69	Activity Book: Activity 2 1. Learners point to the picture. Elicit <i>sun</i>. Say <i>hot and sunny</i> (mime looking hot). 2. Play the audio and have them chorus <i>The weather is hot and sunny</i>. 3. Ask a volunteer to look at the word box and choose the word for <i>hot</i>. Write it on the board. 4. Learners write <i>hot</i> in the first space in their books. 5. Do the same with <i>sunny</i>: play the audio again and have a learner choose a word from the box. Write it on the board. 6. Learners write <i>sunny</i> in second space in the book. Monitor. 7. Play the complete audio while learners point to the words and repeat them. 8. Finally, ask different learners to say the sentence <i>The weather is hot and sunny</i>. Answers hot; sunny
Activity Book page 142	Activity Book: Activity 3 1. Draw learners' attention to the items in Activity 3: bee, flower, puzzle. 2. Learners look back at the artwork in Activity 1 and count how many of each item they can see. 3. They write the number on the line provided. Feedback Learners can work with a partner to count again and check their answers. Answers bee - 2; flower - 5; puzzle - 9

Resources	Plenary		
Learner's Book page 160	1. Learners look back at the picture in Activity 1 of their Learner's Books. Allow one minute.		
	2. Ask half of learners to close their books. Ask them to try to remember what is in the picture. Prompt or elicit sentences, for example <i>There are (twenty) shells</i> . Tell the other half of the class to check each sentence and call out <i>Yes</i> or <i>No</i> .		
	3. Then change round so that the other half of the class have closed books. This time, learners with open books ask questions, for example <i>How many shells are there?</i>		
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, time, place or action.			
(G1.1.1.1.3) Listen and 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.			
(G1.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (for example, <i>yes/no</i> , <i>either/or</i> and simple <i>wh-</i> type questions).			
(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.			
(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.			
(G1.3.2.1.1) Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.			
(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 ...).			
(G1.4.3.1.1) Use grade-appropriate language structures (as applicable to Unit 8).			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 1	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and understand a chant with new words for the seasons, places and words connected with places. Speaking: To practise talking about the seasons, places and words connected with places, describe places with <i>There is ...</i> and <i>There are ...</i> Reading: To read the written form of the new words. Writing: To trace the written form of the new words.		Learning outcomes: By the end of the lesson, learners will be able to ... • recognise and use the words and phrases for talking about seasons, places and words connected with places • trace, write and say sentences with <i>There is ...</i> and <i>There are ...</i>
Link to prior learning: • <i>There is ...</i>, <i>There are ...</i> 21st Century Skills: • N/A		
Key vocabulary: <i>park, beach, mall, spring, summer, autumn, winter, frisbees, ice cream vans, trees, shells, sandcastles, boats, sea, shops, people, games, cars</i> Key expressions/structure: <i>There is ...</i> , <i>There are ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • In this lesson, learners are required to use several different categories of vocabulary, some of which are new and some of which have been seen before. These categories are <i>seasons, places, beach, mall</i> and <i>park</i>; to help learners use all these words, they should be presented or practised in their categories. • It will also help learners to write each category, with its words, in a corner of the board after learners have seen it. There are four categories to write like this: <i>seasons (spring, summer, autumn, winter)</i>; <i>beach (sandcastle, sea, shell, people, boat)</i>; <i>park (frisbee, tree, ice cream van)</i>; <i>mall (people, shop, car, game)</i>. The category <i>places</i> does not need to be written on the board as the three places are also used as categories.		
Resources/equipment needed: Learner's Book page 161 Activity Book page 143 Audio Tracks LB 154 and 155 Flashcards: <i>park, beach, mall, frisbee, tree, shell, sandcastle, boat, sea, shop, car</i> Pictures to show spring, summer, autumn and winter		

UNIT 8 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
	1. Start the class by teaching the seasons with simple games: show the pictures for the four seasons and relate them to the seasons where learners live. Model the four words; learners repeat the words chorally and individually. 2. Show the pictures for the first three seasons (<i>spring, summer, autumn</i>) one by one; learners say the words chorally. Then ask <i>What's next?</i> Learners say the next season chorally (<i>winter</i>). 3. Repeat with the same seasons, starting at different points, for example <i>autumn, summer, winter ... What's next?</i> and <i>winter, spring, summer ... What's next?</i> 4. Put the four seasons pictures on the board in a column on the left; next to each season, write the word <i>spring, summer</i>, etc. 5. Point to each word and sound out the first two syllables of each word; this will help learners to recognise which word it is. Then help learners to read the complete word. 6. Divide the class into four groups and assign a season to each group. Write the first two letters and the last letter of one of the seasons, for example <i>wi ____r</i> or <i>au ____n</i>; learners who were assigned that season stand up and read the word. Choose a learner from the group to complete the word on the board. 7. Repeat with the other seasons a few times, then give a different season to each group. Continue until each group has been assigned each of the four seasons.
Resources	Main Activity
Learner's Book page 161 Audio Track LB 154	Learner's Book: Activity 1 1. Use the flashcards for <i>frisbee, tree, shell, sandcastle, boat, sea, shop, car</i> to present the new words: show the flashcards one by one and try to elicit the words, then model each word; learners say the words chorally and individually. 2. Put the flashcards on the board, then write the words at random on the board. Help learners to read the words, then write each word next to the corresponding picture. 3. Show the flashcards for <i>park, beach</i> and <i>mall</i>; elicit the words and make sure that learners are familiar with them; learners repeat the words chorally and individually. 4. Put the three flashcards along the top of the board; call learners to the front to put each of the other flashcards under the appropriate place, for example <i>boat</i> under <i>beach</i>, <i>car</i> under <i>mall</i>, <i>trees</i> under <i>park</i>. Some of the flashcards can go with more than one place, but aim to get the same match of places and things as in the chant. 5. Point to each of the places one by one and choose learners to say the things associated with each place. 6. Remove all the flashcards except the places and replace them with the words. Help learners to read the words for each place chorally and individually. 7. Show the chant to the class. Help learners to find the words for the places and the things associated with each place. 8. Ask learners what else they can see and name in the picture. Teach ice cream van, game and people. Put the words cards on the board and have the learners chorus the words. Ask learners to help you place them next to an appropriate places flashcard. 9. Play the audio, then say the chant. 10. Play the audio again; help learners to remember the chant and say it. Write the chant on the board, then read the chant to the class, showing them each word with your reading finger as you read. 11. Play the audio again; learners say the chant chorally at the same time. Then practise the chant with the class, chorally and individually.

	Differentiation activities (Support): - Learners may find the three verses of the chant rather intimidating. To make it easier, show the structure of each verse to the learners: Line 1 is always seasons. Line 2 is always the name of the place. Lines 3 and 4 are about the things you can see. Differentiation activities (Stretch): - More-able learners can be guided to writing a fourth verse about school. They should write the verse as follows: - the first line can be all the seasons (<i>In spring, summer, autumn and winter</i>) - the second line is about school (<i>School is fun!</i>) - the learners will need help with the third and fourth lines, which could be: <i>There are teachers and pens. There's a book for me.</i> - The whole verse then reads <i>In spring, summer, autumn and winter, School is fun. There are teachers and pens There is a book for me!</i>
Learner's Book page 161 Audio Track LB 155	Learner's Book: Activity 2 - Help learners to read the sets of three places. Explain that they are going to listen to people talking about a place. They have to circle the place that the people are talking about. - Name each place and elicit the things that are associated with it, for example, <i>beach – shell, sandcastle, boats, sea.</i> - Play the audio. Pause and ask <i>Where is it? (the beach)</i>. Ask <i>How do you know?</i> Help learners to identify the words <i>sandcastle</i> and <i>boats</i>. Learners circle the correct place. - Repeat with the rest of the audio. Answers 1 beach; 2 park; 3 mall; 4 park; 5 mall
Activity Book page 143	Activity Book: Activity 1 - Show the picture to learners and ask <i>Where is it? (the beach)</i>. Point to each of the things in the picture and elicit the words (<i>boat, sandcastles, game (volleyball), etc.</i>). - Point to the picture again and read the example sentence: <i>There are three sandcastles</i>. Then start the second sentence and help the learners complete it (<i>There is a boat.</i>). - Repeat with the other sentences. - When all the sentences are complete, help the learners to read the sentences chorally and individually. Answers There are three sandcastles. There is a boat. There are six children. There is a game. There are twenty shells. There are two cars.

	Extra Tips - Remember that different learners have different learning styles. As learners become more familiar with reading words in English, so some of them will start to depend on seeing the written form of words. Make sure that learners always read the written form; when possible, they should also have practice tracing and writing the written form. - Dictation is the ideal practice for this type of learner; it also helps learners with other learning styles to make the connection between spoken words and written forms. Always make dictations simple and easy to do, using words they have seen and used in the class; the idea is to give learners practice, not to over-challenge them.
Resources	Plenary
	- On the board, write all the categories with vocabulary in this lesson – <i>seasons (spring, summer, autumn, winter); places (park, mall, beach); park (tree, frisbee, ice cream van); mall (people, shop, game, car); beach (boat, children, sandcastle, shell, sea).</i> - Call learners to the front to write the words under each category, as in instruction 1. - Divide the class into five groups and assign a category to each group (<i>seasons, places, park, mall, beach</i>). - Point to one of the categories on the board, for example <i>park</i>; learners with that group read the vocabulary from the board (<i>tree, frisbee, ice cream van</i>) chorally. Repeat with the other categories. - Assign another category to each group and repeat. Continue until each group has read the words for each category. - Praise learners on learning and using lots of words in this 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
Standards/SLOs: (G1.1.1.1) Listen to rhymes, songs and descriptions delivered slowly using simple repetitive language; follow very slow and carefully articulated speech to assimilate meaning. (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 and 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, things, locations and actions using Simple Present tense. (G1.2.1.1.5) Talk about needs, abilities and wants using the Simple Present tense, in positive and negative statements. (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) 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. (G1.3.1.1.2) Identify spaces between words; recognise that words are combined to form sentences. (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.			

LESSON PLAN		LESSON: 14
Teacher:		Subject: English
Grade: 1	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify the sound <i>ch</i> at the beginning and end of words. Speaking: To say words beginning and ending with the sound <i>ch</i> . Reading: To recognise the letters <i>ch</i> at the beginning and end of words, read sight words <i>that, like</i> . Writing: To copy and write words with the letters <i>ch</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... • identify the sound <i>ch</i> • make the shape and form of the letters <i>ch</i> • produce the sound <i>ch</i> • say words containing the sound <i>ch</i>.
Link to prior learning: • Arabic language: letters and sounds matching • Units 1–7 My letters lessons • Unit 8 Lessons 3, 8 and 11 21st Century Skills: • N/A		
Key vocabulary: <i>beach, lunch, chocolate, chips, chicken, cheese, peach</i> Key expressions/structure: <i>ch is in chocolate, chips, peach, cheese, beach, lunch, at the beginning/end, It's nice and hot. We like that a lot.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Digraphs can cause problems for learners as the two letters that form the digraph form one sound. Learners often confuse the sound <i>ch</i> with the sound <i>sh</i> as they are both voiceless and have the letter <i>h</i> in them. • The <i>ch</i> sound also has different pronunciations such as the <i>ch, sh, k</i>, although the spelling is <i>ch</i>. In this lesson, only the <i>ch</i> sound is used, but learners may offer suggestions that have the sound <i>sh</i> or <i>k</i>, but the spelling of <i>ch</i>. There is no grapheme for <i>ch</i> in Arabic, but some dialects have the <i>ch</i> sound. Learners need to have lots of practice in identifying and producing the sounds in words and in being made aware of the different spellings and pronunciation for words. • English language goes from left to right, unlike Arabic, and the Roman script is formed in a very different way from Arabic script. The English alphabet has upper case or capital letters which Arabic does not have. The use of these capital letters is very important for punctuation in English. Learners need to be reminded of these differences between the L1 and L2 and given time and variety of practice.		
Resources/equipment needed: Learner's Book page 162 Activity Book pages 144 and 145 Audio Tracks LB 141, LB 156, LB 157 and AB 70 Flashcards: <i>cheese, chair, chip, chocolate, van, ant, tiger, nut, sand, insect, penguin, mat, duck, giraffe, kitten, car, hippo, rabbit, frog, lollipop, banana, jaguar, window, yoyo, ship, zebra</i> Word cards: <i>beach, lunch, chocolate, chips, chair, chicken, ch, sh, a, t, n, s, i, p, m, d, g, o, k, h, r, b, h, f, l, j, v, w, y, z</i>		

UNIT 8 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
Audio Track LB 141	1. Have the class perform the <i>Get ready</i> routine actions. 2. Say the Unit 8 chant from Lesson 1 with the class. 3. Play a game of <i>Pass the Sound</i> with the class. Put the cards <i>a, t, n, s, i, p, m, d, g, o, k, h, r, b, f, l, j, v, w, y, z, sh</i> in a box. Put the flashcards for <i>ant, tiger, nut, sand, igloo, penguin, mat, duck, giraffe, kitten, hippo, rabbit, frog, lollipop, banana, jaguar, van, window, yoyo, ship, zebra</i> on the board. Learners sit in a circle round the board. They pass the box of sounds around and chant <i>Box of sounds, box of sounds, pass it round, pass it round. Box of sounds, pass it round, what sound is it?</i> (to the tune of <i>London Bridge is Falling Down</i>). The learner that is holding the box at the end of the chant takes out the top card, says the sound and places the card next to the object on the board that begins with that sound. The others clap if it is correct and say the sound and word. Continue playing the game until all the sounds have been identified. 4. Praise learners. Then ask the class to think about which of the words can be grouped together in word families. Demonstrate by putting the cards for <i>car</i> and <i>van</i> together. Say <i>We can drive them. They are transport.</i> Allow the class to give you their suggestions for categories or families for the other words. Recast any answers given in Arabic into English. 5. Point to the sounds on the board as you remove all the cards. Learners say the sound. Ask if they enjoyed the game.
Resources	Main Activity
Learner's Book page 162 Audio Track LB 156	Learner's Book: Activity 1 1. Chant the <i>Alphabet Song</i> with the class. Write the letters <i>s, h, y</i> and <i>z</i> in the air as learners copy you. Remind learners of the sound of the letters and the words that begin with those sounds. Ask the class if they are ready to learn a new sound in today's lesson. 2. Write the digraph <i>ch</i> on the board or hold up the letter sound card <i>ch</i> as you make the sound <i>ch</i>. Point to the letters, touch your ear and say the sound <i>ch</i>, and make the action of a steam train as you say <i>ch, ch, ch</i>. Ask the class to repeat the sound <i>ch</i> and to do the action. Put the digraph card on the board. Learners say the sound <i>ch</i> with you as you do so and make the action of the chugging of the steam train. Point to the individual letters <i>c</i> and <i>h</i> and elicit the letter names. Then point to the two letters together and elicit the sound <i>ch</i>. Ask the class <i>What is the sound? How many letters are there?</i> Make sure the class realise that the two letters make one sound. 3. Tell the class that they will listen to a chant with words that have the sound <i>ch</i> in them. Ask the class to think and guess what the words might be. Put the flashcards for <i>cheese, chocolate, chips, lunch, beach</i> on the board (do not say the words, but acknowledge them if learners say them in English or, if in Arabic, then recast into English) and then ask learners to close their eyes and listen for the <i>ch</i> words. 4. Play the audio. Ask <i>What did you hear?</i> Learners should answer with some of the words that they already know such as <i>cheese</i> and <i>chips</i>. Point to the flashcard for <i>chocolate</i> and say <i>chocolate</i> and the sound <i>ch</i> and do the chugging action. Ask learners to say the word and the sound and to do the action.

5. Point to the other flashcards for *cheese, chips, beach, lunch* as you say the words and learners repeat. Show the word cards for the pictures and say the words, but do not ask learners to read the words yet. Put the flashcards and word cards on the board next to the digraph *ch*.
6. Then tell the class to open their books and look at Activity 1. Ask *What can you see in the picture? What is the weather like? Where are the children? What are they eating? Can you see a shop? Where is it? Show me. What else can you see?*
7. Divide the class into two groups. Tell learners they will listen to the chant again. Group 1 will listen for the words *chocolate* and *chips*. Group 2 will listen for the words *beach* and *lunch*. When they hear their words they will stand up and write *ch* in the air and do the chugging train action. Demonstrate for learners if needed.
8. Play the audio as learners listen and do the actions.
9. Play the audio again as learners listen, point to the pictures in their books for the *ch* words they hear and repeat the words.
10. Play the audio one more time as learners point to the pictures for the words again. Monitor and check that they are pointing and saying the words correctly.
11. Say *The sun is shining. It's nice and hot.* Ask learners to repeat after you. Continue with *We're off to the beach. We like that a lot.* Learners repeat the lines.
12. Ask the class to vote if they liked today's chant.
13. Point to the flashcards and words for *cheese, chocolate, chips, beach* and *lunch* on the board. Ask learners to come to the board to match the pictures and the words. Ask others to come and point to the letters for the sound *ch*. Ask the class where the sound *ch* is in the words. Ask the class to write the word *chip* in the air as they make a *ch* sound. Then ask the class to write the word *lunch* in the air as they make the *ch* sound. Make sure learners realise that the sound can come at the beginning or end of words.
14. Play the chant again as learners read the words in their books by following the words with their fingers. Then say *Find the word cheese, chips, chocolate, beach and lunch.* Learners point to the individual words on the page.
15. Ask *How do we spell beach? Where is the ch sound? How do we spell chair? Where is the ch sound? What is the word in the chant that we make when eating? Munch, munch, munch.* Ask the class to pretend to eat and say the words *Munch, munch, munch.* Ask learners to tell you what word rhymes with *munch*. Elicit *lunch and crunch*.
16. Ask learners to work in pairs and to say the words of the chant. Play the audio in the background on low volume to help. Ask learners to tell you what word rhymes with *hot*. Elicit *lot*. Praise learners.
17. Write the sight word *that* or put up the word card for *that* on the board. Say the word. Learners say the word and write the letters in the air. Say *Find the word that in the chant.* Check the meaning of the word. Repeat the procedure for the word *like*. Put the words on the class word wall.
18. Then put the letter cards *ch, i* and *p* one by one on the board. Learners say the sounds of the letters. Put a dot under each of the three sounds as you say the sounds and learners repeat. Then draw an arrow going from left to right under the dots and the cards and say the word *chip*.
19. Write the word sum on the board; $ch + i + p = chip$. Then write up $ch + i + n = \underline{\hspace{1cm}}$. Learners say blend the letters and say *chin*. Do the same with *chair*.

Feedback

Point to the flashcards and word cards for *cheese, chocolate, chips, beach, lunch* and elicit the words. Ask learners about the name of the letters that make the sound *ch*. Point to the digraph card *ch* and elicit the sound *ch*. Ask learners to tell you all the words they now know with the sound.

	Extra Tips • Use voting cards to get learners, opinions on activities. It is important that learners think about what they are doing in lessons and how they feel about activities that they are asked to do. • You can ask learners to trace the letters 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 shapes. • Use word sums to help learners get the idea of blending letters into words. The ability to blend and segment is an important reading skill. • Learners can use a 'zoner' (a card with a rectangle shape cut out to show the words) as they read the chant to help them focus on individual words in the lines. • Focus on words that rhyme whenever possible. This helps learners to make predictions and helps develop reading skills. • Learners can use a magnifying glass as a fun tool as they take part in activities where they are finding words.
	Differentiation activities (Support): 1. Ask learners to work in pairs and share a book to do the activity. 2. Learners point to the flashcards or do the actions instead of saying the words.
	Differentiation activities (Stretch): 1. Ask learners what other words and names beginning with the <i>ch</i> sound they know. 2. Learners can write the <i>ch</i> words in the air as they listen to the chant.
Learner's Book page 162	Learner's Book: Activity 2 1. Get 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 letters <i>ch</i> in the air as learners say the sound <i>ch</i>. Ask learners to copy you as you write <i>ch</i> in the air. Write with your finger, then your elbow, then with your head and then with your foot. 2. Learners can then write the sound on their desks with their fingers. They should say the sound as they write. 3. Ask learners to look at Activity 2. Ask <i>What can you see? (a bar of chocolate) What letters are written on the chocolate? What sound do the letters make? Where are the letters written? Show me. Where are the words? Show me.</i> 4. Ask learners to trace over the letters <i>ch</i> in their Learner's Book and say <i>The sound ch is in munch, chocolate, chips, beach, lunch.</i> 5. Learners will then say the words in pairs before tracing over and writing the words. 6. Ask learners where the <i>ch</i> sound is in the words. Elicit <i>at the beginning/end.</i>
	Differentiation activities (Support): 1. Ask learners to point to the flashcard or word card as they do the activity.
	Differentiation activities (Stretch): 1. Ask learners if they know any other words beginning with the letters <i>ch</i>. 2. Learners look at the words and try and think of words that rhyme.
	Extra Tips • 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. • Learners can do the activity in pairs or small groups.

Learner's Book page 162 Audio track LB 157	Learner's Book: Activity 3 1. Play the audio as learners listen and find the words in Activities 1 or 2. Then play the audio again as learners point to and say the words. 2. Say the words one by one as learners find them on the page in Activities 1 or 2. Ask questions: <i>What is the beginning sound? What letters does the word begin with? How many letters are in the word? Where is the sound ch in the word?</i> 3. Learners in pairs say and point to the words or pictures on the page.
Activity Book page 144 Audio Track AB 70	Activity Book: Activity 1 1. Ask learners to look at the pictures in Activity 2 and ask <i>What can you see?</i> Elicit the words <i>chair, beach, fish, chick, ship, chips, chocolate, lunch</i>. Ask <i>What sound do the words begin/end with?</i> 2. Tell the class they will work in pairs. They will listen to the words and find the words that are not <i>ch</i> words. 3. Play the audio. Monitor to check they are circling the correct words (<i>fish</i> and <i>ship</i>). 4. Ask learners to listen again on their own. Learners say the words and check their answers. Monitor and check as they work. 5. Ask the class which of the words do not have a <i>ch</i> sound. Elicit <i>fish</i> and <i>ship</i>. 6. Ask the learners to think about the words that they know that have a <i>ch</i> sound in them and then to write a sentence for that word. Show an example by writing a sentence, such as <i>I like chicken</i>. on the board if required. Answers ship; fish
Activity Book page 145	Activity Book: Activity 2 1. Read the rubric aloud. Tell learners they are going to choose their favourite <i>ch</i> word and write a sentence using it. Give some examples: <i>I love chocolate. The chick is small</i>. Write these on the board. 2. Ask the learners to write their own sentence on the line provided. Then draw a picture to match.
Activity Book page 143	Activity Book: Activity 3 1. Ask learners to look at Activity 3. Read the rubric for the activity with the class. Ask <i>What will you do? Read and draw pictures</i>. 2. Ask learners to work in pairs and to read and say the words together. Monitor and check they are saying <i>chair, chips, chocolate, cheese</i>. 3. Say <i>Now draw pictures for the words</i>. Monitor as they draw. Ask questions to check that they are drawing to match the word written. 4. Put the words <i>chair, chips, cheese</i> on the board. Ask learners to say the words. Then ask learners to think of words that rhyme with the words. Elicit <i>pair, ships, please</i>. Extra Tips • Learners should be encouraged to trace over letters in words in their books that they know the letter name and sound of. This can be done in any lesson where a new word is introduced. • Read the rubric for activities with the class. This helps them to become independent and to manage tests and quizzes on their own. • Get learners noticing things as much as possible and reading pictures. Noticing is one of the key skills needed for reading and writing.

Resources	Plenary		
Audio Track LB 156	1. Invite learners to say today’s chant again without their books. Play the audio at a low volume in the background. 2. Ask learners to name all the words they know beginning or ending with the sound <i>ch</i>. Ask them to tell you which is their favourite <i>ch</i> word. 3. Ask learners what they learned in the lesson and then ask them to hold up their voting cards to show how they felt about today’s lesson. 4. Say the <i>Alphabet Song</i> chant with the class to end the 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: (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 and 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. (G1.3.2.1.4) Consolidate short vowels, initial and final consonants, vowel sounds from KG. (G1.3.2.1.7) Blend sounds (phonemes) to produce single-syllable words (for example, cat, hat, sat, fat). (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: 15
Teacher:		Subject: English
Grade: 1	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To understand simple instructions. Speaking: To give simple instructions, talk about colours and shapes, join in a chant. Reading: To practise reading familiar words and sentences. Writing: To practise writing from left to right, write their favourite colour.		Learning outcomes: By the end of the lesson, students will be able to ... • give and follow instructions • talk about colours and shapes.
Link to prior learning: • Colours and shapes 21st Century Skills: • N/A		
Key vocabulary: Colours, shapes Key expressions/structure: <i>Point to ... , Draw ... , Colour ... , What's your favourite colour? My favourite colour is ...</i>		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: • Encourage learners to draw as neatly as they can and help if needed. The drawing of shapes also develops fine motor skills and helps eye and hand coordination, and develops the small muscles in learners' hands also used for writing. • Learners may spend more time than is necessary on drawing the shapes. Encourage these learners to work neatly, but finish in the time available.		
Resources/equipment needed: Learner's Book page 163 Activity Book pages 146 and 147 Audio Tracks LB 158 and 159 Flashcards: shapes and colours Drawing paper		

UNIT 8 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Display the shape flashcards round the room. 2. Play <i>Simon says</i>: Say <i>Simon says point to the triangle</i>. (learners point to the triangle). <i>Simon says point to the square</i>. (they point to the square). <i>Point to the circle</i>. – they do NOT point to the circle because you didn't say <i>Simon says</i>. 3. Continue in this way until all the shapes have been mentioned at least once. Increase speed and try to catch them out. You could ask a confident learner to take over from you and call out the instructions.
Resources	Main Activity
Learner's Book page 163 Audio Track LB 158	Learner's Book: Activity 1 1. Books closed. Play the first verse of the recording Part 1 (as far as the lyric <i>In the air</i>). Encourage learners to follow the instructions. Play it again and this time they join in and draw the shapes in the air. 2. Play the second verse of the recording Part 1 (as far as <i>What's your favourite colour today?</i>). Encourage learners to follow the instructions (they can point to anything in the classroom, for example crayons). Play it again and this time they join in as they point to the colours. 3. Ask different learners <i>What's your favourite colour?</i> Elicit their answers. Encourage them to say <i>My favourite colour is ...</i> 4. Ask three learners to come to the front. Give them each a flashcard – <i>circle, triangle and yellow</i>. They face the class. 5. Play the audio as far as <i>What's your favourite colour today?</i> Encourage the class to join in with the words and the actions. Learners with the flashcards wave them when their shape or colour is mentioned. After the final question, they all call out their favourite colour. 6. Play the final verse of the recording Part 1. Again, learners follow the instructions and point to something purple and something grey. Play it again and this time have them all call out their favourite colour after <i>My favourite colour is ...</i> 7. Books open. Allow a little time for learners to look at the page. Then invite three different learners to come to the front. Two of them choose a shape card and one chooses a colour. 8. Play Part 2. Learners with flashcards hold them up in turn and learners call out the words and follow the instructions. 9. Continue in the same way, with different learners holding up different shape and colour flashcards. Extra Tips • Put learners in small groups. They practise the chant together, taking it turns to point to shapes and colours on the page while all the others say the word and do the action.

Learner's Book page 163 Audio Track LB 159	Learner's Book: Activity 2 1. Play the first sentence of the audio while learners follow the words in their books. Have them repeat the words and point to the correct shape (the star). They circle the star. 2. Continue in the same way with the rest of the audio, pausing after each sentence for learners to circle one of the shapes. 3. Play the whole audio and have learners check in pairs. 4. Then play it once more with learners joining in. Answers star; square; diamond; heart; square; rectangle
Activity Book page 146	Activity Book: Activity 1 1. Learners read each sentence and follow the instructions. Go round and supervise. 2. Have them read the sentences out to you, and ask them to describe their shapes. Differentiation activities (Support): 1. Have learners follow the words with their fingers while you read them out. Then ask them to repeat the words. 2. Learners chorus each sentence and draw the shapes in the air. Differentiation activities (Stretch): 1. Tell learners to complete the task alone or in pairs. Go round and monitor. 2. Ask different learners to read out each sentence while the others point to the matching shapes. Extra Tips • Learners could colour the shapes they have drawn. They then describe them. For example, <i>This is a blue circle.</i> • Give them some drawing paper. They take turns to tell their partners to draw more shapes. They could add colours, too, for example <i>Draw a pink rectangle.</i>
Activity Book page 146	Activity Book: Activity 2 1. Learners look at the first shape, then read and complete the sentence (<i>This is a rectangle</i>). 2. Either continue as a class activity or tell learners to complete the task alone or in pairs. If necessary, write <i>rectangle, heart, star, circle, diamond</i> and <i>square</i> on the board for them to copy. Monitor. 3. Ask different learners to read out the correct sentences. Answers rectangle; heart; star; circle; diamond; square

Activity Book page 147 Audio Track LB 158	Activity Book: Activity 3		
	1. Remind learners of the chant in Activity 1 of their Learner’s Books. If time, you could play it again. Ask them again <i>What’s your favourite colour?</i> 2. Ask them to look at the word snake. Tell them all the colours are there. Can they find theirs? Put them in pairs to help each other, and go round helping them, too. You could write their favourite colour and then help them locate the first letter in the word snake. 3. When they have found the words in the snake, tell them to circle them. Check. 4. Learners colour the letters in the words they have circled with the matching colour. 5. Finally, they complete the sentence by copying the coloured word on the space. Go round and check, and have them read the sentence to you.		
	Answers blue; green; grey; orange; yellow; red; black; pink; white; purple; brown		
Resources	Plenary		
	1. Play the whispering game round the class. The first learner whispers a colour and a shape, for example <i>a red triangle</i> to the next learner. They continue the whisper round the class. The last learner draws what he/she heard on the board. Is it what the first learner said? 2. Repeat as time permits.		
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, time, place or action.			
(G1.1.1.1.3) Listen and respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration.			
(G1.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (for example, <i>yes/no</i> , <i>either/or</i> and simple <i>wh-</i> type questions).			
(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.			
(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) 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.			
(G1.3.2.1.1) Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.			
(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 ...).			
(G1.4.3.1.1) Use grade-appropriate language structures (as applicable to Unit 8).			

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 1	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify the sound <i>th</i> at the beginning and end of words. Speaking: To say words beginning and ending with the sound <i>th</i> . Reading: To recognise the letters <i>th</i> at the beginning and end of words, read sight words. Writing: To copy and write words with the letters <i>th</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... • identify the sound <i>th</i> • make the shape and form of the letters <i>th</i> • produce the sound <i>th</i> • say words containing the sound <i>th</i>.
Link to prior learning: • Arabic language: letters and sounds matching • Units 1–7 My letters lessons • Unit 8 Lessons 3, 8, 11 and 14 21st Century Skills: • N/A		
Key vocabulary: <i>thunder, three, thick, thin, maths</i> Key expressions/structure: <i>th is in thunder, three, thin, thick, maths, at the beginning/end</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Digraphs can cause problems for learners as the two letters that form the digraph make one sound. Many learners have a lot of difficulty with the <i>th</i> consonant digraph. The <i>th</i> digraph has one spelling, but two sound variations: voiced and unvoiced. The mouth position for the two sounds is the same, but there is a slight variation of voice. The variation of the vibration of voice is difficult for children to replicate and understand, but it comes with time and practice. Learners need to have lots of practice in identifying and producing the sounds in words and in being made aware of the different spellings and pronunciation for words. • English language goes from left to right, unlike Arabic, and the Roman script is formed in a very different way from Arabic script. The English alphabet has upper case or capital letters which Arabic does not have. The use of these capital letters is very important for punctuation in English. Learners need to be reminded of these differences between the L1 and L2 and given time and variety of practice.		
Resources/equipment needed: Learner's Book page 164 Activity Book pages 148 and 149 Audio Tracks LB 141, LB 160, LB 161 and AB 71 Flashcards: <i>thunder, three, teeth, mouth, maths</i> Word cards: <i>thunder, three, teeth, mouth, maths, thick, thin, car, star, duck, truck, doll, ball, pen, ten, bee, three, hat, cat, rug, mug, box, fox, sock, clock, man, fan, snake, lake, frog, log, th</i>		

UNIT 8 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 141	1. Have the class perform the <i>Get ready</i> routine actions. 2. Say the Unit 8 chant from Lesson 1 with the class. 3. Play a game of <i>Rhyme in a Bag</i> with the class. Learners sit in a circle round the board. Put one half of the pictures for the objects on the board: <i>car, duck, pen, bee, hat, rug, box, sock, man, snake</i> and the other rhyming picture cards <i>star, truck, ten, three, cat, mug, fox, clock, fan, lake</i> in a bag. They pass the bag around and chant <i>Bag of words, bag of words, pass it round, pass it round. Bag of words, pass it round, what word is it? And where is the word that rhymes with it?</i> (to the tune of <i>London Bridge is Falling Down</i>). The learner that is holding the bag at the end of the chant takes out a picture card, says the word and places the card next to the object on the board that rhymes with it. The others clap if it is correct and say the rhyming words. Continue playing the game until all the rhyming pairs have been identified. 4. Point to the cards on the board as you remove them. Learners say the rhyming words. Ask if they enjoyed the game.
Resources	Main Activity
Learner's Book page 164 Audio Track LB 160	Learner's Book: Activity 1 1. Chant the days of the week with the class. Put the word cards for the days on the board. Point to the word <i>Thursday</i> and ask the class to say the word. Then draw learners' attention to the first two letters and tell the class that those two letters make the new sound in today's lesson. Remind the class that names of days require capital letters. Remove all the words for the days of the week except <i>Thursday</i>. 2. Write the digraph <i>th</i> on the board or hold up the letter sound card <i>th</i> as you make the sound <i>th</i>. Point to the letters, touch your ear and say the sound <i>th</i>, and show the class that your tongue is between your teeth and that you are blowing air as you say <i>th, th, th</i>. Ask the class to repeat the sound <i>th</i> and to hold their hand in front of their face and feel the air as they stick their tongue out slightly and say the sound. Put the digraph card on the board. Learners say the sound <i>th</i> with you as you do so and stick their tongue out and hold their hand in front of their face. Point to the individual letters <i>t</i> and <i>h</i> and elicit the letter names. Then point to the two letters together and elicit the sound <i>th</i>. Ask the class <i>What is the sound? How many letters are there?</i> Make sure the class realise that the two letters make one sound. 3. Put the number cards <i>1, 2, 3</i> in a row on the board. Put the picture cards for <i>thunder, three, maths</i> under each of the numbers. Point to and say the words with the class.

4. Tell the class that they will listen to a chant which has those *th* words in it. They will listen and when they hear a *th* word they will hold up their fingers for the number of the word on the board, for example *thunder* = one finger, *three* = two fingers, *maths* = three fingers.
5. Play the audio. Monitor and check that learners are holding up the correct number of fingers for the words they hear.
6. Then point to the flashcards as you say the words and learners repeat. Show the word cards for the pictures and say the words, but do not ask learners to read the words yet. Put the flashcards and word cards on the board next to the digraph *th* and the word cards *Thursday*, *thick* and *thin*. If necessary teach *thick* and *thin* and by drawing on the board, a tree with a thick trunk and a tree with a thin trunk.
7. Then tell the class to open their books and look at Activity 1. Point to each picture and ask questions such as *What can you see in the picture? What is the weather like? Where is the number three? Show me. What else can you see?*
8. Tell the class they will listen to the audio again and point to the pictures in their books for the *th* words they hear. Monitor as they listen and check that they are pointing correctly.
9. Play the audio one more time as learners point to the pictures for the words again and say the words. Monitor and check that they are pointing and saying the words correctly.
10. Ask more questions to check understanding: *What's the boy's favourite day/lesson/ weather? What else does he/she like? Why do you think he likes those words? What sound do they begin with? What do you think the person's name might be?*
11. Ask the class to vote if they liked today's chant.
12. Point to the flashcards and words for *thunder*, *three*, *maths* on the board. Ask learners to come to the board to match the pictures and the words. Ask others to come and point to the letters for the sound *th*. Ask the class where the sound *th* is in the words. Ask the class to write the word *three* in the air as they make a *th* sound. Then ask the class to write the word *maths* in the air as they make the *th* sound. Make sure learners realise that the sound can come at the beginning or end of words.
13. Play the chant again as learners read the words in their books by following the words with their fingers. Then say *Find the word thunder, three, thin, thick and maths*. Learners point to the individual words on the page.
14. Ask *How do we spell maths? Where is the th sound? How do we spell thunder? Where is the th sound?* Ask learners to tell you what word rhymes with *three*. Elicit *see*.
15. Ask learners to work in pairs and to say the words of the chant. Play the audio in the background on low volume to help. Praise learners.
16. Write the sight word *like* or put up the word card for *like* on the board. Say the word. Learners say the word and write the letters in the air. Say *Find the word like in the chant*. Check the meaning of the word. Repeat the procedure for the word *lot*. Put the words on the class word wall.

	17. Then put the letter cards <i>m, a, th, s</i> one by one on the board. Learners say the sounds of the letters. Put a dot under each of the four sounds as you say the sounds and learners repeat. Then draw an arrow going from left to right under the dots and the cards and say the word <i>maths</i>. 18. Write the word sum on the board; $m + a + th + s = maths$. Then write up $p + a + th =$. Learners say blend the letters and say <i>path</i>. Do the same with <i>bath</i>. Feedback Point to the flashcards and word cards and pictures on the board for <i>thunder, three, thin, thick</i> and <i>maths</i> and elicit the words. Ask learners about the name of the letters that make the sound <i>th</i>. Point to the digraph card <i>th</i> and elicit the sound <i>th</i>. Ask learners to tell you all the words they now know with the sound. Extra Tips • Use voting cards to get learners' opinions on activities. It is important that learners think about what they are doing in lessons and how they feel about activities that they are asked to do. • You can ask learners to trace the letters 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 shapes. • Use word sums to help learners get the idea of blending letters into words. The ability to blend and segment is an important reading skill. • Learners can use a 'zoner' (a card with a rectangle shape cut out to show the words) as they 'read' the chant to help them focus on individual words in the lines. • Focus on words that rhyme whenever possible. This helps learners to make predictions and helps develop reading skills. • Learners can use a magnifying glass as a fun tool as they take part in activities where they are finding words. Differentiation activities (Support): 1. Ask learners to work in pairs and share a book to do the activity. 2. Learners point to the flashcards or do the actions instead of saying the words. Differentiation activities (Stretch): 1. Ask learners what other words and names beginning with the <i>th</i> sound they know. 2. Learners can write the <i>th</i> words in the air as they listen to the chant.
Learner's Book page 164	Learner's Book: Activity 2 1. Get 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 letters <i>th</i> in the air as learners say the sound <i>th</i>. Ask learners to copy you as you write <i>th</i> in the air. Write with your finger, then your elbow, then with your head and then with your foot. 2. Learners can then write the sound on their desks with their fingers. They should say the sound as they write. 3. Ask learners to look at Activity 2. Ask <i>How many words can you see? Do the words have the letters th in them? What sound do the letters th make?</i> 4. Ask learners to trace over the letters <i>th</i> in their Learner's Book and say <i>The sound th is in thunder, three, thick, thin and maths</i>. 5. Learners will then say the words in pairs before tracing over and writing the words. 6. Ask learners where the <i>th</i> sound is in the words. Elicit <i>at the beginning/end</i>.

	Differentiation activities (Support): 1. Ask learners to point to the flashcard or word card as they do the activity.
	Differentiation activities (Stretch): 1. Ask learners if they know any other words beginning with the letters <i>th</i> . 2. Learners look at the words and try and think of words that rhyme.
	Extra Tips - 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. - Learners can do the activity in pairs or small groups.
Learner's Book page 164 Audio Track LB 161	Learner's Book: Activity 3 1. Play the audio as learners listen and find the words in Activities 1 or 2. Then play the audio again as learners point to and say the words. 2. Say the words one by one as learners find them on the page in Activities 1 or 2. Ask questions: <i>What is the beginning sound? What letters does the word begin with? How many letters are in the word? Where is the sound th in the word?</i> 3. Learners in pairs say and point to the words or pictures on the page.
Activity Book page 148	Activity Book: Activity 1 1. Ask learners to look at the pictures in Activity 1 and ask <i>What can you see?</i> Elicit the words. 2. Tell the class they will work in pairs. They will point and say the words together. 3. Ask learners to work on their own to write the words. Demonstrate with the picture for <i>three</i> . Write the number 3 on the board and then write the word <i>three</i> next to the number. Monitor and check that the learners are spelling the words correctly. 4. Ask learners to check their answers in pairs. Then ask <i>How many th words are there? How do you spell three, thirteen, maths, mouth? How many pictures do not have the th sound? What is the odd one out?</i> Elicit <i>fish</i> . Answers three; maths; mouth; fish; teeth
Activity Book page 149 Audio Track AB 71	Activity Book: Activity 2 1. Show learners the pictures and elicit/check the words (<i>think, thick, thin, bath</i> and <i>path</i>), explaining as necessary. 2. Play the audio. Learners listen and point to each picture as they hear it. 3. Ask learners to work in pairs and to write <i>th</i> to complete the words and then read and say the words together. Monitor and check they are saying <i>think, thick, thin, bath, path</i> . 4. Put the words <i>think, thick, thin, bath, path</i> on the board. Ask learners to say the words. Then ask learners which of the words rhyme: <i>path</i> and <i>bath</i> . Then elicit which of the words are opposites: <i>thick</i> and <i>thin</i> . Then ask if they can think of a colour word that rhymes with <i>think</i> . Elicit <i>pink</i> .
Activity Book page 149	Activity Book: Activity 3 1. Ask the learners to choose one of the words from Activity 2 and write a sentence. Demonstrate with <i>three</i> . Write the number 3 on the board and then write the sentence <i>I like the number three</i> . Monitor as the class write their sentences.

	Extra Tips • Learners should be encouraged to trace over letters in words in their books that they know the letter name and sound of. This can be done in any lesson where a new word is introduced. • Read the rubric for activities with the class. This helps them to become independent and to manage tests and quizzes on their own. • Get learners noticing things as much as possible and reading pictures. Noticing is one of the key skills needed for reading and writing.		
	Plenary		
Audio Track LB 160	1. Invite learners to say today’s chant again without their books. Play the audio at a low volume in the background. 2. Ask learners to name all the words they know beginning or ending with the sound <i>th</i>. Ask them to tell you which is their favourite <i>th</i> word. 3. Ask learners what they learned in the lesson and then ask them to hold up their voting cards to show how they felt about today’s lesson. 4. Say the <i>Alphabet Song</i> chant with the class to end the 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: (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 and 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. (G1.3.2.1.4) Consolidate short vowels, initial and final consonants, vowel sounds from KG. (G1.3.2.1.7) Blend sounds (phonemes) to produce single-syllable words (for example, cat, hat, sat, fat). (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: 17
Teacher:		Subject: English
Grade: 1	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To understand simple statements and questions. Speaking: To say simple sentences, ask and answer simple questions. Reading: To practise reading familiar words. Writing: To practise writing from left to right, practise writing the lower case letters <i>ch</i> and <i>th</i> , complete known words with <i>ch</i> and <i>th</i> , spell and write familiar CVC words.		Learning outcomes: By the end of the lesson, students will be able to ... • assess their progress.
Link to prior learning: • Unit 8 Lessons 13–16 • Numbers 0–20 21st Century Skills: • N/A		
Key vocabulary: <i>park, trees, people, beach, sandcastle, shell, children, frisbee, mall, shop, car, weather, cold, windy</i> Key expressions/structure: <i>Look at ... , There's a /an ... , There are ... , lots of, I like ... , How many ... are there? What's the weather like today?</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Digraphs can cause problems for learners as the two letters that form the digraph form one sound. Learners often confuse the sound <i>ch</i> with the sound <i>sh</i> as they are both voiceless and have the letter <i>h</i> in them. The <i>ch</i> sound also has different pronunciations such as the <i>ch</i>, <i>sh</i>, <i>k</i> although the spelling is <i>ch</i>. In this lesson, only the <i>ch</i> sound is used, but learners may offer suggestions that have the sound <i>sh</i> or <i>k</i> but the spelling of <i>ch</i>. There is no grapheme for <i>ch</i> in Arabic, but some dialects have the <i>ch</i> sound. Learners need to have lots of practice in identifying and producing the sounds in words and in being made aware of the different spellings and pronunciation for words. • English language goes from left to right, unlike Arabic, and the Roman script is formed in a very different way from Arabic script. The English alphabet has upper case or capital letters which Arabic does not have. The use of these capital letters is very important for punctuation in English. Learners need to be reminded of these differences between the L1 and L2 and given time and variety of practice.		
Resources/equipment needed: Learner's Book page 165 Activity Book pages 150 and 151 Audio Tracks LB 156, LB 160, LB 162, LB 163, AB 72 Flashcards: Lessons 13, 14 and 16 Picture postcards showing local scenes (optional)		

UNIT 8 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
Audio Tracks LB 156 or LB 160	- Revise the words and sounds from Lessons 14 and 16: hold up the flashcards (<i>beach, chocolate, chips, lunch, cheese</i> and <i>chair</i>) one by one, in random order. Elicit the words each time. - Write <i>ch</i> on the board and have learners make the sound /ch/. Write <i>th</i> on the board and have learners make the sound /th/. Then point to the pairs of letters randomly with increasing speed while learners make the sound. - Remind learners of the two chants. Ask them to choose one. Play the chosen recording and have learners join in.
Resources	Main Activity
Learner's Book page 165 Audio Track LB 162	Learner's Book: Activity 1 - Books closed. If you have some postcards, show them to the class and have them name the places they recognise. Teach <i>postcard</i>. - Books open. Allow time for learners to study the pictures. - Put them in pairs to brainstorm vocabulary. Go round and listen, prompting as necessary. - Elicit vocabulary from the class and have everyone point to each item and repeat the word. Words might include: <i>beach, sandcastle, shell, sea, frisbee, park, tree, people, children, ice cream van, mall, shop, car</i>. - Play the audio, pausing after each section for learners to point to the correct picture. Check. - Play it again and this time ask learners to point the parts of each picture that are mentioned. - Ask volunteers to describe each picture using <i>There is/There are</i>. The other learners point to the correct pictures. - Put them in pairs or groups. Ask them to practise describing the pictures in the same way. Monitor, and make sure they are using <i>There is</i> and <i>There are</i>.
Learner's Book page 165 Audio Track LB 163	Learner's Book: Activity 2 - Learners look at the postcards again. Play the audio, pausing after each question. Have learners repeat it (if necessary) then allow time for them to work out the answer. - Play it again, pausing as before and elicit the answers from different learners. Feedback Play it again, pausing as before. Have the whole class answer this time. Answers There are eleven people in the park. There are nine children. Yes, it is. (It's windy.) There are ten shops. It's wet/raining. There are five sandcastles. No, it isn't. (It isn't cold. It's hot.)
Learner's Book page 165	Learner's Book: Activity 3 Learners work in pairs to ask and answer questions about the postcards. Monitor, and assist when necessary.

	Extra Tips • In pairs, learners describe the weather in each picture. Go round and prompt if necessary. • Ask volunteers to describe the weather in one of the pictures while the others identify which one. Suggestions beach: It's hot/sunny. It isn't wet/cold/windy/cloudy. park: It's warm. It's cloudy. It's windy. mall: It's wet. Differentiation activities (Support): 1. Use the flashcards from Lesson 13 to revise the vocabulary: show them each one in turn and elicit the word. 2. Hold up the flashcards again, one by one, and have them make a sentence about the postcard. For example, the <i>sandcastle</i> flashcard: <i>There are five sandcastles.</i> Differentiation activities (Stretch): 1. Then have them look again at the postcard for one minute, then close their books. 2. In pairs, learners remember as much as they can about the pictures. Monitor. Check they use sentences with <i>There is ...</i> and <i>There are ...</i> 3. They then check the pictures. How well did they remember?
Activity Book page 150 Audio Track AB 72	Activity Book: Activity 1 1. Play the audio. Ask the learners to point to each picture and chorus the word as they hear it. 2. Allow time for them to complete the task in pairs. They find each word in the box and copy it under the correct picture. Monitor. 3. Ask the learners to show each other their work. Answers chocolate; teeth; three; chair; chips; maths; beach; mouth
Activity Book page 150	Activity Book: Activity 2 1. On the board, write <i>th</i>. Have the learners make the sound. 2. Do the same with <i>ch</i>. 3. Then ask them to look back at the words in Activity 1. They sort the words into two groups: <i>th</i> and <i>ch</i>, and write them in the correct lists. 4. Go round and monitor. Ask them to read out the words to you. 5. Finally, ask different learners to read out the two lists. Answers ch: chocolate, chips, chair, beach th: teeth, maths, three, mouth

Activity Book page 151	Activity Book: Activity 3 1. Together read the questions aloud, and then the words in the word box. 2. Read question 1 again and elicit the correct answer from the box (<i>brown</i>). The learners write the answer on the line provided. 3. Repeat with questions 2–4. Ensure learners write full answers. Answers Chocolate is brown. Cheese is yellow. Teeth are white. Trees are green.
Activity Book page 151	Activity Book: Activity 4 1. Read the phrases aloud to the class. 2. Learners then work individually to read each phrase, find the shape and colour it accordingly (i.e. a red triangle). Feedback Different learners describe each shape, in a random order, while the others point.
Resources	Plenary 1. Hide a flashcard behind a book and very slowly push it up to reveal the picture gradually to the class. How quickly can they recognise and name it? 2. Continue with all the flashcards from Lessons 13, 14 and 16.

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, time, place or action. (G1.1.1.1.3) Listen and respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration. (G1.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions (for example, <i>yes/no</i> , <i>either/or</i> and simple <i>wh-</i> type questions). (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. (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) 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. (G1.3.2.1.1) Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. (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 ...). (G1.4.3.1.1) Use grade-appropriate language structures (as applicable to Unit 8).			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 1	Unit: 8	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, read sight words <i>they, then, went, had, round, in, out, up, down</i> . Writing: To write words to complete a story.		Learning outcomes: By the end of the lesson, learners will be able to ... • identify the order of events in a simple story • produce the key words in a story • retell the story in their own words.
Link to prior learning: • Arabic language: storytime lessons • Review of lexis in Unit 8 21st Century Skills: • N/A		
Key vocabulary: <i>funfair, roundabout, big slide, bumper cars, big wheel, toffee apple, ice cream, burger, Zed the zebra, Hip the hippo</i> Key expressions/structure: <i>They went in/out/up/down. They had a ..., Then ..., I'm feeling dizzy/sick.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Not all learners will enjoy just sitting and listening to stories. Teachers need to engage learners in the story-telling process and to have lots of pictures for them to look at and to follow. Teachers should encourage learners to make the noises of words, to mime words and to predict what happens in stories. • Teachers should find any moral or message that the story has and encourage learners to think about the message in simple terms. In this story, the message could be of not eating too much, eating healthily and not eating and then moving about too much.		
Resources/equipment needed: Learner's Book page 166 Activity Book pages 152 and 153 Audio Tracks LB 164 and AB 73 Flashcards: <i>funfair, roundabout, big slide, bumper cars, big wheel, toffee apple, ice cream, burger</i>		

UNIT 8 LESSON 18 TASKS/ACTIVITIES

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

Resources	Starter
	1. Get 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. Ask learners about their last English lesson. <i>What did they do?</i> What words did they learn? See what they can remember. 3. Play a game of <i>What's missing?</i> Put the flashcards for <i>ship, shell, shark, chocolate, chips, beach, teeth, mouth, maths</i> in any order on the board. Ask the class to say the words as you put them up on the board. Then ask learners to close their eyes. Say <i>Close your eyes. No peeking!</i> Remove <i>ship</i> from the board. Then say <i>Open your eyes. What's missing?</i> Learners answer <i>ship</i> or <i>The ship is missing</i>. Ask the rest of the class <i>Is he/she right?</i> Continue until you have removed all the cards. 4. Remind the class that today's lesson is a story and do the routine for getting ready for story-telling: <i>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!</i> As usual do the actions with the class and end by whispering the last line of the chant.
Resources	Main Activity
Learner's Book page 166 Audio Track LB 164	Learner's Book: Activity 1 1. Elicit the words and check things that people can do at funfairs by asking questions. Say <i>Do you like visiting the funfair? What can you eat at the funfair? What rides can you go on? What is your favourite ride?</i> Elicit the words for <i>roundabout, bumper cars, big wheel, big slide</i> and show the picture cards for the words. 2. Tell the class that today's story is about these two animals. Check the names with the class: <i>Zed</i> and <i>Hip</i>. Write the title of the story on the board: <i>A day at the funfair</i>. Ask the class to read the title of the story with you. Ask 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>

3. Tell the story as you draw, make gestures and move the flashcards on the board. Say *Let's begin! Are you sitting comfortably? Last weekend Zed the zebra and Hip the hippo went to the funfair.* Put the flashcard of the funfair on the board. Ask learners which ride the animals went on first. Show the picture of the roundabout and say *They went round and round on the roundabout.* Put the picture of the roundabout under the animals. Say *They went round and round on the roundabout.* Mime going round and round and looking dizzy. Ask *How did they feel? (dizzy)* Then they had a lovely big toffee apple. Mime eating a toffee apple. Put the picture of the toffee apple next to the picture of the roundabout. Ask the class what ride the animals went on next. Accept their answers in Arabic and recast in English. Say *They went down the big slide.* Mime going down and round and say *Wheel! How did they feel? (worried)* Then they had a lovely big ice cream. Put the picture cards of the big slide and ice cream on the board under the roundabout and toffee apple. Then ask *What ride do you think they went on next?* Again accept answers in Arabic and recast into English. Then move your hand in and out and say *They went in and out on the bumper cars!* Show the picture of the bumper cars and say *Then they had a big burger.* Ask *How do you think they are feeling now? What ride will they go on next?* Put the pictures of the bumper cars and burger under the big slide and ice cream. Show the picture of the big wheel and say *They went up in the big wheel. How do they feel now?* Elicit answers. Then say *Yes, they feel sick/lill. Time to go home.* Put the picture of the big wheel on the board under the other rides and draw a sad face next to it.
4. Ask *Are the animals friends? Do they have fun? What rides do they go on? What do they eat?* Then tell learners to open their books. Say *Look at the picture. Can you see Zed and Hip? Where are they? What are they holding in the last picture?* Then ask more questions about what else they can see in the pictures. Ask about the colours of the animals, the objects, any people and the rides. Accept answers in Arabic, but recast into simple English.
5. Then play the audio as learners listen to the story and look at the pictures in their book. Ask learners to think about the story and to clap if they liked it.
6. Tell learners they will listen again and do the actions for the story: go round and round on the roundabout, feel dizzy; go down in the big slide, look worried; go in and out in the cars; up in the big wheel, feel sick and hold their tummies. Play the audio as learners listen and do the actions with you.
7. 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.
8. Divide the class into two groups. Play the audio again. One group says the words and follows the words in their books. The other group does the actions. Then groups swap roles.
9. Ask the class if they liked the story and then ask *Is it a good idea to eat when we go round and round, in and out and up and down? Why not?* Accept answers in Arabic, but recast in English. Tell the class that it is important that we don't eat or drink too much or too quickly when we play.

Learner's Book page 166	Learner's Book: Activity 2 1. Learners in pairs tell the story using the flashcards on the board from Activity 1 to help. Monitor and help if needed. 2. Put the words <i>they, then, went, had, round, down, in, out, up</i> on the board. Read the words with the class. Ask learners to find and circle the words in their books. Feedback 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 learners work in pairs to tell each other the story using the pictures in their book and include a message about eating when you go to the funfair. Extra Tips • Make enlarged copies of the pictures in the Learner's Book and use this to tell the story with the whole class. • An alternative chant before starting the story is <i>Wiggles</i>: 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 as can be, (<i>whisper this last line and fold hands in lap</i>) • You can gather learners onto a rug/mat on the classroom floor for story-telling to make the lesson feel special. • Ask lots of questions about the pictures in a story to hold learners' interest. Open-ended questions are good, such as <i>Tell me what you see. What do you think happens? What happens in the beginning? What happens at the end?</i> • Learners can make mini books of the stories and then use them to retell the story if they finish a class activity early. Differentiation activities (Support): 1. Learners work with a partner to help with the reading/telling of the story. 2. Learners use the flashcards on the board for support when telling the story. 3. Learners use actions and gestures to tell the story. Differentiation activities (Stretch): 1. Learners add to the story by talking about other things in the picture. 2. Learners can expand the story by using their imagination as to what other rides and food could be included. 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.
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Activity Book page 152 Audio Track AB 73	Activity Book: Activity 1 1. Ask learners to open their Activity Books. Say <i>1, 2, 3. Eyes on me!</i> Learners then say <i>1, 2. Eyes on you!</i> 2. Tell learners they will listen to the story again and put the pictures in order. Ask <i>How many pictures are there? (6)</i>. Tell them that picture 6 is in the correct place and that they will listen and write the numbers next to the other pictures. 3. Play the audio as learners listen, look at the pictures and write the numbers next to the pictures. 4. Learners check their answers with a partner and then listen again to check. Feedback The class tell the story again from the pictures that they have numbered. They can say the words or do the actions. Or if using a photocopy, they can cut the pictures and put them in order and stick them in a mini book. Answers 1 a; 2 d; 3 f; 4 e; 5 b; 6 c
Activity Book page 153	Activity Book: Activity 2 1. Ask learners to look at the sentences. Tell them they will work in pairs to point to, say the sentences and write the missing words, using the Learner's Book to help if needed. Monitor as they work to check they are saying and spelling the missing words correctly. 2. Learners work in small groups and read the sentences for the story again. 3. Learners close their books and tell the story again taking turns to say a line of the story and mime the actions/events that take place. If there is time, ask groups to show their stories to the class. Answers to; round / round; down; in / out; up
Activity Book page 153	Activity Book: Activity 3 1. In pairs, the learners discuss a time they went to the funfair. 2. Ask the learners to work individually to write a sentence about their own visit. Give some examples, such as <i>I went on a roundabout. I had fun.</i> Write this on the board. 3. Monitor and assist less confident learners. If time allows, ask volunteers to read their sentence aloud. Extra Tips • Make large copies of the picture story in the Activity Book. You can cut up the pictures and use those to help with feedback on the story order. And they can be used for group, rather than individual, colouring. • Photocopy the story in the Activity Book. Then learners can cut up the pictures and put them in order. This helps kinaesthetic learners. Learners can make a mini book using the pictures. Differentiation activities (Support): 1. Learners just do the actions for the story when retelling it. Differentiation activities (Stretch): 1. Learners expand the story by thinking of a new ending. They can draw a picture for any extra lines they make up. 2. Learners can think of questions to ask about the story.

Resources	Plenary		
	1. Remind learners of the storytime routine and chant. 2. Invite learners to say the story again without their books. 3. Ask learners to do the actions for the story. 4. Ask them if they liked the story in today’s 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, time, place or action.			
(G1.1.1.1.3) Listen and 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, things, locations and actions using Simple Present tense.			
(G1.2.2.1.3) Add, give and follow single-step directions.			
(G1.3.8.1) Recognise, understand, build and use basic vocabulary related to familiar topics in listening, speaking reading, and writing using various strategies and sources.			
(G1.3.8.1.1) Build an increasing number of high frequency words and phrases through listening, reading or being read to; understand them when used by others, and produce these words themselves.			
(G1.3.8.2) Use various strategies to determine meanings of words.			
(G1.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words.			

LESSON PLAN		LESSON: 19
Teacher:		Subject: English
Grade: 1	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To practise hearing and understanding words for the seasons, for places and for words connected with places. Speaking: To practise talking about the seasons, places and activities with <i>There is ...</i> and <i>There are ...</i> . Reading: To practise reading the written form of the vocabulary of this unit with <i>There is ...</i> and <i>There are ...</i> . Writing: To practise tracing and writing the vocabulary of this unit.		Learning outcomes: By the end of the lesson, learners will be able to ... recognise and use <i>There is ...</i> and <i>There are ...</i> with seasons, places and words connected with places.
Link to prior learning: - Weather, seasons, places - Words connected with places <i>There is ...</i>, <i>There are ...</i> 21st Century Skills: - N/A		
Key vocabulary: Weather, seasons, places, words connected with places Key expressions/structure: <i>It's ...</i> , <i>There is ...</i> , <i>There are ...</i> , <i>I like ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: - This lesson recycles the vocabulary that was presented or recycled in Lesson 13 and combines it with vocabulary from Lesson 1. The more familiar learners are with this vocabulary, the better they will be able to do the activities in Lesson 19. - This vocabulary can be arranged in five categories: <i>weather</i>, <i>seasons</i>, <i>beach</i>, <i>mall</i> and <i>park</i>; for efficient and effective revision, the vocabulary should be initially reviewed in the same categories. After this, the categories can be combined, as in the starter, where seasons and weather are combined. Effective revision also requires a mix of learning styles, so the teacher should make use of both visual cues (flashcards) and written cues (words on the board) when revising.		
Resources/equipment needed: Learner's Book page 167 Activity Book pages 154 and 155 PCM 46 Flashcards: <i>beach</i> , <i>mall</i> , <i>park</i> , words connected with weather, seasons, places		

UNIT 8 LESSON 19 TASKS/ACTIVITIES

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

Resources	Starter
	1. Revise the seasons by writing the numbers 1, 2, 3 and 4 on the board. Point to number 1 and ask <i>What is the first season of the year? (spring)</i>. Repeat with numbers 2, 3 and 4 (<i>summer, autumn, winter</i>). 2. Remind learners about the mime gestures they invented for the weather in Lesson 1. Act each of the mime gestures; learners say the corresponding weather, for example, <i>It's hot. It's windy. There's a sandstorm.</i> 3. Combine the two by saying a number from 1 to 4 and doing a mime gesture. For example, say the number 2 and do the mime gesture for <i>hot</i>. Help learners to make two sentences: <i>It's summer. It's hot.</i> 4. Repeat with other combinations of season and weather. 5. Revise the places and words connected with places by saying a place and eliciting the words connected with it. For example, say <i>beach</i>; learners say <i>sea, shell, sandcastle, people, boat</i>.
Resources	Main Activity
Learner's Book page 167	Learner's Book: Activity 1 1. Write six category headings on the board: <i>weather, seasons, beach, mall, park</i> and a new extra category, <i>home</i>. Show the picture for <i>spring</i> to learners. Ask <i>Where is it? (the park)</i> and <i>What can you see in the picture? (It's windy. It's cloudy. There's a game. (catch), frisbees, etc.)</i>. Elicit the answers. 2. Repeat with the other pictures. As learners say the words, add them to the categories on the board. Note that some of the words connected with places are used with different, but equally appropriate, places in this lesson. 3. Read the first sentence to learners (<i>It's spring in the park.</i>). Help learners to work out if the sentence is true or false. It's true, so elicit <i>Yes</i>. 4. Repeat with the other sentences, then say new sentences, such as <i>It's cloudy in winter. It's cold at the beach. There's a sandstorm in winter</i>. Learners say <i>Yes</i> or <i>No</i> as appropriate.
	Answers Yes; No; No; Yes; Yes; No
	Differentiation activities (Support): 1. Some learners may find it too challenging to make up sentences about the pictures; in this case, provide sentences as jumbled words on the board, for example: <i>summer It's in windy</i>. Learners make a sentence from the words (<i>It's windy in summer.</i>); other learners say <i>Yes</i> or <i>No</i> accordingly.
	Differentiation activities (Stretch): 1. Stronger learners may be able to make up their own sentences; to begin with, learners will mainly make true sentences, but with a bit of practice they can be encouraged to make up false sentences. For each sentence, write it on the board and ask the class <i>Is it true or false?</i>

Learner's Book page 167	Learner's Book: Activity 2 1. Point to <i>There is</i> and <i>There are</i>; help learners to read them. Then point to the words at the top of the right-hand column (<i>some shells.</i>) and ask <i>There is</i> or <i>There are?</i> (<i>There are some shells.</i>). 2. Learners draw a line from <i>There are</i> to <i>some shells</i>. Choose learners to read the sentence to the class. 3. Repeat with the other words in the right-hand column. At the end, learners read all the sentences chorally. 4. Choose a learner to say one of the sentences, for example, <i>There are some shells</i>. Choose another learner to find the shells in the picture and point to them, showing the rest of the class. 5. Repeat with learners saying other sentences, and other learners pointing to items in the picture. 6. In pairs, the learners take turns to say sentences and point to the items in the picture. Answers There is an ice cream van.; There is a tree.; There are frisbees.
Activity Book page 154	Activity Book: Activity 1 1. Point to the picture of the beach. Show the ice cream van and elicit <i>ice cream van</i>. Repeat with <i>children</i>. 2. Read the example sentences to the learners: <i>It's summer at the beach. There are children</i>. Point to the blank line and elicit <i>There is an ice cream van</i>. Write the sentence in large, clear letters on the board. Less-able learners will need the teacher to write the words on the answer lines for learners to trace. 3. Show the picture of the park to the learners. Elicit the complete sentences: <i>It's spring at the park. There is a tree. There are frisbees.</i> 4. Again, write the sentences in large, clear letters on the board. 5. When all the sentences are complete, help the learners to read the sentences chorally and individually. Answers It's summer at the beach. There are children. There is an ice cream van. It's spring at the park. There is a tree. There are frisbees.
Activity Book page 155	Activity Book: Activity 2 1. Show the frames to learners and read the text inside each one. 2. Give examples of how to complete the first frame, for example, <i>I like windy weather</i>. Elicit ideas from learners about how they want to complete the first frame; write the words they need on the board. 3. Learners complete the first frame with a suitable weather word. 4. Repeat with the other frames, writing learners' suggestions of the board for seasons and places. While learners are writing, monitor, making sure they are completing the frames correctly. 5. When they have finished writing, learners can draw pictures to illustrate their sentences. If time is short, learners can choose their favourite sentence to illustrate. 6. Call individual learners to the front to show their frames to the class and to read the sentences.

	Extra Tips • Encourage learners of all levels of ability to participate as much as possible in the class. If there are some higher-level learners in the class, they will enjoy being asked to read the sentence to the class, rather than listen to the teacher reading it. This gives them a chance to practise and improve their English, to involve them in the class and it gives them a challenging activity that matches their abilities. • Less-able learners can be difficult to involve in the class; however, activities with only a small amount to be said, and which can be practised beforehand, are ideal. In this lesson, reading the frames in Activity Book Activity 2 to the class works well with weaker learners: first help them to complete the frames by writing words for them to trace, then help learners to practise reading before calling them to the front. Successfully using English in front of the group can be very motivating for these learners, but make sure the activity is practised enough before calling a learner to the front. • To enhance multi-sensory learning, you could find seasonal sound effects (such as birds singing, wind blowing, rain falling) and play as background music whilst learners complete the activities.
Resources	Plenary
PCM 46	1. Talk with learners about everything they have done in this unit. Go through the categories of vocabulary (weather, days of the week, seasons, places, words connected with places), the numbers (19 and 20), the letters (z, zz, sh, ch and th) and other language (<i>What's the weather like? It's ... / There's ...</i>). 2. Make sure that learners are aware that they are beginning to read words and even sentences well. 3. Make sure that they are also aware that they are beginning to write words and even some sentences well. 4. To finish the class, write the chant about days of the week from Lesson 5 on the board; help learners to remember it and then have all learners say it chorally. 5. Ask learners to look at the self-evaluation activity on PCM 46. Ask them to colour in the stars to say how much they enjoyed learning each part of the unit.

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) Listen to rhymes, songs and descriptions delivered slowly using simple repetitive language; follow very slow and carefully articulated speech to assimilate meaning. (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 and 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, things, locations and actions using Simple Present tense. (G1.2.1.1.5) Talk about needs, abilities and wants using the Simple Present tense, in positive and negative statements. (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) 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. (G1.3.1.1.2) Identify spaces between words; recognise that words are combined to form sentences (for example, capitalisation, first word, ending). (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.			

LESSON PLAN		LESSON: 20
Teacher:		Subject: English
Grade: 1	Unit: 8	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To follow simple instructions to make a weather record. Speaking: To practice saying simple instructions. Reading: (There is no reading component in this lesson.) Writing: To trace previously seen words.		Learning outcomes: By the end of the lesson, learners will be able to ... • follow simple instructions to make a weather record • talk about the weather on different days using a weather record.
Link to prior learning: • Days of the week • Seasons • Weather expressions 21st Century Skills: • N/A		
Key vocabulary: Days of the week, seasons, weather expressions Key expressions/structure: <i>Today is ..., It's ..., There's a ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • This unit has required learners to work with large amounts of vocabulary and often they have had to work with more than one group of vocabulary at the same time. In this lesson, for example, learners have to use days of the week, seasons and weather expressions. If learners show signs of confusion during the lesson, it may be time to revise both groups of vocabulary using the flashcards. First revise the days of the week, then the weather words, using a simple game such as this: – show all the cards in the set and elicit the words. – remove one card from the set and put it face-down on the desk, then show the remaining cards, eliciting the word. – finally, show the back of the card that was taken out of the set and ask <i>What is it?</i> Repeat with other cards removed from the set.		
Resources/equipment needed: Learner's Book page 168 PCM 41 a & b (one for each learner) Scissors; glue sticks; materials for decorating; a premade weather record		

UNIT 8 LESSON 20 TASKS/ACTIVITIES

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

Resources	Starter
	1. Revise the days of the week with a game. Write the days of the week at random on the board, then divide the class into two teams. Call one learner from each team up to the front and say a day of the week. The first learner to put their hand on the correct day gets a point for their team. 2. Continue with other learners and other days of the week, then add variety by saying sequences of days; learners must put their hand on the next day; for example when the teacher says <i>Thursday, Friday ...</i>, learners must put their hand on <i>Saturday</i>. 3. Continue until all learners have had at least one turn, then announce the winning team.
Resources	Main Activity
Learner's Book page 168 PCM 41 a & b	Learner's Book: Activity 1 1. Show learners the weather record which you made before the class. 2. Explain that learners are going to make their own weather record and they're going to keep the weather record for a week. 3. Give each learner a copy of PCM 41 a & b: show learners how to cut out the days of the weeks and the blank strips. Then ask the learners to trace the heading and the beginnings of the sentences. 4. Show learners how to stick the days of the week in the column next to <i>Today it's</i>, and the blank squares next to <i>It's</i>. 5. Finally learners can decorate their records with crayons and use any other decoration that is available.
Learner's Book page 168	Learner's Book: Activity 2 1. Ask the learners <i>What day is it?</i> Have the learners chorus the day. Ask the learners <i>What is the weather like today?</i> The learners answer. Write the answer on the board. The learners copy it onto the blank strip.

	2. Ideally, learners should take their weather records home and record the weather each day for the seven days. However, this is probably not practical in most classes; as an alternative, the teacher can pretend that the days of the week are passing in the classroom like this: • The teacher says the day of the week, for example <i>It's Wednesday</i>. Learners make sure they have <i>Wednesday</i> showing for the day and the corresponding blank square next to <i>It's</i>. • The teacher mimes the weather, using the mime gestures that were first used in Lesson 1. Learners say what the weather is like, according to the teacher's mime, for example <i>It's cold and windy</i>. • The teacher writes the sentences on the board. Learners copy the sentences. • The teacher repeats this for all the days of the week. Alternatively, you may find time in class every day to record the weather, and at the end of the week, the weather records can be taken home. 3. Encourage learners to talk about the weather on different days, using their weather record. For example say <i>It's Thursday. What's the weather like?</i> Learners read the weather for Thursday from their weather record. Differentiation activities (Support): 1. Some learners may find the amount of writing (a weather sentence for each day of the week) too challenging. If this is the case, arrange learners in groups of seven and give each learner just one sentence to write for one day of the week. Then each learner can write the same sentence seven times, in seven different weather records, rather than seven different sentences. Differentiation activities (Stretch): 1. Stronger learners will want to write their own weather sentences. While they are doing this, monitor, making sure that the sentences are correctly written. If these learners manage to write a complete week of weather sentences, they can be called to the front to read their sentences to the class, for example <i>It's Saturday. There's a sandstorm.</i> Extra Tips • In many classes there are especially enthusiastic learners: this type of learner might be disappointed by not actually using the weather record to record the real weather for a week. Learners such as these can be given an extra PCM to make at home (with parental supervision). However, remember that such enthusiasm sometimes doesn't last very long: these learners should be reminded each day, if possible, to record the weather and encouraged to bring in their completed weather records after a week. • If a learner does manage to continue this activity for a week, they should be praised. Give the learner a chance to show the class their weather record and help them to describe the weather each day to the class.
Resources	Plenary
	1. Praise learners on the progress they have made in the book: show them that they have completed eight units, and there is only one more to go. 2. Ask learners to decide what is their favourite chant from the course so far. Arrange a class vote to find the favourite chant. 3. Write the favourite chant on the board and read it to learners. Help learners to remember it and say it individually. 4. Finish the class with all learners saying the favourite chant chorally.

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) Listen to rhymes, songs and descriptions delivered slowly using simple repetitive language; follow very slow and carefully articulated speech to assimilate meaning. (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 and 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, things, locations and actions using Simple Present tense. (G1.2.1.1.5) Talk about needs, abilities and wants using the Simple Present tense, in positive and negative statements. (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) 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. (G1.3.1.1.2) Identify spaces between words; recognise that words are combined to form sentences. (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.			

LESSON PLAN		LESSON: 1
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and understand a chant with some new action words: <i>fly, hop, run, swim, jump, climb</i> , use <i>can</i> and <i>can't</i> with these verbs. Speaking: To join in a chant, practise naming animals and using <i>can</i> and <i>can't</i> + action verbs. Reading: To read the written form of the new words, understand simple sentences with <i>can</i> and <i>can't</i> + action verbs. Writing: To trace <i>can</i> and <i>can't</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... • talk about animals and what they can and can't do.
Link to prior learning: • <i>can/can't</i> • <i>rabbit, fish, cat, tree, sea</i> 21st Century Skills: • N/A		
Key vocabulary: <i>fly, run, hop, swim, see, jump, climb, bird, rabbit, fish, cat, tree, sea</i> Key expressions/structure: <i>can/can't, have fun</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • N/A		
Resources/equipment needed: Learner's Book page 169 Activity Book page 156 Audio Tracks LB 165 Flashcards: <i>fly, run, hop, swim, see, jump, climb</i> Word cards: <i>fly, run, hop, swim, see, jump, climb</i>		

UNIT 9 LESSON 1 TASKS/ACTIVITIES

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

Resources	Starter
	1. Welcome the learners to Unit 9. Talk with them about what they will be doing in the unit: they will be talking about animals, what they can and can't do, and where they live. Have them look through the unit and find the animal pictures. Which ones can they already name? 2. They will also be learning to write, name and say the letter combinations <i>qu</i> (Lesson 3), <i>ng</i> (Lesson 9), <i>ee</i> (Lesson 13) and <i>ea</i> (Lesson 16). 3. In addition, they will be revising colours (Lessons 2 and 8) and numbers (Lessons 4, 10 and 15).
Resources	Main Activity
Learner's Book page 169 Audio Track LB 165	Learner's Book: Activity 1 1. Books closed. Use the flashcards <i>fly</i>, <i>run</i>, <i>hop</i>, <i>swim</i>, <i>see</i>, <i>jump</i> and <i>climb</i> to present the new verbs: show the flashcards one by one and try to elicit the words, then model each word; the learners say the words, chorally and individually. 2. Put the flashcards on the board, then show the word cards for <i>fly</i>, <i>run</i>, <i>hop</i>, <i>swim</i>, <i>see</i>, <i>jump</i>, <i>climb</i> one by one, in random order. Help the learners to read the words, then put each word next to the corresponding picture. 3. Help the learners to do or mime each action. Call out the verbs and have them act, then ask different learners to act while the others call out the verb. 4. Books open. Elicit or prompt <i>rabbit</i>, <i>fish</i>, <i>cat</i> and teach <i>bird</i> and <i>sky</i>. 5. Learners look at the chant. Help them to find the words for actions and animals in the chant. 6. Play the audio; the learners listen while they follow the words with their fingers. 7. Play the audio again; the learners say the chant chorally. Encourage them to point up at the words <i>Up in the sky</i> and <i>jump up high</i>. 8. Then practise the chant with the learners, chorally and individually. Encourage them point up as before and to act the verbs as they are mentioned.
Learner's Book page 169	Learner's Book: Activity 2 1. Allow time for the learners to look at the pictures. Explain that the children in the pictures are miming animals from the lesson. Can the learners guess from the pictures what the animals are? (a bird, a rabbit, a fish, a cat) 2. Allow time for the learners to practise the gestures themselves, or work out new ones. 3. In pairs, the learners take turns to make one of the gestures while their partners name the animal and say what it can do. For example: Learner A: (rabbit mime) Learner B: <i>Rabbit. Rabbits can hop. Rabbits can walk. Rabbits can run.</i> Extra Tips • Invite different learners to mime one of the animals. Elicit from the class the name of the animal and sentences with <i>can</i> (as before) and also with <i>can't</i>. Prompt them with ideas if necessary. For example: Learner A: (cat mime) Class: <i>Cat. Cats can walk. Cats can run. Cats can jump. Cats can climb. Cats can't fly.</i>

Activity Book page 156	Activity Book: Activity 1 - Note: this is a quiz, so do not give the learners the answers until Activity 2. Ask them to look at the pictures. Elicit the names of the animals (<i>camel, tiger, bee, bird, elephant</i>). - Tell the learners they are going to guess whether each animal can or can't do the action. Write the words <i>can</i> and <i>can't</i> on the board in large clear letters. - Read aloud the first gapped sentence <i>Camels _____ swim</i>. Elicit whether camels can or can't swim (<i>can't</i>). Ask learner's to write <i>can't</i> on the line provided. - Continue with the remaining pictures and sentences. Differentiation activities (Support): - Continue this as a class activity. Have the learners mime each action as you read them out. Elicit guesses from the class. Differentiation activities (Stretch): - More advanced learners could do this in pairs or groups. Go round and monitor.
Activity Book page 156	Activity Book: Activity 2 - First, ask different learners to say the sentences from Activity 1 aloud. Each time, ask for a show of hands to see who agrees. - Tell learners to work in pairs, swap books and check each others answers by asking and answering the questions. Learners write down their partner's quiz score out of five. - Finally, read the answers aloud to the class so they can check their own quiz answers. Answers Camels can't swim. Tigers can climb. Bees can walk. Birds can run. Elephants can't hop.
Activity Book page 156	Activity Book: Activity 3 - Learners choose three animals and write sentences with <i>can</i> or <i>can't</i>. Go round and talk to them about the animals. Ask (for example) <i>What's this? Is this a (tiger)? Can (tigers) (fly)?</i> - Have the learners read out their sentences.
Resources	Plenary
Audio Track LB 165	- Start a chain round the class: Learner 1 mimes an animal from the lesson (as they did in Learner's Book Activity 2). Learner 2 names the animal and uses it in a sentence with <i>can</i> or <i>can't</i>. They mustn't say the same animal as the learner before them. - Play the chant again and have the class join in. Encourage them to do all the actions.

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) Listen to rhymes, songs and descriptions delivered slowly using simple repetitive language; follow very slow and carefully articulated speech to assimilate meaning. (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 and 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, things, locations and actions using Simple Present tense. (G1.2.1.1.5) Talk about abilities using the Simple Present tense, in positive and negative statements. (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) 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. (G1.3.1.1.2) Identify spaces between words; recognise that words are combined to form sentences. (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.			

LESSON PLAN		LESSON: 2
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To understand descriptions of animals. Speaking: To describe animals. Reading: To practise reading familiar words in simple sentences. Writing: To practise writing familiar words.		Learning outcomes: By the end of the lesson, learners will be able to ... • describe animals • understand descriptions of animals.
Link to prior learning: • Colours • Animals • Unit 9 Lesson 1 21st Century Skills: • Critical Thinking and Problem Solving		
Key vocabulary: Colours, penguin, frog, elephant, chick, tiger, big, small, soft, long, fly, jump, swim, run, like, face, leg, eye Key expressions/structure: can/can't, It's got ..., It's a (zebra). It's (black and white).		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • N/A		
Resources/equipment needed: Learner's Book page 170 Activity Book page 157 Audio Track LB 165 Flashcards: animals and colours Word cards: animals and colours Crayons		

UNIT 9 LESSON 2 TASKS/ACTIVITIES

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

Resources	Starter
Audio Track LB 165	1. Play the chant from Lesson 1 and have the learners join in. 2. Revise the names of animals. Hold up the flashcards one by one and elicit the word. Then hold up the word cards, and elicit the word again. Hold up a flashcard with the correct word card, nod and say <i>Yes!</i> Hold up a flashcard and the wrong word card. Shake your head and say <i>No!</i> Continue in this way, holding up the cards and eliciting <i>Yes</i> or <i>No</i>.
Resources	Main Activity
Learner's Book page 170	Learner's Book: Activity 1 1. Learners follow the words while you read out <i>Penguins are black and ...</i> Elicit <i>white</i> and write the word on the board. They then copy the word onto the line provided. 2. Continue in the same way with the remaining four sentences. For differentiation, see below. 3. Once the sentences are complete, ask learners to draw lines to match each with the correct picture. Answers Penguins are black and white. Frogs are green. Elephants are grey. Ladybirds are red/black and black/red Tigers are orange/black and black/orange. Differentiation activities (Support): 1. Ask the learners to point to each picture, name the animal and say its colour (or colours). For example, <i>It's a penguin. It's black and white.</i> 2. In pairs, learners take turns to say (for example) <i>black and white</i> while their partners point to the correct animal and name it. Differentiation activities (Stretch): 1. In pairs, the learners take turns to describe one of the animals while their partners identify it. Monitor, and make sure they include the colours in their descriptions. 2. Ask different learners to say a sentence about one of the animals. Can the class identify it? Extra Tips • Say (for example) <i>Elephants are pink</i>. Elicit <i>No! They're grey</i>. Continue like this – sometimes say true sentences and sometimes false ones. • You could invite some confident learners to take over and say the sentences for you.

Activity Book page 157	Activity Book: Activity 1 1. Point to each picture and elicit the animal names. Ask questions, such as <i>What colour are penguins? Are elephants big or small?</i> 2. Read aloud the first sentence <i>Penguins are black and ...</i>. Elicit <i>white</i>. Learners write <i>white</i> on the line provided. 3. Continue in the same way with the next four sentences. 4. Point to sentence 5. Read aloud the word <i>Chicks are ...</i> and elicit some adjectives. Ask learners to choose two adjectives and complete the sentence. Answers Penguins are black and white. Frogs are small and green. Elephants are big and grey. Ladybirds are black/red and red/black. Tigers are orange/black and black/orange. Chicks are (learners' own suggestions).
	Plenary 1. Use the flashcards and word cards to revise colours. Hold them up in random order. Give the card to the first learner to say the correct word. 2. When all the cards are handed out, have the learners with the cards hold them up one by one. They match flashcards with word cards; for example, a learner holds up the <i>orange</i> flashcard. The learner with the <i>orange</i> word card holds it up. They hand the cards back to you. Continue until all the cards are matched.

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, time, place or action. (G1.1.1.1.3) Listen to and respond to single-step instructions or information presented orally or through other media and supported by teacher demonstration. (G1.2.1.1.8) Listen to others, take turns speaking about the topic. (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. (G1.3.2.1.1) Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. (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. (G1.4.3.1.1) Use grade-appropriate language structures (as applicable to Unit 9).			

LESSON PLAN		LESSON: 3
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify the sound made by the letters <i>qu</i> in words. Speaking: To say words containing the sound <i>qu</i> . Reading: To recognise the letters <i>qu</i> in words, sight read HF words <i>why, not</i> . Writing: To copy and write the letters <i>qu</i> , copy familiar known words.		Learning outcomes: By the end of the lesson, learners will be able to ... • identify the sound made by the letters <i>qu</i> • make the shape and form of the letters <i>qu</i> • produce the sound made by the letters <i>qu</i> • say words beginning with the sound <i>qu</i> • write words with the letters <i>qu</i> in them.
Link to prior learning: • Arabic language: letters and sounds matching • Units 1–8 My letters lessons 21st Century Skills: • N/A		
Key vocabulary: <i>queen, quack, quilt, quick, square, quiet</i> Key expressions/structure: <i>The sound qu (/kw/) is in queen, quack, quilt, square, quiet, Listen to me! Quick, help me!</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • The letter <i>q</i> is rarely found on its own in words in English. English words have the letter <i>q</i> followed by the letter <i>u</i>. <i>qu</i> is considered a digraph and makes a /kw/ sound which is not like either of the individual letter sounds. This can be confusing for learners when they compare <i>qu</i> to digraphs <i>sh, ch, th</i>. Learners need to have lots of practice in identifying and producing the sounds of the digraphs in words. • English language goes from left to right, unlike Arabic, and the Roman script is formed in a very different way from Arabic script. The English alphabet has upper case or capital letters which Arabic does not have. The use of these capital letters is very important for punctuation in English. Learners need to be reminded of these differences between the L1 and L2 and given time and variety of practice.		
Resources/equipment needed: Learner's Book page 171 Activity Book page 158 Audio Tracks LB 166, LB 167, AB 74 and AB 75 Flashcards: <i>queen, quack, quick (use run), quilt, square, quiet</i> Word cards: <i>queen, quack, quilt, square, quiet, qu, a, t, n, s, i, p, e, m, u, d, g, o, k, h, r, b, f, l, j, v, w, y, z, sh, ch, th</i>		

UNIT 9 LESSON 3 TASKS/ACTIVITIES

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

Resources	Starter
Audio Track LB 165	1. Have the class perform the <i>Get ready</i> routine actions. 2. Say the Unit 9 chant from Lesson 1 with the class. 3. Play a game of <i>Three Second Jump Up</i> with the class. Give each learner a card: <i>a, t, n, s, i, p, e, m, u, d, g, o, k, h, r, b, f, l, j, v, w, y, z, sh, ch, th</i> (use only these letters, but make sure that each learner has a card by having more than one copy of some of the letters). Say a word which matches one of the cards. The learner with the letter that matches the word has three seconds to jump up and say the sound and the word. The others clap if it is correct and jump up and repeat the word and sound. Play the game for a few minutes. 4. Take back the cards. Point to the letters as you take them back. The learners say the sound. Ask if they enjoyed the game.
Resources	Main Activity
Learner's Book page 171 Audio Track LB 166	Learner's Book: Activity 1 1. Chant the <i>Alphabet Song</i> with the class. Ask the class if they are ready to learn a new letter and sound in today's lesson. 2. Point to the letters <i>q</i> and <i>u</i> on the alphabet poster and then hold up the cards <i>q</i> and <i>u</i> as you say the letter names. Point to the letters and tell the class that these two letters are friends and are always together in English words. Put the two letter cards or a digraph card <i>qu</i> on the board, touch your ear and say the sound /kw/ and make the action of a bird's beak opening and closing. Ask the class to repeat the sound and the action. Ask <i>How many letters are there? What is the sound? Say the sound. What is the action? Show me.</i> 3. Tell the class that they will listen to a chant with words that begin with the sound /kw/. First they will listen only for the sound. Ask the learners to close their eyes and play the audio. Ask <i>Did you hear the /kw/ sound?</i> 4. Put the flashcards for <i>queen, quack, quilt, square, quick, quiet</i> on the board (do not say the words, but acknowledge them if the learners say them in English or recast Arabic answers into English) and then ask the learners to close their eyes again and listen for the words for the pictures. 5. Play the audio. Ask <i>What words did you hear?</i> Learners answer. Point to the flashcard for <i>queen</i> and say <i>queen</i>. Ask the learners to say the word <i>queen</i> and the sound /kw/. 6. Point to the other flashcards for <i>quack, quilt, square, quiet, quick</i> as you say the words and the learners repeat. Show the word cards for the pictures and say the words, but do not ask the learners to read the words yet. Put the flashcards and word cards on the board in a mixed-up order next to the letters <i>qu</i>. 7. Then tell the class to open their books and look at Activity 1. Ask <i>What can you see in the picture? Can you see a girl? Who is the little talking to? Can you see a queen? What is the queen bee wearing on her head? Can you see a quilt? Can you see an animal that says 'quack'? Can you see a quiz?</i> Tell learners they will listen to the chant again and point to the pictures for the words they hear. 8. Play the audio as the learners listen and point. 9. Play the audio again as learners listen, point to the pictures in their books for the <i>qu</i> words they hear and repeat the words. 10. Play the audio one more time as learners point to the pictures and say the words again. Monitor and check that they are pointing and saying the words correctly.

	11. Ask the class if they liked today's chant. Ask questions to check understanding: <i>What does the girl say about quilts/micelducks? What does the little girl need help with?</i> 12. Point to the flashcards and words for <i>queen, quack, quilt, square, quick, quiet</i> on the board. Ask learners to come to the board to match the pictures and the words. Ask others to come and point to the letters that make the /kw/ sound. Ask the class to write the letters <i>qu</i> in the air as they make the sound. 13. Play the chant again as the learners 'read' the words in their books by following the words with their fingers. Then say <i>Find the word queen, quack, quilt, square, quiet, quick</i>. Learners point to the individual words on the page. Repeat this procedure a few times to get learners used to recognising the words. 14. Ask the learners to work in pairs and to say the words of the chant. Play the audio in the background on low volume to help. 15. Write the sight word <i>help</i> or put up the word card for <i>help</i> on the board. Say the word. Learners say the word and write the letters in the air. Ask the learners to find the word <i>help</i> in the chant. Ask the class to say the phrase <i>Quick, help me!</i> 16. Ask learners to think of a word that rhymes with <i>be</i> in the chant. Elicit <i>me</i>. Feedback Point to the flashcards and word cards for <i>queen, quack, quilt, square, quiet, quick</i> and elicit the words. Ask the learners what sound the letters <i>qu</i> make in the words. Say <i>qu is in</i> and learners complete with the words. Ask the learners to tell you all the other words they know with the sound. Differentiation activities (Support): 1. Ask learners to work in pairs and share a book to do the activity. 2. Learners point to the flashcards or do the action for the sound instead of saying the words. Differentiation activities (Stretch): 1. Ask learners what other words and names beginning with the <i>qu</i> sound they know. 2. Learners can write the <i>qu</i> words in the air as they listen to the chant. Extra Tips • Give learners lots of practice in rhyming words. This skill helps prepare learners to make predictions when they read. Rhyming is important for writing, too. It can help learners understand that words that share common sounds often share common letters. • You can 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. • Use onset and rime activities in the My letters lessons and in other lessons to help learners build word families and to look at/read words that rhyme. The onset is the initial sound. The rime is the part of the word that follows. At first only use words that contain sounds and letters the learners know. • Learners can use a 'zoner' (a card with a rectangle shape cut out to show the words) as they 'read' the chant to help them focus on individual words in the lines. • Learners can use a magnifying glass as a fun tool as they take part in activities where they are finding words.
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Learner's Book page 171	Learner's Book: Activity 2 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 letters <i>qu</i> in the air as the learners say the sound /kw/. Ask the learners to copy you as you write <i>qu</i> in the air. Write with your finger, then your elbow, then with your head and then with your foot in a fun way. 2. Learners can then write the sound on their desks with their fingers. They should say the sound as they write. Be sure they are not saying the letter name. 3. Ask learners to look at Activity 2. Ask <i>How many words can you see? Where is the word queen/quilt/square/quiet? Show me. How do you spell queen/quilt/quiet/square?</i> 4. Ask the learners to trace over the letters <i>qu</i> in the words in their Learner's Book and say <i>The sound qu is for queen, quilt, quack, square and quiet.</i> as they trace. 5. The learners will then say the words in pairs before tracing over and writing the words. Differentiation activities (Support): 1. Ask learners to point to the flashcard, word card or poster as they do the activity. 2. Learners work in pairs to help with tracing the words. Differentiation activities (Stretch): 1. Ask the learners if they know any other words beginning with the letters <i>qu</i>. Extra Tips • 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. • The learners can do the activity in pairs or small groups.
Learner's Book page 171 Audio Track LB 167	Learner's Book: Activity 3 1. Play the audio as learners listen and find the words written in Activities 1 or 2. Then play the audio again as learners point to and say the words. 2. Say the words one by one as learners find them on the page in Activities 1 or 2. Ask questions: <i>What is the beginning sound? What letters make the sound? How many letters are in the word?</i> 3. Learners in pairs say and point to the words or pictures on the page.
Activity Book page 158 Audio Track AB 74	Activity Book: Activity 1 1. Ask learners to look at the pictures in Activity 1 and ask <i>What can you see? What sound do the words begin with? What is the name of the letters that make the sound?</i> 2. Tell the class they will work in pairs. They will point and say the sound and the words together. Play the audio. Monitor to check they are pointing and saying the word correctly. 3. Ask the learners to listen again on their own and say the words again. Monitor and check they are saying the words properly. 4. Then ask the learners to write the words under the pictures. 5. Ask the class to write the words <i>quiet</i> and <i>question</i> in the air. Answers quiet; quack; question; quilt; queen

Activity Book page 158 Audio Track AB 75 and LB 166	Activity Book: Activity 2 1. Ask the learners to look at Activity 2. Read the rubric with the class. Check they know what to do. They will work in pairs, listen and point to the pictures, and say the words and circle the pictures that have the /kw/ sound. 2. Check their answers. Ask <i>Which pictures did you circle? (square, quiz, queen)</i>. Ask which words they did not circle (<i>sweet</i> and <i>skirt</i>). 3. Then ask the learners to colour their favourite picture. 4. Play the chant for the lesson quietly in the background as the learners work. Answers square; quiz; queen
Activity Book page 158	Activity Book: Activity 3 1. Ask the learners to look at the word boxes in Activity 3. Read the rubric with the class and check the learners know what to do. They will make words from the letters and then write sentences with the words. 2. Monitor and check as the learners do the activity. 3. Ask the learners in pairs to read their sentences to each other. Praise the learners. Answers quiet; question; Learners' own answers Extra Tips • Learners should be encouraged to trace over letters in words in their books that they know the letter name and sound of. This can be done in any lesson where a new word is introduced. • Make sure that learners colour carefully and within the outline of the object being coloured. • Play the chant for the lesson softly in the background when learners are doing craft or art activities. This helps to reinforce the words of the chant.
Audio Track LB 166	Plenary 1. Invite learners to say today's chant again without their books. Play the audio at a low volume in the background. 2. Ask the learners to name all the words they know that have the sound <i>qu</i> in them. Ask them to tell you which is their favourite word. 3. Ask the learners what they learned in the lesson. Then ask them to hold up their voting cards to show how they felt about today's lesson. 4. Say the <i>Alphabet Song</i> chant with the class to end the 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: (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 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. (G1.2.2.1.3) Add, give and follow single-step directions. (G1.3.2.1.4) Consolidate short vowels, initial and final consonants, vowel sounds from KG. (G1.3.2.1.7) Blend sounds (phonemes) to produce single-syllable words. (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: 4
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To practise listening and understanding the numbers 0–10. Speaking: To practise talking about quantities using the numbers 0–10. Reading: To practise reading the words and numerals 0–10. Writing: To practise writing the words and numerals 0–10.		Learning outcomes: By the end of the lesson, learners will be able to ... • recognise and use the words and the numerals 0–10 when listening and speaking • read and write the written form of the words and numerals 0–10.
Link to prior learning: • Colours • Numbers 1–10 21st Century Skills: • N/A		
Key vocabulary: Colours, numbers 1–10 Key expressions/structure: None		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners often forget to use plural forms of nouns when they are practising numbers, so they may say, for example, <i>three boy</i> instead of <i>three boys</i>. Teachers may need to highlight the correct plural form on the board at the beginning of the class; after that, simply repeating the incorrect form with rising/questioning intonation should be enough to make the learner aware of their mistake and self-correct.		
Resources/equipment needed: Learner's Book page 172 Activity Book pages 159 and 160 Flashcards: <i>yellow, blue, red, brown, orange, green, black, white, pink, grey, purple</i> Word cards: numbers 1–10, numbers <i>one to ten</i>		

UNIT 9 LESSON 4 TASKS/ACTIVITIES

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

Resources	Starter
	1. Review the words <i>one</i> to <i>ten</i> and the numerals <i>1–10</i> with the learners: show the cards one by one, at random, and elicit the numbers chorally and individually. 2. Place the word cards around the classroom – on the walls, windows and board, wherever they can be clearly seen. 3. Show the learners one of the number cards and ask <i>What is it?</i> Then ask <i>Where is it?</i> The learners look around the classroom for the number word and point to it. 4. Repeat with the other numbers, then call learners to the front to show the numerals and ask the questions.
Resources	Main Activity
Learner's Book page 172	Learner's Book: Activity 1 1. Point to the first ant and say <i>Number 0 is yellow</i>. Point to each of the other ants and elicit the sentence, for example, <i>Number 1 is blue</i>. 2. Read the example questions and answers to the learners. Ask similar <i>What colour ...?</i> questions about the numbers, for example, <i>What colour is number 5?</i> Elicit the answer (<i>It's green.</i>). 3. Learners can work in pairs to ask and answer <i>What colour ...?</i> questions. Go round and monitor. 4. Ask similar <i>Is ...?</i> questions to the learners, for example, <i>Is number 7 red?</i> Elicit the answer (<i>No, it isn't.</i>). 5. Choose learners to make <i>Is ...?</i> questions; choose other learners to answer.
Learner's Book page 172	Learner's Book: Activity 2 1. Show the picture of the quilt to learners. Elicit the word <i>quilt</i> – if necessary, show learners the picture of a quilt in Lesson 3. 2. Read the text to learners. Help learners to read the text chorally, then choose individual learners to read one or two sentences each. 3. Read the first three sentences to learners, then ask <i>How many red squares are there?</i> (<i>Four</i>). The learners colour any four squares red. 4. Repeat with the other sentences until all of the quilt is coloured in. 5. Choose learners to come to the front to show their coloured quilts to the class. Help other learners to ask questions, such as <i>How many yellow squares are there?</i> Help the learners to answer.
Activity Book page 159	Activity Book: Activity 1 1. Point to the first picture and ask <i>How many boys?</i> (<i>three</i>). Ask <i>How many legs?</i> (<i>six</i>) 2. Help learners to complete the statements. Write the missing words on the board with large, clear letters. The learners copy them in their books. 3. Repeat with the other pictures. When the activity is complete, help the learners to read the statements chorally and individually. Answers three boys, six legs; two camels, eight legs; five boys, ten legs

Activity Book page 159	Activity Book: Activity 2 1. Read the first sentence aloud to the class. Point to the first row of penguins and count, <i>One, two, three</i>. Say <i>I have three penguins</i>. Ask learners to find and point to the word <i>three</i> in the word box. Learners then copy the word onto the line provided. 2. The learners then read and use the word box to identify and write the missing words in the other three sentences. Answers I have three penguins You have four penguins. How many penguins are there? There are seven.
Activity Book page 160	Activity Book: Activity 3 1. Show the picture to the learners. Point to the circle with $11 + 1$ in it and ask <i>What is $11 + 1$?</i> Help the learners to work out the answer (12). 2. Show the number and colour key to the learners and ask <i>What colour is number 12?</i> (yellow). The learners colour the circle yellow. 3. Repeat with the other numbers. At the end, all the learners should have the picture coloured in correctly,
Activity Book page 160	Activity Book: Activity 4 1. Read the question and answer to the learners. 2. Help the learners make more <i>What colour ...?</i> questions (<i>What colour is the nest?</i>, etc.). Help other learners to answer. 3. Call learners to the front to show their pictures; encourage other learners to ask <i>What colour ...?</i> questions, and help the learners at the front to answer. Differentiation activities (Support): 1. Some learners may find it difficult to make the connection between the number sums in the picture and the number and colour key. Practising simple sums will help these learners: write simple sums such as $10 + 1$, $10 + 2$, etc. on the board, and help the learners to add them. Call learners to the front to write the answer for each number. To take this further, learners can be called to the front to write their own sums on the board, and other learners asked to say the answer. Differentiation activities (Stretch): 1. More advanced learners can be helped to make their own colour-by-numbers pictures, using simple shapes. For example, they can draw three diamonds, and do number sums for each one for colouring in. They can either use the number and colour key in Activity 3, or they may want to make up their own number and colour key. They may even want to add slightly more complicated sums, if they do this, check that their sums are correct and that the answers are included in their number and colour key. They can then exchange their pictures with other learners, and colour each other's pictures. Extra Tips • Learners need to do more than just learn the words for numbers and the sequence: they need to be able to use the numbers for counting and Maths. Simple addition activities, like Activity 3 in the Learner's Book, help the learners to manipulate numbers and to start thinking in English. This sort of activity makes a good break after a writing or reading activity, to help the learners feel energetic. • Simple subtraction can also be used. In the Learner's Book and Activity Book, only subtraction of 1 is used, as in activities where the learners have to count backwards. Subtraction of 2 can also be used: the learners can count backwards, going down 2 at a time (20, 18, 16, etc.).

Resources	Plenary		
	1. Erase the board and call a learner up to the front. Say <i>Draw a star</i>. While the learner is drawing the star, call another learner up to the front and say <i>Draw a heart</i>. 2. Repeat with all the learners coming up to the board at least twice. Use a limited range of shapes, for example, <i>stars</i>, <i>hearts</i> and <i>diamonds</i>. When you give instructions to each learner, choose the shapes at random, but make sure the total number of each shape is not more than ten. Also make sure that the taller learners draw in the upper half of the board. 3. When the board is covered with shapes, ask <i>How many ...?</i> questions, such as – <i>How many diamonds?</i> Help the learners to count the shapes and say the correct answers. 4. Start erasing the shapes, but continue to ask questions; the learners will have to recount the shapes. Continue until all the shapes have been erased and the board is blank again, then congratulate the learners on their knowledge of numbers in English.		
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) Listen to rhymes, songs and descriptions delivered slowly using simple repetitive language; follow very slow and carefully articulated speech to assimilate meaning. (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. (G1.2.1.1.3) Describe people, things, locations and actions using Simple Present tense. (G1.2.1.1.5) Talk about abilities using the Simple Present tense, in positive and negative statements. (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) 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. (G1.3.1.1.2) Identify spaces between words; recognise that words are combined to form sentences. (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.			

LESSON PLAN		LESSON: 5
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and understand a chant with words for looking after animals (<i>feed, give it/them water, clean the cage</i>), use these words in the Simple Present form. Speaking: To practise talking about animals. Reading: To read the written form of the new words. Writing: To trace the written form of the new words.		Learning outcomes: By the end of the lesson, learners will be able to ... recognise and use the words and phrases for looking after animals.
Link to prior learning: - Animal words - Using verbs in the Simple Present with <i>I</i> and <i>we</i> 21st Century Skills: - N/A		
Key vocabulary: <i>feed, clean, give ... water</i> Key expressions/structure: <i>I feed it every day. We feed them every day.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: In this lesson, learners see a chant about looking after zoo animals and farm animals. They may not be familiar with the idea of looking after animals, or with the idea of keeping animals in a house as pets. Explain to the learners that all animals – in houses, in zoos, on farms, or in the wild – need food and water every day. If we have animals in our house, in a zoo or on a farm, we have to give them water and food every day, and we have to keep where they live clean. If there are learners who have a pet, encourage them to talk about why they have a pet, and if they like it.		
Resources/equipment needed: Learner's Book page 173 Activity Book pages 161 and 162 Audio Tracks LB 168 and LB 169 Flashcards: <i>feed, give ... water, clean the cage, animals</i>		

UNIT 9 LESSON 5 TASKS/ACTIVITIES

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

Resources	Starter
	1. Play a game to review animals words with the learners. First, show all the animal flashcards one by one and elicit the words chorally and individually. 2. Take one of the cards and cover it with a sheet of paper. Slowly lower the paper so that the top part of the animal is exposed; the learners try to guess what animal it is. Continue lowering the paper until the learners guess correctly, then show the whole card. 3. Repeat with all the animal flashcards; call learners to front to show the cards bit by bit. 4. Explain that this class focuses on looking after animals. Ask if any of the learners have pets; if there are some, elicit details of what animals they are, and how the learners look after them. If there aren't any, elicit ideas about what people have to do to keep animals healthy (<i>feed them, give them water, exercise them, etc.</i>).
Resources	Main Activity
Learner's Book page 173 Audio Track LB 168	Learner's Book: Activity 1 1. Use the flashcards for <i>feed</i>, <i>give water</i> and <i>clean the cage</i> to present the new words: show the flashcards one by one and try to elicit the words, then model each word; the learners say the words chorally and individually. 2. Put the flashcards on the board, then write the words at random on the board. Help the learners to read the words, then write each word next to the corresponding picture. 3. For each of the words, help the learners to work out a mime gesture: feeding an animal with a spoon for <i>feed</i>, pouring water for <i>give water</i>, and pretending to wipe with a rag for <i>clean the cage</i>. Use the words to elicit the mime gestures, and use the mime gestures to elicit the words. 4. Show the chant to the learners. Help them to find the words for looking after animals in the chant. 5. Play the audio to the learners, then say the chant to them. 6. Play the audio again; help the learners to remember the chant and say it. Write the chant on the board, then read the chant to the learners, showing them each word with your reading finger as you read. 7. Play the audio again; the learners say the chant chorally at the same time. Then practise the chant with the learners, chorally and individually; encourage the learners to use the mime gestures for <i>feed</i>, <i>give water</i> and <i>clean the cage</i> as they say the chant.
	Differentiation activities (Support): 1. This chant has some unfamiliar language; less-able learners may find it difficult to read and say the complete chant. In this case, divide the learners into two groups; Group 1 say the first three lines, Group 2 say the second three lines, and all the learners come together for the final <i>Hooray!</i>
	Differentiation activities (Stretch): 1. More-able learners can be encouraged to say the chant with specific animals in the first and the last line, such as <i>Big birds, small birds ... We love our birds. Hooray!</i> Encourage the learners to choose animals they would like to have as pets – birds, cats, fish, or even snakes or spiders – whatever most appeals to them.

Learner's Book page 173 Audio Track LB 169	Learner's Book: Activity 2 1. Show the first picture (<i>the bee</i>) to the learners. Elicit the word <i>bee</i>, then read the verb (<i>swim</i>) to the learners and explain the meaning with mime gestures. Ask <i>Can bees swim?</i> and elicit the answer <i>no</i>. 2. Repeat with the other pictures and the other verbs. Note that the learners will not be familiar with some or all of these verbs; use mime gestures to convey the meaning. 3. Play the audio and pause after the first question and answer. Ask, as before, <i>Can bees swim?</i>; try to elicit the full answer <i>No, they can't</i>. Show the learners how to write an <i>X</i> next to the picture. 4. Repeat with the next picture; play the second question and answer, and ask <i>Can birds fly?</i> Elicit the answer <i>Yes, they can</i>. Show the learners how to write ✓ next to the picture. 5. Repeat with the other pictures, then point to one of the pictures and elicit the question, for example, <i>Can snakes crawl?</i> Elicit the answer. 6. Repeat with the other pictures. Answers X, ✓, X, ✓, X
Activity Book page 161	Activity Book: Activity 1 1. Point to each of the questions in the book; the learners read them chorally and individually. 2. Read the first question (<i>Can fish swim?</i>) to the learners. Help them to say the correct answer (<i>Yes, they can</i>). 3. Write the answer in large, clear letters on the board. The learners copy the answers in their notebooks. Weaker learners will need the teachers to write the answers on the answer lines, for the learners to trace. 4. Repeat with the other questions and answers. 5. Ask questions about these animals and other animals, with all the verbs, for example, <i>Can tigers fly?</i> and <i>Can elephants swim?</i> Help the learners answer correctly, or to use <i>I don't know</i> if they don't know the answer. Answers Yes, they can; Yes, they can; No, they can't; No, they can't; Yes, they can.
Activity Book page 162	Activity Book: Activity 2 1. Read the words in the box to the learners. 2. Show the first picture to the learners. Read the beginning of the sentence (<i>Please ...</i>) and help the learners to complete it (<i>Please feed the fish</i>). 3. Write the missing words in large, clear letters on the board. The learners copy the words in their books. Weaker learners will need the teacher to write the answers on the answer lines, for the learners to copy. 4. Repeat with the other sentences. When all the sentences have been completed, help the learners to read the sentences chorally and individually. Answers Please feed the fish.; Please clean the cage.; Please give the cat water.

Activity Book page 162	Activity Book: Activity 3 1. Elicit the names of animals from the learners; write the names in a list on the board. 2. Elicit verbs for activities that animals can do: <i>run, walk, fly, swim</i> and <i>crawl</i>; write the names in a list of the board. 3. Read the speech bubbles to the learners, then elicit new questions from them, such as <i>Can snakes fly?</i> Elicit the answers <i>Yes, they can./No, they can't., or I don't know.</i> 4. Choose learners to ask the questions, and other learners to answer them. 5. In pairs, the learners take turns to ask and answer questions. Extra Tips • Less-able learners may feel self-conscious about participating fully in the class; the lack of participation only serves to widen the gap between them and the more-able learners. Encourage them to participate as much as possible; in the starter for this lesson, for example, choose less-able learners to reveal the animal flashcards bit by bit. This is a task which does not depend on level of English, but which still involves the learner in the class. • Other suitable activities for involving the learners include non-verbal activities in front of the class, such as doing mime gestures or drawing other pictures for the other learners to guess.
Resources	Plenary 1. Elicit the names of all the animals that the learners know in English; write them on the board. 2. Choose one of the animals and sound the first syllable, such as <i>b... b ... b ...</i> (for <i>butterfly</i>). The learners guess the animal. Repeat with the other animals. 3. Talk with the learners about looking after animals; ask them if they think it is important to be kind to animals. Help the learners to express their ideas. 4. Remind the learners that this lesson's chant is about three ways we can be kind to animals: feeding them, giving them water and cleaning their cages (or sheds). Use the mime gestures to elicit these words. 5. To finish the class, have the class say the chant chorally, using the mime gestures.

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) Listen to rhymes, songs and descriptions delivered slowly using simple repetitive language; follow very slow and carefully articulated speech to assimilate meaning. (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. (G1.2.1.1.3) Describe people, things, locations and actions using Simple Present tense. (G1.2.1.1.5) Talk about abilities using the Simple Present tense, in positive and negative statements. (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) 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. (G1.3.1.1.2) Identify spaces between words; recognise that words are combined to form sentences. (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.			

LESSON PLAN		LESSON: 6
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To understand simple dialogues. Speaking: To describe animals, practise simple dialogues. Reading: To practise reading familiar words and sentences. Writing: To practise writing from left to right, practise writing the letters <i>qu</i> , spell familiar CVC words.		Learning outcomes: By the end of the lesson, students will be able to ... • assess their progress.
Link to prior learning: • Unit 9 Lessons 1–5 21st Century Skills: • N/A		
Key vocabulary: Numbers 1–20, <i>cage, shed, desert, sea, rabbit, fish, cat, bee, cow, camel</i> Key expressions/structure: <i>It lives in ..., They live in ..., I've got ..., We've got ..., lots of</i>		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: • N/A		
Resources/equipment needed: Learner's Book page 174 Activity Book pages 163 and 164 Audio Tracks LB 166, LB 168 and AB 76 Flashcards: Lessons 1, 3 and 5 Word cards; Lessons 1 and 5		

UNIT 9 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 168	1. Hold up the flashcards from Lessons 1 and 5 one by one and elicit the words. 2. Ask different learners to point to one of the flashcards while the others name it. Display the flashcards. 3. Hold up the word cards and ask different learners to put them next to the correct flashcards. 4. Play the chant from Lesson 5 and have the learners join in.
Resources	Main Activity
Learner's Book page 174	Learner's Book: Activity 1 1. Ask the learners to look at the pictures. Elicit <i>cows, fish, rabbit</i> and <i>camel</i>. 2. Read out the first gapped sentence and elicit <i>shed</i>. Have them find the word in the box. Continue with the next sentence and have them find <i>cows</i>. 3. In pairs, learners read each gapped sentence and decide what the missing words are. Go round and help where needed. 4. Ask different learners to read out the completed sentences. Answers They live in a shed. They are cows. They live in the sea. They are fish. It lives in a cage. It's a rabbit. It lives in the desert. It's a camel.
Learner's Book page 174	Learner's Book: Activity 2 1. Ask the learners to look at the pictures. Elicit <i>rabbit, snake</i> and <i>fish</i>. 2. Learners look at the beginning of the first sentence (Rabbits can). Have them say <i>Rabbits can hop</i>. 3. Write <i>hop</i> on the board. Learners then complete the sentence in the LB with the word <i>hop</i>. 4. Either continue as a class activity or put more advanced learners in pairs to work together. Monitor. 5. Ask different learners to read out the completed sentences. 6. Learners then choose an animal and an action to draw in the box provided (for example, cats can climb, birds can fly). Answers Rabbits can hop. Snakes can crawl. Fish can swim. Learner's own drawings Extra Tips • In pairs, learners take turns to say one of the sentences while their partners point to the correct picture. • They could add their own ideas by miming an animal (as they did in Lesson 1). For example: Learner A: (hand gesture to mime a fish swimming) <i>I've got a ...</i> Learner B: <i>Fish!</i>

Activity Book page 163	Activity Book: Activity 1 1. Ask the learners to look at the pictures. Elicit <i>cows, fish, rabbit</i> and <i>camel</i>. 2. Learners read each sentence and draw lines to match them with the correct picture. Either do this as a class activity or put more advanced learners in pairs to work together. Monitor. Feedback Ask volunteers to read each sentence and name the animal. Alternatively, read out each sentence while the learners follow the words with their fingers and then call out the name of the animal. Check they have matched correctly, or have them check in pairs. Answers rabbit; camel; fish; cows
Audio Track LB 166	Extra Tips • Play the chant from Lesson 3 and have the learners join in.
Activity Book page 163 Audio Track AB 76	Activity Book: Activity 2 1. Ask the learners to look at the pictures. Elicit <i>fish, bees, cat</i> and <i>rabbit</i>. 2. Learners look at the beginning of the first sentence (<i>I've got ...</i>) and follow the line to the rabbit. Have them say <i>I've got a rabbit</i>. 3. Either continue as a class activity or put more advanced learners in pairs to work together. Monitor. 4. Ask different learners to read out the completed sentences. 5. Play the audio while they listen and point. Answers I've got a rabbit. I've got lots of fish. We've got a cat. We've got lots of bees! Extra Tips • In pairs, learners take turns to say one of the sentences while their partners point to the correct picture. • They could add their own ideas by miming an animal (as they did in Lesson 1). For example: Learner A: (hand gesture to mime a fish swimming) <i>I've got a ...</i> Learner B: <i>Fish!</i>

Activity Book page 163	Activity Book: Activity 3 1. Allow time for the learners to look at the table. Elicit <i>snake, bird</i> and <i>rabbit</i>. 2. Have them point to each word and chorus them in turn (<i>fly, walk, crawl, hop</i>). Ask different learners to demonstrate or mime each action. 3. They move one finger down one square from the snake, and another finger along from <i>fly</i>. Say <i>Snakes can't fly</i>. Have them move down one square and say <i>Snakes can walk</i>. Look puzzled and elicit <i>No!</i> They write a cross in the correct square. Check, or have them check in pairs. 4. They move down another square. Say <i>Snakes can crawl</i>. Look puzzled. Elicit <i>Yes</i>. They draw a tick (✓) in the square. Again, check or have them check in pairs. 5. Continue the activity. For differentiation, see below. Answers fly: ✗ ✓ ✗ walk: ✗ ✓ ✗ crawl: ✓ ✗ ✗ hop: ✗ ✓ ✓ Differentiation activities (Support): 1. Continue as a class or group activity. Supervise while they point to each square in turn and say or elicit each sentence (<i>Rabbits can fly</i>, etc.) before eliciting <i>Yes</i> or <i>No</i>. 2. Check they draw crosses and ticks in the correct squares. 3. Then have the learners point to each square in turn and chorus the correct sentence, for example <i>Snakes can't fly. Birds can fly. Rabbits can't fly</i>. Differentiation activities (Stretch): 1. Put learners in pairs to continue the activity together. Go round and monitor. Make sure they say each sentence (<i>Snakes can fly</i>, etc.) and then say <i>Yes</i> or <i>No</i>. 2. Check they have completed the table correctly. 3. Ask different learners to say each correct sentence.
Resources	Plenary 1. Ask the learners to point to and name as many colours as they can: go round the class in random order and ask the learners to point to and name a colour. Make sure all eleven colours are mentioned (prompt them if necessary): <i>red, orange, yellow, blue, green, black, white, brown, grey, pink</i> and <i>purple</i>.

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 or number. (G1.1.1.1.3) Listen and 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. (G1.2.1.1.8) Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks. (G1.2.2.1.3) Follow single-step directions. (G1.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions. (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. (G1.3.2.1.1) Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. (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 ...). (G1.4.3.1.1) Use grade-appropriate language structures (as applicable to Unit 9).			

LESSON PLAN		LESSON: 7
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and follow instructions to make a simple craft. Speaking: To say a simple chant, talk using the craft that has been made. Reading: To read words for the beginning of sentences, one-word instructions. Writing: To develop motor skills and hand-eye coordination, write words to complete sentences.		Learning outcomes: By the end of the lesson, learners will be able to ... • follow simple instructions with prompts • make a camel mascot • talk about the craft they have made.
Link to prior learning: • Unit 9 Lesson 1 vocabulary • Arabic language: Arts and Crafts lessons • Science lessons on animals 21st Century Skills: • N/A		
Key vocabulary: <i>camel, soft, cuddly, desert, hump, run, hop, stop, jump</i> Key expressions/structure: <i>Cut! Colour! Glue! Stick! I am a camel. I live/I can/I've got/be kind to me!</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to cut perfect shapes, even from a template. Encourage learners to cut as neatly as they can and help if needed. The sticking 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. • Learners may spend more time than is necessary on making the camel, 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 175 Audio Tracks LB 165 and LB 170 PCM 42a–c Paper; construction card; scissors; glue sticks; crayons; paper fasteners; a premade Crafty the Camel		

UNIT 9 LESSON 7 TASKS/ACTIVITIES

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

Resources	Starter
Audio Track LB 165	1. Play the Unit 9 Lesson 1 chant with the class. 2. Play a game of <i>Categories</i>. Put three or four flashcards for each of the different categories of colours, numbers, shapes, senses, weather, animals on the board. Divide the class into two teams. Learners take turns to put the flashcards into the correct category. When they finish, say <i>That's fantastic! What are the colour words? What are the number words? What are the shape words? What are the weather words? What are the senses? What are the animals?</i> Learners say the words. 3. Ask the learners what the topic for Unit 9 is. Say <i>What is your favourite animal?</i> Remind the class that today's lesson is the craft lesson. Ask the learners what they think they will make in today's lesson. Accept all answers and recast any responses in Arabic into English. 4. Say <i>Let's see!</i> and hold up your camel. Say <i>There are two camels in our book. What are their names?</i> Elicit <i>Liwa and Lulu</i>. Then say <i>This is my camel. His name is Crafty. He's one year old. He lives in the desert. He's got four legs and a hump. He can run. He can't fly.</i> Tell the class that they will make a camel in today's lesson, but first they will learn a new chant.
Resources	Main Activity
Learner's Book page 175 Audio Track LB 170 PCM 42a–c	Learner's Book: Activity 1 1. Teach the class the chant <i>I am a camel</i>. First check the words <i>soft, cuddly, desert, hump, run, hop, jump, stop</i> and <i>kind</i> using pictures or mime. Say the words and learners repeat. Leave the pictures/drawings on the board. 2. Ask the learners to listen to the audio and point to the pictures or mime the words on the board when they hear them. Play the audio again as the learners listen and repeat the words. Then play the audio again as learners listen, say the words and point or do the actions. Ask the class if they like the chant. Play the audio again. 3. Ask the learners to open their books. Ask the learners to look at the activity. Tell them they are going to make a camel of their own. Give the learners a minute or two to look at the pictures that show how the craft is made. Then ask <i>Are you ready to make a camel? What will you need?</i> (<i>card, parts of the camel, scissors, crayons, glue, paper fasteners</i>). 4. Say <i>1, 2, 3. Eyes on me!</i> Learners respond with <i>1, 2. Eyes on you!</i> 5. Divide the class into groups of four learners. Ask the groups to appoint a Group Leader for the lesson. Number the other learners 1, 2, 3. 6. Ask the class to look at their books again and then ask <i>What will you need first? What will you do first?</i> Check that the class knows that they each need a photocopy of the parts of the camel to colour. 7. Ask the Group Leaders to come to the front and get the photocopies of the parts of the camel (PCM 42a and b) for each member of the group. Tell the class that they will colour the parts of the camel. Ask the number 2s in the group to come and get crayons for each learner or a set of crayons for the group. Then ask the learners to colour the parts. Play the audio track for <i>I am a camel</i> as they colour. 8. Then ask the number 3s to come and collect scissors for each member of the group. Ask <i>What will you do now?</i> Remind the class that they need to cut carefully along the dotted lines. Monitor and help if needed as the groups cut out the parts needed for the camel craft. Play the audio for <i>I am a camel</i> as they cut out the parts. When they have finished cutting out the parts, check the names of the body parts with the class.

	9. Then ask the learners to look again at their books. Say <i>What will we do now? Stick the parts of the camel together.</i> Begin by sticking a front leg and a back leg behind the body of the camel, and then stick a front leg and a back leg on the front of the camel's body. Demonstrate by showing the learners what to do. Monitor and check that they are sticking the legs in the correct places on the camel. If you want the legs to be moveable, then give the learners paper fasteners to use. Play the audio track for <i>I am a camel</i> as they work. 10. Get the learners' attention and explain that they will now have a few minutes to decorate their camels. Allow them to choose glitter, cotton or other material to personalise their camels. Say <i>You have five minutes to add any other decoration to your camel.</i> 11. Then ask the class to look again at their books. Read the instruction <i>Write and say.</i> with them. Ask the Group Leaders to come and collect the worksheets for the writing task (PCM 42c). Show an enlarged copy of the worksheet on the IWB or on an OHT. Write the name <i>Crafty</i> after <i>About ...</i> and <i>My camel's name is ...</i>. Tell the learners that they should now write the name of their camel in those two places. Monitor and help if needed as they write. Play the audio quietly as they work. Ask <i>What is your camel's name?</i> as you monitor and check. 12. Continue with the other information about the camel on the worksheet until the learners have written about their camel. Praise the learners. Get the number 1 group members to return all the pairs of scissors and glue sticks. Get the learners to put any leftover paper in the bins. 13. Ask the class to look at their books again. Say <i>What do we do now? We will tell each other about our camels.</i> Show the class what you want them to do by using your camel and a completed worksheet. Monitor and check that they are talking to one another about their camels. 14. Praise the learners. Invite volunteer pairs of learners to demonstrate in front of the class. Say <i>Well done, class.</i> 15. Play the audio of the chant again with the class. Focus on the words that rhyme. Say <i>What rhymes with me? (free). What rhymes with hop? (stop). What rhymes with jump? (hump).</i> Play the audio again as the learners hold up their camels and say the words. 16. Ask the learners if they enjoyed the lesson. Feedback Point to your completed camel and ask the learners <i>What is the camel's name? What can it do? Where does it live? Should we be kind to animals?</i> Learners answer the questions. Differentiation activities (Support): 1. Learners might need more help than others to make the craft. Spend time with these learners to point out each stage of the process to them. 2. Learners work in pairs to help with the sticking of the body parts and the writing task. Differentiation activities (Stretch): 1. Some learners may finish earlier than the others. Get them to think of other things they can write about their camel. 2. Ask them to think of how the camel can be used in class or where the camels can be displayed in school.
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	Extra Tips • 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. • Photocopy the templates to be cut out on card to make them more durable. • Have extra materials available in case any of the learners need to start again. • If you think that the learners will have problems with any part of the activity, such as the writing task, then do the writing part first together as a class one line at a time. • Have materials available that are not required, such as glitter or cotton balls, or coloured tissue paper, so that the learners can personalise their craft item. • Always remind learners about health and safety with 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. • The learners can use the camel in any further lesson, and keep it and use it as a celebration of the end of the school year.		
Resources	Plenary		
Audio Track LB 170	1. Ask the class to join in with the <i>I am a camel</i> chant again (audio on softly in background) as they show the camels they made. 2. Ask the class if they enjoyed making the camel. 3. Ask the class to tell you what they know about camels and why it is important to be kind to animals.		
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 carries key information about a person, thing, number, place or action. (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. (G1.3.5.1.2) 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 ...). (G1.3.8.1) Recognise, understand, build and use basic vocabulary related to familiar topics in listening, speaking, reading and writing using various strategies and sources. (G1.3.8.2.2) Categorise words into common categories such as colour, objects, time, sizes, distances, action words, and synonyms and antonyms.			

LESSON PLAN		LESSON: 8
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to numbers, understand questions. Speaking: To talk about animals and colours, ask and answer simple questions. Reading: To recognise familiar words and numbers. Writing: (There is no writing component in this lesson.)		Learning outcomes: By the end of the lesson, learners will be able to ... • play a game involving numbers and colours • talk about animals and colours.
Link to prior learning: • Colours • Numbers • Animals • <i>sandcastle, chocolate, desert, tree, igloo, banana, sun, flag</i> 21st Century Skills: • Learning and Innovation		
Key vocabulary: Colours, numbers, animals, <i>sandcastle, chocolate, desert, tree, igloo, banana, sun, flag</i> Key expressions/structure: <i>What colour is/are ...? It's/They're ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • N/A		
Resources/equipment needed: Learner's Book page 176 Activity Book page 165 Audio Track LB 171 PCM 43a and 43b Flashcards: <i>sandcastle, elephant, chocolate, desert (use sandstorm), tiger, tree, igloo, penguin, banana, fox, sun, Emirati flag, animals</i> Counters (one per learner); spinners (one per pair); crayons		

UNIT 9 LESSON 8 TASKS/ACTIVITIES

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

Resources	Starter
	1. Display these flashcards: <i>sandcastle, elephant, chocolate, desert, tiger, tree, igloo, penguin, banana, fox, sun, Emirati flag</i>. Then ask different learners to point to one and name it. Give the learner the flashcard he/she names. Prompt if necessary. 2. Call out the name of each flashcard in turn. The learner with the flashcard holds it up. Have the class say the colour or colours in the picture; for example, Teacher: <i>elephant</i> (learner holds up elephant flashcard) Class: <i>grey</i>. 3. Continue until all the flashcards have been used. Collect them up again.
Resources	Main Activity
Learner's Book page 176 PCM 43a and 43b Audio Track LB 171	Learner's Book: Activity 1 1. Put the learners in pairs. Give each pair one of each of the photocopies (PCM 43a and 43b). Show them how to put the two sheets together on the desk in front of them, to make a board game, with the numbers running from 1 to 20. 2. Play the audio, pausing after each number. They point to the corresponding square. Check. Learners then either say the name of the colour (prompt as necessary) or name what the picture shows. The first two answers are shown on the page as examples (one – blue, five – chocolate). They chorus the answers, and help each other if necessary. Note: you might have to teach the word <i>flag</i> (number 20). Answers one – blue; five – chocolate; fifteen – banana; twenty – flag; three – elephant; seven – yellow; eighteen – sun; ten – green; four – black; nineteen – orange; six – desert; fourteen – penguin; two – sandcastle; eight – tiger; seventeen – pink; twelve – igloo; sixteen – fox; eleven – purple; nine – tree; thirteen – red
Learner's Book page 176 PCM 43a and 43b	Learner's Book: Activity 2 1. Say <i>Let's play!</i> Give each pair a spinner and two counters. Tell them they will play the game twice. 2. They take turns to spin the spinner and move their counters accordingly. If they land on a square with the name of a colour, they name the colour and hold up the correct crayon. When they land on a square with a picture, they name it, say its colour or colours, and hold up the crayon(s). Go round and monitor. 3. The game is over when the first player reaches the flag. 4. They play again. This time, when they land on a square with a colour, they name it and use the correct crayon to colour the shape next to the word. When they land on a picture, they name it, say its colour(s) and then colour in the picture. Monitor. 5. Again, the game is over when the first player reaches the flag, names it and colours it correctly. Extra Tips • When the second game is over, they could colour in the squares that nobody landed on. Go round and talk to them about what they are colouring.

Learner's Book page 176	Learner's Book: Activity 3 1. Ask the learners to look at the example speech bubbles and read them out with you. 2. Ask a learner (for example) <i>What colour are penguins?</i> Elicit <i>(They're) black and white.</i> 3. Continue the activity. See below for differentiation. Differentiation activities (Support): 1. Ask the class or group similar questions about all the pictures in the board game. Have them identify the correct picture and then prompt the correct replies. 2. Then choose different learners to ask similar questions and choose friends to answer. Prompt questions and answers as necessary. Differentiation activities (Stretch): 1. In pairs, learners ask and answer similar questions about the pictures in the board game. Go round and monitor. 2. Then ask volunteers to ask the class or group the questions they have practised.
Activity Book page 165	Activity Book: Activity 1 1. Allow time for the learners to look at the page. They will probably be able to work out what to do! 2. Elicit <i>zebra</i> and <i>rainbow</i>. Then tell them to colour the picture according to the key. Read each colour word with them first – have them point to each word and chorus it. Do the same with the numbers. 3. While they colour, go round and monitor. Talk to them about the picture and the colours. 4. When learners have finished their pictures, ask them to look at the two incomplete sentence below. 5. Elicit some ideas from the class and write correct sentences on the board. 6. Allow time for them to complete their sentences. Go round and offer help where needed. 7. Learners read out their sentences to their partners.
	Plenary
	1. Display all the animal flashcards. 2. Start a chain round the class: Learner 1 says the name of one of the animals shown. Learner 2 says its colour(s) and then names another animal. Continue round the class. Make sure all the animals are mentioned at least once.

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, 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. (G1.2.1.1.8) Listen to others, take turns speaking about the topic. (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. (G1.3.2.1.1) Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. (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. (G1.4.3.1.1) Use grade-appropriate language structures (as applicable to Unit 9).			

LESSON PLAN		LESSON: 9
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify the sound <i>ng</i> in words. Speaking: To say words ending with the sound <i>ng</i> . Reading: To recognise the letters <i>ng</i> at the end of words, read on sight HF words <i>his, her, him, on, out</i> . Writing: To copy and write words with the letters <i>ng</i> .		Learning outcomes: By the end of the lesson, learners will be able to ... • identify the sound <i>ng</i> • make the shape and form of the letters <i>ng</i> • produce the sound <i>ng</i> • say words containing the sound <i>ng</i>.
Link to prior learning: • Arabic language: letters and sounds matching • Units 1–8 My letters lessons • Unit 9 Lesson 3 21st Century Skills: • N/A		
Key vocabulary: <i>king, ring, sing, song, wing</i> Key expressions/structure: <i>ng is in ..., at the end</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Digraphs can cause problems for learners as the two letters that form the digraph have one sound. Learners can sometimes try to put a vowel sound in between the consonant letters. Learners often confuse the sound <i>ng</i> with the sound <i>nk</i>, as in the words <i>ping</i> and <i>pink</i>. Learners need to have lots of practice in identifying and producing the sounds in words and in being made aware of the different spellings for words. • English language goes from left to right, unlike Arabic, and the Roman script is formed in a very different way from Arabic script. The English alphabet has upper case or capital letters which Arabic does not have. The use of these capital letters is very important for punctuation in English. Learners need to be reminded of these differences between the L1 and L2 and given time and variety of practice.		
Resources/equipment needed: Learner's Book page 177 Activity Book pages 166 and 167 Audio Tracks LB 165, LB 172, LB 173, AB 77 and AB 78 Flashcards: <i>king, ring, wing, van, apple, tiger, nut, sand, igloo, penguin, mat, duck, giraffe, kitten, car, hippo, rabbit, frog, lollipop, banana, jaguar, window, yoyo</i> Word cards: <i>king, ring, sing, song, wing, ant, turtle, tiger, nest, sun, ink, pen, mug, doll, gift, kite, camel, heart, ruler, fan, lake, ball, jam, van, wall, yellow, ship, cheese, thunder, quilt, ng, a, t, n, s, i, p, m, d, g, o, k, h, r, b, h, f, l, j, v, w, y, sh, ch, th, qu</i>		

UNIT 9 LESSON 9 TASKS/ACTIVITIES

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

Resources	Starter
Audio Track LB 165	1. Have the class perform the <i>Get ready</i> routine actions. 2. Say the Unit 9 chant from Lesson 1 with the class. 3. Play a game of <i>Pass the Sound</i> with the class. Put the letter cards <i>a, c, t, n, s, i, p, m, d, g, k, h, r, b, f, l, j, v, w, y, sh, ch, th, qu</i> in a box. Put the flashcards for <i>ant, tiger, nest, sun, ink, pen, mug, doll, gift, kite, camel, heart, ruler, fan, lake, ball, jam, van, wall, yellow, ship, cheese, thunder, quilt</i> on the board. Learners sit in a circle round the board. They pass the box of sounds around and chant <i>Box of sounds, box of sounds, pass it round, pass it round. Box of sounds, pass it round, what sound is it?</i> (to the tune of <i>London Bridge is Falling Down</i>). The learner that is holding the box at the end of the chant takes out a card, says the sound and places the card next to the object on the board that begins with that sound. The others clap if it is correct and say the sound and word. Continue playing the game until all the sounds have been identified. 4. Praise the learners. Then ask the class to think about which of the words can be grouped together in word families. Demonstrate by putting the cards for <i>mug, fan, and quilt</i> together. Say <i>We can use them at home</i>. Allow the class to give you their suggestions for categories or families for the other words. Recast any answers given in Arabic into English. 5. Point to the sounds on the board as you remove all the cards. The learners say the sound. Ask if they enjoyed the game.
Resources	Main Activity
Learner's Book page 177 Audio Track LB 172	Learner's Book: Activity 1 1. Chant the <i>Alphabet Song</i> with the class. Write the letters <i>n, m, a</i> and <i>g</i> in the air as learners copy you. Remind the learners of the sound of the letters and the words that begin with those sounds. Ask the class if they are ready to learn a new sound in today's lesson. 2. Write the digraph <i>ng</i> on the board or hold up the letter sound card <i>ng</i> as you make the sound <i>ng</i>. Point to the letters, touch your ear and say the sound <i>ng</i> and make an action as if you are lifting a weight with both hands above your head as you say <i>ng</i>. Ask the class to repeat the sound <i>ng</i>. Put the digraph card on the board. The learners say the sound <i>ng</i> with you as you do so and make the action of lifting a barbell several times. Point to the individual letters <i>n</i> and <i>g</i> and elicit the letter names. Then point to the two letters together and elicit the sound <i>ng</i>. Ask the class <i>What is the sound? How many letters are there?</i> Make sure the class realise that the two letters make one sound. 3. Tell the class that they will listen to a chant with words that end with the sound <i>ng</i>. Ask the learners to close their eyes and listen for the <i>ng</i> at the end of words. Play the audio. Ask the learners if they could hear the sound <i>ng</i> and if they can tell you any words they heard. 4. Put the flashcards for <i>king, ring, wing</i> on the board (do not say the words, but acknowledge them if the learners say them in English or if offered in Arabic then recast into English). 5. Ask the learners to look at the pictures and to listen and see if they hear the words for the pictures. Play the audio. Ask <i>What did you hear?</i> Learners should answer with some of the words. Point to the flashcard for <i>king</i> and say <i>king</i> and the sound <i>ng</i> and do the weightlifting action. Ask the learners to say the word and the sound and to do the action.

6. Point to the other flashcards for *ring*, *wing* as you say the words and the learners repeat. Show the word cards for the pictures and say the words, but do **not** ask the learners to read the words yet. Put the flashcards and word cards on the board next to the digraph *ng*.
7. Then tell the class to open their books and look at Activity 1.
8. Ask *What can you see in the picture? Can you see any animals? Which animals can you see? What are the animals doing? Which animal is the king? What is the lion doing? Can you see a bell? Show me. What else can you see? Point to the hippo and the musical notes, say Sing. The hippo sings a song. Put the word cards for sing and song on the board. Draw some musical notes.*
9. Divide the class into two groups. Tell learners they will listen to the chant again. Group 1 will listen for the words *ring* and *wing*. Group 2 will listen for the words *king* and *sing*. When they hear their words they will stand up and write *ng* in the air. Demonstrate for the learners if needed.
10. Play the audio as the learners listen and do the actions.
11. Play the audio again as learners listen, point to the pictures in their books for the *ng* words they hear and repeat the words.
12. Play the audio one more time as learners point to the pictures for the words again. Monitor and check that they are pointing and saying the words correctly.
13. Ask the class to vote if they liked today's chant.
14. Point to the pictures and words for *king*, *ring*, *sing*, *song*, *wing* on the board. Ask learners to come to the board to match the pictures and the words. Ask others to come and point to the letters for the sound *ng*. Ask the class to write the word *king* in the air as they make a *ng* sound.
15. Play the chant again as the learners 'read' the words in their books by following the words with their fingers. Then say *Find the word king, ring, sing, song, wing*. Learners point to the individual words on the page.
16. Ask *How do we spell ring? Where is the ng sound? How do we spell sing? Where is the ng sound? Who rings the bell? Why?*
17. Ask the learners to work in pairs and to say the words of the chant. Play the audio in the background on low volume to help.
18. Ask the class if they can find any other words with the *ng* sound in the chant (*bring*, *swing*). Say *Can you find a word that rhymes with bring/swing/bell/pool?* Elicit *ring*, *wing*, *smell*, *cool*.
19. Write the sight word *her* or put up the word card for *her* on the board. Say the word. Learners say the word and write the letters in the air. Say *Find the word her in the chant*. Do the same for the words *him*, *his*, *of*, *out*. Read the words with the class and put the word cards on the class word wall.
20. Then put the letter cards *k*, *i*, *ng* one by one on the board. Learners say the sounds of the letters. Put a dot under each of the three sounds as you say the sounds and the learners repeat. Then draw an arrow going from left to right under the dots and the cards and say the word *king*.
21. Write the word sum on the board: $k + i + ng = king$. Then write up $r + i + ng =$. Learners say blend the letters and say *ring*. Do the same with *wing* and *sing*.

Feedback

Point to the pictures and word cards for *king*, *ring*, *sing*, *wing*, *song* and elicit the words. Ask the learners about the name of the letters that make the sound *ng*. Point to the digraph card *ng* and elicit the sound *ng*. Ask the learners to tell you all the words they now know with the sound.

	Differentiation activities (Support): 1. Ask learners to work in pairs and share a book to do the activity. 2. Learners point to the flashcards or do the actions instead of saying the words.
	Differentiation activities (Stretch): 1. Ask learners what other words with the <i>ng</i> sound they know. 2. Learners can write the <i>ng</i> words in the air as they listen to the chant.
	Extra Tips • Use voting cards to get the learners' opinions on activities. It is important that learners think about what they are doing in lessons and how they feel about activities that they are asked to do. • You can ask learners to trace the letters 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 shapes. • Use word sums to help learners get used to the idea of blending letters into words. The ability to blend and segment is an important reading skill. • Learners can use a 'zoner' (a card with a rectangle shape cut out to show the words) as they 'read' the chant to help them focus on individual words in the lines. • Focus on words that rhyme whenever possible. This helps learners to make predictions and helps develop reading skills. • Learners can use a magnifying glass as a fun tool as they take part in activities where they are finding words.
Learner's Book page 177	Learner's Book: Activity 2 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 letters <i>ng</i> in the air as the learners say the sound. Ask the learners to copy you as you write <i>ng</i> in the air. Write with your finger, then your elbow, then with your head and then with your foot. 2. Learners can then write the sound on their desks with their fingers. They should say the sound as they write. Be sure they are not saying the letter names. 3. Ask learners to look at Activity 2. Ask <i>How many words can you see? Can you read the words? Show me. How do you spell king/ring/wing/sing/song?</i> 4. Ask the learners to trace over the letters <i>ng</i> in their Learner's Book and say <i>The sound ng is in king, ring, wing, sing and song.</i> 5. The learners will then say the words in pairs before tracing over and writing the words. 6. Ask the learners where the <i>ng</i> sound is in the words. Elicit <i>at the end.</i>
	Differentiation activities (Support): 1. Ask learners to point to the flashcard or letter cards as they do the activity.
	Differentiation activities (Stretch): 1. Ask the learners if they know any other words ending with the letters <i>ng</i>. 2. Learners look at the words and try and think of words that rhyme.
	Extra Tips • 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. • The learners can do the activity in pairs or small groups.

Learner's Book page 177 Audio Track LB 173	Learner's Book: Activity 3 1. Play the audio as learners listen and find the words in Activities 1 or 2. Then play the audio again as learners point to and say the words. 2. Say the words one by one as learners find them on the page in Activities 1 or 2. Ask questions: <i>What is the ending sound? What letters does the word end with? How many letters are in the word? Where is the sound ng in the word?</i> 3. In pairs, learners say and point to the words or pictures on the page.
Activity Book page 166	Activity Book: Activity 1 1. Learners read the words in the word box and then find and circle them in the wordsearch.
Activity Book page 166 Audio Track AB 77	Activity Book: Activity 2 1. Ask learners to look at the pictures in Activity 2 and ask <i>What can you see? Can you see a lion, bird, hippo, zebra? Show me.</i> 2. Read the sentences with the class. Then ask the learners to read the sentences on their own before listening. Play the audio. 3. Ask the learners to check their answers in pairs. Play the audio again as they do so. Check the answers as an open class. Answers Yes Yes No No Yes
Activity Book page 167 Audio Track AB 78	Activity Book: Activity 3 1. Ask the learners to look at Activity 3. Read the rubric for the activity with the class. Check that they know that they will do three things. 1. Listen, 2. find the words, 3. colour the words that have <i>ng</i>. 2. Play the audio. Monitor as learners point to the pictures for the words. Play the audio again as the class listen and point to the pictures again. Then ask the learners to work in pairs and to say the words. Monitor and check they are pointing and saying the words. 3. Say <i>Now colour the pictures for the words that have the ng sound</i>. Monitor as they work. Ask <i>Which word are you colouring? Is there an ng sound? Where is the ng sound?</i> 4. Ask the class which words they coloured. Elicit <i>king, ring, swing</i>. 5. Then ask the learners to look at the eight pictures again and tell you the rhyming pairs of words: <i>king/swing/ring, queen/green, bell/shell</i>. Praise the learners.
Activity Book page 167	Activity Book: Activity 4 1. Ask the learners to think about all the <i>ng</i> words they know. Learners choose their favourite <i>ng</i> word and write a sentence about it (for example, I like to play on the swing.) Extra Tips • Learners should be encouraged to trace over letters in words in their books that they know the letter name and sound of. This can be done in any lesson where a new word is introduced. • Read the rubric for activities with the class. This helps learners to become independent and to manage tests and quizzes on their own. • Get the learners noticing things as much as possible and reading pictures. Noticing is one of the key skills needed for reading and writing. • Focus on rhyming words whenever possible. This helps learners to be better readers.

Audio Track LB 172	Plenary
	1. Invite learners to say today's chant again without their books. Play the audio at a low volume in the background.
	2. Ask the learners to name all the words they know ending with the sound <i>ng</i> . Ask them to tell you which is their favourite <i>ng</i> word and why.
	3. Ask the learners what they learned in the lesson and then ask them to hold up their voting cards to show how they felt about today's lesson.
	4. Say the <i>Alphabet Song</i> chant with the class to end the lesson.

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 carries key information about a person, thing, number, place or action.

(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.

(G1.3.5.1.2) 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 ...).

(G1.3.8.1) Recognise, understand, build and use basic vocabulary related to familiar topics in listening, speaking, reading and writing using various strategies and sources.

(G1.3.8.2.2) Categorise words into common categories such as colour, objects, time, sizes, distances, action words, and synonyms and antonyms.

LESSON PLAN		LESSON: 10
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To practise listening and understanding the numbers 11–20. Speaking: To practise talking about quantities using the numbers 11–20. Reading: To practise reading the words and numerals 11–20. Writing: To practise writing the words and numerals 11–20.		Learning outcomes: By the end of the lesson, learners will be able to ... • recognise and use the words and the numerals 11–20 when listening and speaking • read and write the written form of the words and numerals 11–20.
Link to prior learning: • Shapes • Food • Numbers 11–20 21st Century Skills: • N/A		
Key vocabulary: Shapes, food, numbers 11–20 Key expressions/structure: None		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners tend to be more familiar with the spelling of numbers 0–10 than with the spelling of numbers 11–20. Because of this, the spelling of number <i>fifteen</i> can be problematic; learners may try to spell it as <i>fivteen</i> or <i>fiveteen</i>. When this happens, the teacher should write the incorrect form on the board, then highlight the incorrect part (<i>v</i> or <i>ve</i>); after this, a learner can be called to the front to correct the mistake on the board.		
Resources/equipment needed: Learner's Book page 178 Activity Book pages 168 and 169 Flashcards: shapes, animals, numbers Word cards: numbers 11–20		

UNIT 9 LESSON 10 TASKS/ACTIVITIES

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

Resources	Starter
	1. Revise the vocabulary for shapes, animals and numbers with a game. First, show the flashcards one by one to the learners and elicit the words. 2. Write the categories <i>shapes</i>, <i>animals</i> and <i>numbers</i> on the board. Choose one of the shape words, for example, <i>diamond</i>; say <i>It's a shape</i>. point to the word <i>shapes</i> on the board and sound the first syllable <i>di ... di ... di ...</i>. The learners guess what word it is. 3. Repeat with other words from all three categories: say <i>It's a shape</i>. <i>It's an animal</i>. or <i>It's a number</i>. point to the category, then sound the first syllable of the word.
Resources	Main Activity
Learner's Book page 178	Learner's Book: Activity 1 1. Point to the first ant and say <i>Number 11 is a circle</i>. Point to each of the other ants and elicit the sentence, for example, <i>Number 12 is a triangle</i>. 2. Read the example questions and answers to the learners. Ask similar <i>What ...?</i> questions about the numbers, for example <i>What is number 15?</i> Elicit the answer (<i>It's a heart.</i>). 3. Choose learners to make <i>What is number ...?</i> questions; choose other learners to answer. 4. Ask similar <i>Is ...?</i> questions to the learners, for example, <i>Is number 16 a diamond?</i> Elicit the answer (<i>Yes, it is.</i>). 5. Choose learners to make <i>Is ...?</i> questions; choose other learners to answer.
Learner's Book page 178	Learner's Book: Activity 2 1. Point to the boy in the picture and read the speech bubble. Explain that the boy asked all the learners in his class about their favourite animals. 2. Point to the first bar and elicit the animal (<i>rabbits</i>). Show that the bar goes to number 11, and say <i>Eleven children like rabbits</i>. 3. Point to the next bar, elicit the animal (<i>birds</i>) and the number (<i>15</i>) and help the learners to make the sentence <i>Fifteen children like birds</i>. 4. Repeat with the other animals, then ask <i>What is the favourite animal?</i> (<i>bees</i>). 5. Say <i>Tell me about lions</i>. Help the learners to say the sentence about lions (<i>Nineteen children like lions.</i>). Repeat with the other animals. 6. Ask <i>How many children like snakes?</i> Help the learners to answer (<i>twelve</i>). 7. Help the learners to make <i>How many ...?</i> questions about the other animals, for example, <i>How many children like tigers?</i> Help other learners to answer.
Activity Book page 168	Activity Book: Activity 1 1. Draw a large ✓ and a large X on the board. 2. Read the first sentence to the learners, then point to the ✓ and X and ask <i>Which one?</i> The pupils draw the answer (✓) in the air. 3. The learners draw the ✓ on the answer line. 4. Repeat with the other sentences. Answers ✓; X; X; ✓

Activity Book page 169	Activity Book: Activity 2 1. Read the first question to the learners. Help them to find the answer (<i>11</i>). 2. Write the number <i>11</i> on the board. By now, all the learners should be able to copy the numeral answers without extra help. 3. Repeat with the other questions. Answers 19; 15; 12
Activity Book page 169	Activity Book: Activity 3 1. Point to the picture of the bees and elicit the word. Then read the beginning of the question and elicit the complete question (<i>How many children like bees?</i>). 2. Read the completed question and answer to the learners, then write the missing words in large, clear letters on the board. 3. The learners complete the question in their notebooks. Weaker learners will need the teacher to write the words on the answer line for the learners to copy. 4. Repeat with the other questions and answers. 5. When all the questions and answers have been completed, help the learners to read them chorally and individually. Answers How many children like bees? Twenty How many children like elephants? Thirteen How many children like birds? Fifteen Differentiation activities (Support): 1. Some learners will find it difficult to read the information from the bar charts and then make sentences and questions in English. To help these learners, write the numbers they need to use on each bar in their notebooks. In this way, the learners don't need to go across to the y axis to find the number; they can simply read it on the bar. To avoid taking time writing in lots of books, copy the bars on the board and write the numbers on those bars. Differentiation activities (Stretch): 1. More advanced learners will enjoy doing their own survey about favourite animals in the class; help them to choose a list of suitable animals, then help them to ask suitable questions to the class (for example, <i>Who likes cats?</i>) and to record the answers. Draw a grid on the board and call learners to the front to draw a bar for each animal. Help other learners to ask questions (<i>How many children like ...?</i>) and then help the class to work out what is the favourite animal in the class. Extra Tips • Categories are a useful tool for revising vocabulary. <i>Give me Five!</i> is a simple but effective categories game: say the category, for example, <i>toys</i>, and choose a learner. This learner must say five toy words, for example, <i>boat, ball, panda, car, doll</i>. If the learner says five suitable words, the teacher can high-five the learner. • Another useful categories game is <i>What category is it?</i> Write a range of category words on the board, then say sets of vocabulary words; the learners say what category it is.

Resources	Plenary		
	1. Revise the numbers 11–20 with the learners with a game: first, assign one of the numbers to each of the learners, at random. 2. Say a sequence of five of the numbers to the class, for example, <i>fifteen to nineteen</i>. The learners with those numbers come to the front of the class and arrange themselves in numerical order, from left to right. These learners then say their numbers, in order, to the class. 3. Repeat with the other sequences of five numbers: <i>eleven to fifteen</i>, <i>twelve to sixteen</i>, <i>thirteen to seventeen</i>, <i>fourteen to eighteen</i> and <i>sixteen to twenty</i>. 4. Assign new numbers to the class, from 11 to 20, and repeat the game. 5. Finally, say <i>eleven to twenty</i>: all the learners come to the front of the class, arrange themselves in order, and say their numbers in order. 6. Congratulate the learners on their knowledge of numbers.		
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) Listen to rhymes, songs and descriptions delivered slowly using simple repetitive language; follow very slow and carefully articulated speech to assimilate meaning. (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. (G1.2.1.1.3) Describe people, things, locations and actions using Simple Present tense. (G1.2.1.1.5) Talk about abilities using the Simple Present tense, in positive and negative statements. (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) 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. (G1.3.1.1.2) Identify spaces between words; recognise that words are combined to form sentences. (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.			

LESSON PLAN		LESSON: 11
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To listen to and understand a chant with words for animals (<i>camels, sharks, tigers, birds</i>) and words for animal habitats (<i>desert, sea, jungle, tree</i>). Speaking: To practise talking about animals and habitats. Reading: To read the written form of the new words. Writing: To trace the written form of the new words.		Learning outcomes: By the end of the lesson, learners will be able to ... recognise and use the words and phrases for talking about animals and habitats.
Link to prior learning: <i>live in</i> - Some animals and places, such as <i>cat</i> and <i>house</i> 21st Century Skills: - N/A		
Key vocabulary: <i>camels, sharks, tigers, birds, desert, sea, jungle, tree/s</i> Key expressions/structure: Simple Present: <i>live in</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: In this lesson, the learners talk about a variety of animals and their habitats. Some of these animals and habitats may not be familiar to some learners; in addition, they may not be familiar with the idea of animals living in specific habits, or with the idea of pets living in the house. Teachers will have to take time to explain what the various animals and the habitats are: a selection of suitable pictures (of the animals and their habitats) cut out of magazines will make this easier.		
Resources/equipment needed: Learner's Book page 179 Activity Book pages 170 and 171 Audio Track LB 174 Flashcards: <i>camel, shark, tiger, bird</i> Pictures sourced by teacher; animal habitats sea, desert, jungle, trees		

UNIT 9 LESSON 11 TASKS/ACTIVITIES

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

Resources	Starter
	1. Display the pictures you have sourced and familiarise the learners with the four habitats (<i>sea, desert, jungle, tree</i>) and the word <i>house</i>. Elicit words from the learners to describe each habitat; they can use weather words they know to describe them (<i>hot, wet, cold, etc.</i>) and they can ask the teacher about other words they don't know, for example, <i>dry</i>. 2. Stick the pictures on the board, then ask the learners to say all the animals they know. Write the word for each animal on the board, then ask about the habitat for each one. Where possible, draw a line from the name to the habitat word. 3. Note that this activity is simply to familiarise the learners with the words; it is not a formal presentation of the words (as in the next activity).
Resources	Main Activity
Learner's Book page 179 Audio Track LB 174	Learner's Book: Activity 1 1. Use the flashcards for <i>camel, shark, tiger, bird</i>, and the pictures for <i>desert, sea, jungle</i> and <i>trees</i> to present the new words: show the pictures and cards one by one and try to elicit the words, then model each word; the learners say the words chorally and individually. 2. Write the words at random on the board, then point to each one and help the learners to read them chorally and individually. 3. Call a learner to the front and give them one of the flashcards or pictures; help the learner to find the word on the board and put the card next to it. 4. Show the chant to the learners. Help them to find the words for the animals and habitats in the chant. 5. Play the audio to the learners, then say the chant to them. 6. Play the audio again; help the learners to remember the chant and say it. Write the chant on the board, then read the chant to the learners, showing them each word with your reading finger as you read. 7. Highlight the use of <i>live</i> for groups of animals (<i>Camels live in the desert.</i>), and <i>lives</i> for one animal (<i>My cat lives in my house.</i>). 8. Play the audio again; the learners say the chant chorally at the same time. Then practise the chant with the learners, chorally and individually. Answers camel – the desert; shark – the sea; tiger – the jungle; birds – trees

Learner's Book page 179	Learner's Book: Activity 2 1. Show the picture of the rabbit to the learners. Help them to identify the animal. 2. Show other pictures to the learners and read the phrases (<i>run fast, jump, etc.</i>). Make sure they understand the meaning of each phrase. 3. Read the text to the learners. Encourage them to follow with their reading fingers as you read. Go back to the beginning of the text and read the first sentence (<i>Rabbits can run fast and they can jump</i>). 4. Draw the shape of ✓ and X in the air; ask <i>Which one?</i> The learners draw the shape of ✓ in the air; show the learners how to draw ✓ in the answer space for <i>run fast</i> and <i>jump</i>. 5. Repeat with the rest of the text. 6. With the learners, work out mime gestures for each of the actions. Read the text slowly again; the learners respond with the mime actions, drawing X in the air for actions that rabbits can't do. Answers ✓; ✓; ✓; X; X
Activity Book page 170	Activity Book: Activity 1 1. Read the words in the box to the learners. Make sure they understand the meaning of each word. 2. Read the first question to the learners. Elicit the answer (<i>They live in the jungle.</i>). 3. Write the answer in large, clear letters on the board. The learners copy the answer; weaker learners will find it difficult to copy all the answers, even if the teacher provides words to trace, so they can be called to the front to trace over individual words in the answers instead. 4. Repeat with other questions and answers. 5. When all the answers have been completed, help the learners to read the questions and answers chorally and individually. Answers They live in the jungle; They live in the sea; They live in the desert; They live in houses. Differentiation activities (Support): 1. Less-able learners may find it difficult to copy the words, in sentences, from the board. To help them, copy the word box (<i>They, in, live, houses, the jungle, the desert, the sea</i>) in a large box on the board, making sure that there is a lot of space between the words; when the learners have to write the word in their books, underline the correct word in the box for them to copy. Differentiation activities (Stretch): 1. To give more-able learners a more challenging activity, write each of the questions and answers on the board again, but with the blank answer lines in different places; for example, <i>Where _____ gorillas live? They live in the jungle.</i> Call learners to the front to write the missing word on the blank answer line.
Activity Book page 171	Activity Book: Activity 2 1. Read the example question and answer to the learners, then suggest an animal, for example, <i>fish</i>. Help the learners to make a question with <i>fish</i> and answer it (<i>Where do fish live? They live in the sea.</i>). 2. In pairs, the learners make up more questions and answers. They practise these questions and answers in pairs, then come to the front to ask their questions to the class.

Activity Book page 171	Activity Book: Activity 3 1. Read the first cue words (<i>run fast</i>) to the learners. Help them to find <i>run fast</i> in the box, show them the ✓, then help them to say the question and answer (<i>Can lions run fast? Yes, they can.</i>). 2. Write the question and answer on the board in large, clear letters. The learners copy the answer; weaker learners will find it difficult to copy all the answers, even if the teacher provides words to trace, so they can be called to the front to trace over individual words in the answers instead. 3. Repeat the with other questions and answers. 4. When all the answers have been completed, help the learners to read the questions and answers chorally and individually. Answers Can lions run fast? Yes, they can; Can lions climb trees? Yes, they can; Can lions fly? No, they can't; Can lions swim fast? No, they can't. Extra Tips • When new language is presented, always bear in mind the difference between recognition and production. With adverbs, for example, learners can recognise the new language – they can understand the sentences, and perhaps even read them – but they cannot produce it – they cannot say or write new sentences. • With this in mind, teachers should be aware that learners can recognise language at a higher level than they can produce. In this lesson, for example, the learners should be able to understand the sentences about what a lion can do, but most of them will not be very competent in saying, for example, what snakes can do. • However, there may be some learners who are able to do this – they should be encouraged and given the chance to show their abilities to the class.
Resources Audio Track LB 174	Plenary 1. Practice each of the mime gestures in this class with the learners. Show the mime gesture and elicit the words from the learners chorally and individually. 2. Ask a learner to show one of the mime gestures to the class. Make a sentence about your abilities – so if the learner showed the mime gesture for <i>run fast</i>, say <i>I can run fast.</i> or <i>I can't run fast.</i> as appropriate. 3. Ask other learners to show a mime gesture; choose learners to make sentences about themselves. 4. To end the class, write the chant on the board again, play the audio track, and encourage all the learners to join in.

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) Listen to rhymes, songs and descriptions delivered slowly using simple repetitive language; follow very slow and carefully articulated speech to assimilate meaning. (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. (G1.2.1.1.3) Describe people, things, locations and actions using Simple Present tense. (G1.2.1.1.5) Talk about abilities using the Simple Present tense, in positive and negative statements. (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) 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. (G1.3.1.1.2) Identify spaces between words; recognise that words are combined to form sentences. (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.			

LESSON PLAN		LESSON: 12
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING Learning objectives: Listening: To understand simple questions and sentences. Speaking: To say simple sentences, answer simple questions, join in a chant. Reading: To practise reading familiar words and sentences. Writing: To practise writing from left to right, practise writing the lower case letters <i>ng</i> to complete known words, spell simple CVC words.		Learning outcomes: By the end of the lesson, students will be able to ... • assess their progress.
Link to prior learning: • Unit 9 Lessons 7–11 21st Century Skills: • N/A		
Key vocabulary: Animals, numbers 1–20, colours, <i>desert, jungle, tree, sea, live, swim, crawl, jump, run, hop, big</i> , numbers 1–20, colours Key expressions/structure: (<i>Elephants</i>) <i>live in (the jungle)</i> . <i>Where do (elephants) live?</i> <i>can</i> + action verb		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: • In this lesson, the learners talk about a variety of animals and their habitats. Some of these animals and habitats may not be familiar to some learners; in addition, they may not be familiar with the idea of animals living in specific habits, or with the idea of pets living in the house. Teachers will have to take time to explain what the various animals and the habitats are: a selection of suitable pictures (of the animals and their habitats) cut out of magazines will make this easier.		
Resources/equipment needed: Learner's Book pages 179 and 180 Activity Book 172 Audio Tracks LB 172, LB 174 and LB 175 Flashcards: Lesson 9, animals Word cards: <i>a, c, h, i, n, o, p</i>		

UNIT 9 LESSON 12 TASKS/ACTIVITIES

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

Resources	Starter
Learner's Book page 180 Audio Track LB 174	1. Ask the learners to look back at their Learner's Books page 179 (Lesson 11). 2. Quickly revise the vocabulary <i>camel, shark, tiger, bird, sea, tree, desert, jungle</i>. Then ask them to close their books. 3. Play the chant from Lesson 11 and have the learners join in.
Resources	Main Activity
Learner's Book page 180	Activity 1 1. Allow time for the learners to study the pictures and name the animals in pairs. 2. Ask different learners to name each animal (in any order) while the others point to it. Check. 3. The learners point to the first sentence and chorus it with you while you read it out. Elicit the answer (<i>No</i>) and tell them to write <i>No</i>. Check. 4. Either continue this as a class activity or put more advanced learners in pairs to complete it together. Monitor. Feedback Ask volunteers to read out each sentence (help as necessary) and say the correct answer. Answers Lions live in the sea. No Sharks can swim. Yes Elephants live in the desert. No Snakes can crawl. Yes Camels live in the jungle. No Tigers can jump. Yes Differentiation activities (Support): 1. Read out each sentence with the learners repeating them. Have them point to the correct animal each time. 2. Ask them to look at the 'wrong' sentences and correct them: <i>Lions live in the jungle.</i> <i>Elephants live in the jungle.</i> <i>Camels live in the desert.</i> 3. Ask different learners to say a correct sentence for each animal. Differentiation activities (Stretch): 1. In pairs, learners point to one of the pictures. Their partners say a sentence about that animal, using <i>can</i> or <i>live in</i>. Go round and monitor. 2. You could suggest more animals for them to talk about, for example: <i>fish, foxes, octopuses, rabbits, hippos, pandas, ducks, gorillas</i>. You might need to teach some new vocabulary. Some suggestions: fish live in the sea – can swim foxes live in the desert – can run/walk/jump octopuses live in the sea – can swim hippos live in hot countries (near water) – can swim/walk pandas live in trees – can walk/climb ducks live in nests/near water – can walk/fly/swim gorillas live in the jungle – can climb/walk/run penguins live in cold countries – can walk/swim

Learner's Book page 180 Audio Track LB 175	Learner's Book: Activity 2 1. Ask the learners to point to each phrase and repeat it after you. 2. Then play the first question <i>Where do tigers live?</i> and elicit the answer (<i>They live</i>) in the jungle. 3. Continue with the remaining three questions. 4. Then put the learners in pairs. Ask them to practise asking and answering the same questions. Go round and monitor. 5. Finally, ask different learners to answer each question in a full sentence, for example <i>Tigers live in the jungle</i> . Answers Tigers live in the jungle Camels live in the desert. Fish live in the sea. Birds live in trees.
Activity Book page 172	Activity Book: Activity 1 1. Read out the first sentence and elicit <i>Yes</i> . Tell them to write <i>Yes</i> . 2. Put the learners in pairs to continue the task. Go round and help where needed. 3. Ask different learners to read out the sentences and give their answers. Answers 1 Yes; 2 Yes; 3 No; 4 No; 5 No; 6 No; 7 No; 8 No
Audio Track LB 172	Extra Tips • Play the chant from Lesson 9 and have the learners join in.
Activity Book page 172	Activity Book: Activity 2 1. Learners read the first three numbers. Check that they understand the task (to count in twos). 2. Allow time for them to complete the task. Go round and help where needed. 3. Check by having different learners come to the board and write the words. Answers eight, twelve, fourteen, sixteen, eighteen, twenty
Activity Book page 172	Activity Book: Activity 3 1. Learners read each sentence and draw accordingly. Go round and talk to them about their pictures. 2. Ask them to show each other their pictures and say (for example) <i>It's a yellow ring</i> .
Resources	Plenary 1. Hold up some of the animal flashcards and choose different learners to say a sentence about it, using <i>live in</i> . 2. If they can't think of anything, encourage them to ask a question. For example <i>Where do gorillas live?</i> and elicit the answer from the class. Note: if nobody knows the answer, tell them to find out for next lesson (remember to ask them at the beginning of the 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: (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 or action. (G1.1.1.1.3) Listen and 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. (G1.2.1.1.8) Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks. (G1.2.2.1.3) Follow single-step directions. (G1.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions. (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. (G1.3.2.1.1) Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. (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 ...). (G1.4.3.1.1) Use grade-appropriate language structures (as applicable to Unit 9).			

LESSON PLAN		LESSON: 13
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify the long vowel sound ee in words. Speaking: To say words with the long vowel sound ee. Reading: To recognise double vowel letters ee in words, sight read HF words <i>above, in, on</i> . Writing: To copy and write the letters ee, copy familiar known words.		Learning outcomes: By the end of the lesson, learners will be able to ... • identify the sound ee in words • make the shape and form of the letters ee • produce the sound ee • say words which contain the long vowel sound ee • write words that have the letters ee in them.
Link to prior learning: • Arabic language: letters and sounds matching • Units 1–8 My letters lessons • Unit 9 Lessons 3 and 9 21st Century Skills: • N/A		
Key vocabulary: <i>bee, tree, cheese, feet, wheel, sweets</i> Key expressions/structure: <i>ee is in bee, tree, cheese, feet and wheel, How do you spell ...?, Find the word ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Vowels in English can be long or short. Long vowels have two letters or vowel digraphs and make one sound. The letters are doubled to help with the pronunciation of the word. The vowel team rule states that when two vowels go walking, the first one does the talking. It helps learners if they memorise this rule as the sound and the letter name are the same. The combination of two es (double vowels) results in the long e sound. This is the most common spelling for the sound. Learners need practice in identifying words that have double vowels in them to help with reading, writing and spelling.		
Resources/equipment needed: Learner's Book page 181 Activity Book pages 173 and 174 Audio Tracks LB 165, LB 176, LB 177 and AB 79 Flashcards: <i>bee, tree, cheese, feet, wheel (use car or van)</i> Word cards: <i>bee, tree, cheese, feet, wheel, ee, a, e, i, o, u, h, p, r, b, f, l, m, n, s, t, d, k, g, z, j, v, w, sh, ch, th</i>		

UNIT 9 LESSON 13 TASKS/ACTIVITIES

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

Resources	Starter
Audio Track LB 165	1. Say the Unit 9 chant from Lesson 1 with the class. 2. Play a game of <i>Phonics Snap</i> with the learners. You will need sound cards: <i>a, e, i, o, u, h, p, r, b, f, l, m, n, s, t, d, k, g, z, j, v, w, sh, ch, th</i> and at least two picture cards to match each of the sounds. Put the picture cards in a pile at the front of the class. Give out one sound card to each pair of learners/learner depending on the number of students in class. Give the learners time to identify their sound. Then take one picture card at a time from the pile and show it quickly to the learners. Then put it to the bottom of the pile. The learners have to say <i>Snap</i> if the picture matches their sound. If they are correct they 'win' the card. The pair says the sound and the class say the word. Continue until all the cards have been won. Ask how many cards the pairs won. Praise the learners. 3. Take back the cards. Point to the letters as you take them back. The learners say the sound. Ask if they enjoyed the game.
Resources	Main Activity
Learner's Book page 181 Audio Track LB 176	Learner's Book: Activity 1 1. Chant the <i>Alphabet Song</i> with the class. Write the letters <i>a, e, i, o, u</i> in the air as learners copy you and say the letter names. Remind the learners that these five letters are called vowels and have sounds. Check the sound of the single letter <i>e</i>. Tell the class that today's lesson involves two vowel friends working together. 2. Put the sound card <i>ee</i> on the board and say the sound <i>eeee</i>. Show the learners that your mouth is pulled wide and the sound is long. Get the learners to pull their mouth wide and say the long sound <i>eeee</i>. Ask the class <i>How many letters are there? What is the letter name? Are the letters vowels or consonants? Say They are friends. They are walking together, but only the first one is talking eeee.</i> 3. Point to the first letter <i>e</i> in the <i>ee</i> and ask <i>What is the name of the letter?</i> Then point to the letters <i>ee</i> and make the sound <i>eeee</i> again. Say <i>What sound do the two letters make? (eeee). Are the name and sound of the letter the same or different?</i> Explain that when two vowels are together they have the same sound as the name of the first letter. 4. Point to the letters <i>ee</i>, touch your ear and say the sound <i>eeee</i>. Ask the class to repeat the sound. Ask <i>How many vowels make the sound? Which vowel is talking? What is the name of the letter? What's the sound?</i> The class says there are two vowels, the first vowel <i>e</i> is talking, the letter name is <i>ee</i>, and the sound is <i>eeee</i>. 5. Tell the class that they will listen to a chant with words that have the sound <i>eeee</i>. First they will listen only for the sound. Ask the learners to close their eyes and play the audio. Ask <i>Did you hear the eeee sound?</i> 6. Put the flashcards for <i>bee, tree, cheese, feet, wheel</i> on the board. Ask the class if they know the words for any of the pictures. Accept any answers they give. Number the flashcards 1, 2, 3, 4, 5. Tell the class they will listen to the audio again and see if they hear the words for the pictures. 7. Play the audio. Ask <i>Did you hear the word for picture 1? What is it?</i> Learners answer <i>bee</i>. Point to the flashcard for <i>bee</i> and say <i>bee – buzz like a bee</i>. Say the word <i>bee</i> again and emphasise the <i>eeee</i> sound. Then say the word again naturally. Ask the learners to say the word <i>bee</i> and the sound <i>eeee</i>. Ask <i>Where is the sound eeee? At the beginning or the end?</i> Learners answer <i>at the end</i>.

8. Repeat the procedure for the other pictures *tree*, *cheese*, *feet* and *wheel*. Then show the word cards for the pictures and say the words. Ask the learners to repeat the words as you put them up on the board. Check where the sound *eee* is in the word *wheel* and *cheese*. (in the middle). Put the flashcards and word cards on the board in a mixed-up order next to the double vowel letters *ee*.
9. Then tell the class to open their books and look at Activity 1. Write the page number on the board.
10. Ask *What can you see in the picture? Can you see a bee? How many bees can you see? What do bees make? (honey) Can you see a wheel? Where is the wheel? Can you see a boy? Where is he? What is he eating?* Tell learners they will listen to the chant again. When they hear the word *bee* they will make a buzzing noise. When they hear the word *tree* they will put their arms out in the shape of a tree. When they hear the word *feet* they will point to their feet. When they hear the word *wheel* they will make the action of a wheel going round. And when they hear the word *cheese* they will pull their mouths into a long smile. Demonstrate for the learners: say the words and do the actions as they copy you.
11. Play the audio as the learners listen and do the actions with you.
12. Play the audio again as learners listen, point to the pictures in their books for the *ee* words they hear and repeat the words.
13. Play the audio one more time as learners point to the pictures and say the words again. Monitor and check that they are pointing and saying the words correctly.
14. Ask the class if they liked today's chant. Ask questions to check understanding: *Where is the little boy? What is he eating? Where is the bee? What can the bee see? Can the bee see its feet?*
15. Point to the flashcards and words for *bee*, *tree*, *cheese*, *feet*, *wheel* on the board. Ask learners to come to the board to match the pictures and the words. Ask others to come and point to the double letter *ee*. Ask the class to write the word *bee* in the air as they make a buzzing sound.
16. Play the chant again as the learners 'read' the words in their books by following the words with their fingers. Then say *Find the word bee/wheel/tree/cheese/feet*. Learners point to the individual words on the page. Repeat this procedure a few times to get learners used to recognising the words.
17. Ask the learners to work in pairs and to say the words of the chant. Play the audio in the background on low volume to help.
18. Put the word card for *in* on the board. Say the word. Learners say the word and write the letters in the air. Write the word *on* on the board. Learners say the word and write the letters in the air. Put the words *in* and *on* above *on* the class word wall.
19. Put the sound cards *f*, *ee*, *t* on the board. Help the learners to segment and blend the word *feet* in the usual way. Then replace the *t* sound with an *l* and get the class to segment and blend *feel*. Replace the *f* sound with a *p* and segment and blend the word *peel*. Then replace the *l* with a *k* and blend *peek*.
20. Ask learners to think of a word that rhymes with *feet*. Elicit *street*.

Feedback

Point to the flashcards and word cards for *bee*, *tree*, *cheese*, *feet*, *wheel* and elicit the words. Point to the letter sound card *ee* and elicit the sound *ee*. Ask the learners where the double *ee* sound comes in the words.

	Extra Tips • Give learners lots of practice in rhyming words. This skill helps prepare learners to make predictions when they read. Rhyming is important for writing, too. It can help learners understand that words that share common sounds often share common letters. • You can ask learners to trace the vowel digraph in the air or on the palms of their hand as they say the sound to help learners acquire the sound and matching letter shapes. • Use onset and rime activities in the My letters lessons and in other lessons to help learners build word families and to look at/read words that rhyme. The onset is the initial sound. The rime is the part of the word that follows. At first only use words that contain sounds and letters the learners know. • Give learners practice in segmenting and blending CVC words whenever possible. This helps them to read words they have not met before or are not familiar with. • Learners can use a 'zoner' (a card with a rectangle shape cut out to show the words) as they 'read' the chant to help them focus on individual words in the lines. • Learners can use a magnifying glass as a fun tool as they take part in activities where they are finding words.
	Differentiation activities (Support): 1. Ask learners to work in pairs and share a book to do the activity. 2. Learners point to the flashcards or do the actions instead of saying the words.
	Differentiation activities (Stretch): 1. Learners can write the words in the air as they listen to the chant. 2. Learners can sound out and blend the CV/CVC words <i>bee, see, feet</i>.
	Learner's Book: Activity 2 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 letters <i>ee</i> in the air as the learners say the sound <i>eeee</i>. Ask the learners to copy you as you write <i>ee</i> in the air. Write with your finger, then your elbow, then with your head and then with your foot in a fun way. 2. Learners can then write the sound on their desks with their fingers. They should say the sound as they write. Be sure they are not saying the letter names. 3. Ask learners to look at Activity 2. Ask <i>What can you see? Where is the double ee? Show me. How many words are there? Where are the words? Show me. Where is the word tree? Show me.</i> Learners hold up their books and point to the letters and words to answer the questions. 4. Ask the learners to trace over the double letter <i>ee</i> in their Learner's Book and say the sound <i>eeee</i> as they trace. 5. The learners will then say the words <i>bee, tree, cheese, feet, wheel</i> in pairs before tracing over and writing the words.
Learner's Book page 181	Differentiation activities (Support): 1. Ask learners to point to the letters at the top of the page as they do the activity. 2. Learners work in pairs to help with tracing the words.
	Differentiation activities (Stretch): 1. Learners look back through their books and see if they can find words where there are twin letters (<i>rabbit, hippo, ball, wall, yellow, giraffe, lollipop, coffee, pool</i>). 2. Learners look at the words and try and think of words that rhyme.

	Extra Tips - 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. - The learners can do the activity in pairs or small groups.
Learner's Book page 181 Audio Track LB 177	Learner's Book: Activity 3 1. Play the audio as learners listen and find the words in Activities 1 or 2. Then play the audio again as learners point to and say the words. 2. Say the words one by one as learners find them on the page in Activities 1 or 2. Ask questions: <i>What is the beginning/end sound? What letter does the word begin/end with? How many letters are in the word?</i> 3. Learners work in pairs. One says <i>Find the word bee, tree, cheese, feet, wheel</i>. The other finds the word and says <i>How do you spell bee, tree, cheese, feet, wheel?</i> They then swap roles. Demonstrate what you want them to do.
Activity Book page 173 Audio Track AB 79	Activity Book: Activity 1 1. Ask learners to look at the pictures in Activity 1 and ask <i>What can you see?</i> Read the rubric for the activity with the class. Tell the class they will work in pairs. They will point at the words they hear together. Play the audio. Monitor to check they are pointing and saying the word correctly. 2. Ask the learners to listen again on their own and say the words they hear. Monitor and check they are saying the words properly. 3. Then ask the learners to write the letters <i>ee</i> to complete the words for the pictures. Monitor to check that they are writing the letters correctly. 4. Learners in pairs read and spell the words. Ask the learners what their favourite <i>ee</i> word is. 5. Learners then write a sentence using their favourite <i>ee</i> word. Monitor and check they are writing on the lines, leaving spaces between words and using a capital letter to begin and a full stop to end the sentence.
Activity Book page 173	Activity Book: Activity 2 1. The learners read the captions (<i>tree, three, thirteen</i> and <i>feet</i>) and draw a matching picture for each.
Activity Book page 174 Audio Track LB 176	Activity Book: Activity 3 1. Read the rubric with the class. Check they know what to do. They will work in pairs and say and match the words that rhyme. 2. Learners work in pairs. Play the chant for the lesson quietly in the background as they work. 3. Learners check their answers in groups. Ask <i>Which word rhymes with sheep/bee/ wheel/sweet?</i> Elicit <i>sleep/seel/feell/feet</i>. 4. Put the word cards for <i>sleep, see, feel</i> and <i>feet</i> on the board as the class read and say the words and mime the meaning of the words. Praise the learners. 5. Ask the learners to write sentences for one of the pairs of rhyming words. Answers sheep/sleep; bee/see; wheel/feel; sweet/feet

	Extra Tips • Learners should be encouraged to trace over letters in words in their books that they know the letter name and sound of. This can be done in any lesson where a new word is introduced. • Encourage learners to look at the shape of words, the number of letters and what the names and sounds of the letters are. This develops their noticing skills and is important for reading and writing. • Encourage learners to mime the meaning of words whenever possible. This helps with memory and recall.		
	Plenary		
Audio Track LB 176	1. Invite learners to say today’s chant again without their books. Play the audio at a low volume in the background. 2. Ask the learners to tell you the vowel friends rule: <i>the first one does the talking</i>. 3. Ask the learners to name all the words that have the double <i>ee</i> letters in them. Ask them to tell you which is their favourite double <i>ee</i> word. 4. Ask the learners what they learned in the lesson and then ask them to hold up their voting cards to show how they felt about today’s lesson. 5. Say the <i>Alphabet Song</i> chant with the class to end the 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: (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 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. (G1.2.2.1.3) Add, give and follow single-step directions. (G1.3.2.1.4) Consolidate short vowels, initial and final consonants, vowel sounds from KG. (G1.3.2.1.7) Blend sounds (phonemes) to produce single-syllable words. (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: 14
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To listen to and follow instructions to make animal masks. Speaking: To talk about the mask they have made, take part in a chant using the masks. Reading: To develop noticing skills, read words for animal noises. Writing: To develop motor skills and hand-eye coordination.		Learning outcomes: By the end of the lesson, learners will be able to ... • follow simple instructions with prompts • make a simple mask • use the mask in a chant • read words for animal noises • say the words in a simple chant.
Link to prior learning: • Arabic language: Arts and Crafts lessons • Science lessons: animals 21st Century Skills: • N/A		
Key vocabulary: <i>lion, tiger, hippo, monkey, snake, bee, roar, growl, splash, ooh, hiss, buzz</i> Key expressions/structure: <i>Cut! Colour! Stick! lions, tigers, hippos, monkeys, snakes, bees, can/ can't, All day long!</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Learners may find it difficult to make the mask, even from a template. Show the procedure step by step and help if needed. Learners may have difficulty cutting out the eyes in the mask as their fine motor skills are not fully developed. Encourage learners to help each other. Learners may spend more time than is necessary on colouring the masks. Some learners might not like the mask to be worn on their faces so they can adapt the masks to be used with a craft stick and held in front of their faces instead. Teachers will need to encourage learners to finish in the time available and to be as flexible as possible.		
Resources/equipment needed: Learner's Book page 182 Audio Tracks LB 165 and LB 178 PCM 44a–f (a = lion, b = tiger, c = hippo, d = snake, e = monkey, f = bee) Flashcards: <i>lion, tiger, monkey, hippo, snake, bee</i> Word cards: <i>roar, growl, hiss, buzz, splash, ooh</i> Card; scissors; crayons; glue; reinforcing strips; hole punch; elastic; an animal mask (prepared before the lesson)		

UNIT 9 LESSON 14 TASKS/ACTIVITIES

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

Resources	Starter
Audio Track LB 165	1. Say the Unit 9 Lesson 1 chant with the class. Play the audio as the learners say the words and do the actions. 2. Play a game of <i>Memory</i> with the class. Put two flashcards for each of the following animals on the board: <i>lion, tiger, hippo, snake, monkey, bee</i>, with the pictures facing the board so the class cannot see the pictures. Arrange the cards in any order in three rows of four cards. Divide the class into two teams. Learners take turns to turn over two picture cards. If they match, they win the cards and say the word. If they don't match, they have to turn the cards back to face the board and a member of the other team comes and turns two cards over. Continue until all the cards have been won. Learners say the words as they hand the cards back. Leave one set of the animal cards on the board. Put the pictures in a row across the board from left to right <i>lion, tiger, hippo, monkey, snake, bee</i>. Ask the learners to say the names of the animals. 3. Remind the class that the lesson today is the craft lesson. Ask the learners what they think they will make in today's lesson. Point to the picture cards of the animals on the board and tell the class that these animals will be involved in the craft making. Accept all suggestions and recast any responses in Arabic into English. 4. Say <i>Let's see!</i> and put on your lion mask that you made earlier. Ask the learners if they can remember the name of the animal and what they know about lions. Ask the class when we wear masks and why. Ask if they are ready to make a mask of their own.
Resources	Main Activity
Learner's Book page 182 Audio Track LB 178 PCM 44a-f	Learner's Book: Activity 1 1. Ask the learners to look at the activity. Ask them to look at how many masks there are and at how the masks are made. Give the learners a minute or two to look at the pictures that show how a mask is made. Then ask <i>Are you ready to make an animal mask? What will you need?</i> (card, photocopy of the animal face shape, scissors, crayons, glue, hole punch) 2. Divide the class into groups of six learners. Then number the learners 1–6. Then ask all the number ones to form a group, all the number twos to form a group, all the number threes, fours, fives and sixes to form groups to work together. Write the number 1 above the picture card of the lion on the board, number 2 above the tiger, 3 above the hippo, 4 above the snake, 5 above the monkey and 6 above the bee. Tell the groups that they will make masks for only one animal, but that each member of the group will make a mask. Ask <i>Group 1: which animal mask will you make?</i> (lion). <i>Group 2?</i> (tiger). <i>Group 3/4/5/6?</i> (hippo/snake/monkey/bee). 3. Point to the animal pictures on the board again and check the names of the animals again. Then ask <i>What noise do lions make?</i> Elicit <i>roar</i> and put the word card on the board under the picture of the lion. Repeat the procedure for the noises for <i>tiger, hippo, snake, monkey</i> and <i>bee</i> and put the words <i>growl, splash, hiss, ooh</i> and <i>buzz</i> under the pictures of the animals. Ask the learners to <i>roar like a lion, growl like a tiger, splash/ooh/hiss/buzz like a hippo/monkey/snake/bee</i>. Demonstrate the noises for learners to copy.

	4. Tell the class that they will listen to a chant about animals in the jungle that make lots of noise. Ask the learners to listen to see if they hear the names of the animals on the board and the noises they make. Play the audio. Check that the learners heard all the animal names. Ask the class to repeat the first two lines of the chant after you: <i>The animals in the jungle make lots of noise. All day long!</i> 5. Ask the class to look at their books again and then ask <i>Are you ready to make a mask now? What will you need first? What will you do first?</i> Check that the class knows that they each need a photocopy of the animal head mask and scissors to cut out the shape of the mask and the eyes. Hold up the photocopy of the various masks and say <i>Which group will need this mask?</i> Elicit answers and hand out copies of the mask templates to the six groups. 6. Tell the class to cut out their masks. Remind them to be careful when they cut out the eyes. Say <i>Let's begin. Cut carefully. You have five minutes.</i> Monitor as they cut. Ask <i>What animal is that?</i> Play the audio as they cut out the masks. 7. Get the learners' attention. Say <i>What will we do next? Look in your books and see.</i> Explain that they will now colour their mask. Say <i>Colour carefully. You have ten minutes.</i> Monitor as they colour. Ask <i>What is that? What colour is it?</i> 8. Play the audio for the chant quietly in the background as they colour. 9. Get the learners' attention. Ask them what they will do next. Elicit stick the reinforcing strips onto the mask and punch holes for the elastic. Hand out the reinforcing strips. Monitor and check that the learners are sticking the strips in the correct places before punching the holes for the elastic. Hand out pieces of elastic for each learner and help them to tie the elastic in place on the masks. Play the audio as they work. Ask the class to close their books. 10. Tell the class that they will now wear their masks and say the words of the chant. The whole class will chant the words <i>The animals in the jungle make lots of noise. All day long!</i> Then each group of animals will chant the verse for their animal. Ask <i>Who will chant verse one? (everybody). Who will say the words for the lions/tigers/hippos/monkeys/snakes/ bees? (Group 1/2/3/4/5/6.)</i> Check for all the animals. Then play the audio as the class join in, saying the words and making the noise actions. 11. Then ask the learners to work in their groups again and to think of two things their animal can do and one thing it can't do. Demonstrate with your mask. Say <i>Lions can run and jump. They can't fly.</i> 12. Invite the groups to tell each other the things their animals can and can't do. Then put the learners into mixed groups of six animals for them to say the words of the chant again and to add the things the animals can and can't do. Monitor as they chant and talk together. Praise the whole class. Say <i>Well done, class. Magnificent masks.</i> Feedback Point to your mask and ask the learners <i>Which animals did we make masks of? Where do we find these animals? What noises do they make? What can lions/tigers/hippos/monkeys/ snakes/bees do?</i> Learners answer the questions.
	Differentiation activities (Support): 1. Learners might need more help than others to make the mask. Spend time with these learners to point out each stage of the process to them. 2. Some learners will only be able to say words and not sentences.
	Differentiation activities (Stretch): 1. Some learners may finish earlier than the others. Get them to think of extra information about their animal.

	Extra Tips • 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. • Photocopy the animal templates onto card to make them more durable. • Have extra materials available in case any of the learners need to start again. • Always remind learners about health and safety with 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. • The learners can take their masks home or you can display them on the school display board, or they can use them in assembly to accompany the chant.		
Resources	Plenary		
Audio Track LB 178	1. Ask the class to join in the chant again (audio on softly in background) as they wear their masks. 2. Ask the class if they enjoyed making the mask. 3. Ask the class to say and show you the noise for each animal. 4. Ask the learners to read the words for the animal noises. 5. Ask the class to tell you if they enjoyed today’s 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: (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. (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. (G1.3.1.1.1) 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. 3.1.1.2) Identify spaces between words; recognise that words are combined to form sentences; recognise the components of a sentence (for example, capitalisation, first word, ending). (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: 15
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To practise listening and understanding the numbers 0 to 20. Speaking: To practise talking about quantities using the numbers 0–20. Reading: To practise reading the words and numerals 0–20. Writing: To practise writing the words and numerals 0–20.		Learning outcomes: By the end of the lesson, learners will be able to ... • recognise and use the words and the numerals 0–20 when listening and speaking • read and write the written form of the words and numerals 0–20.
Link to prior learning: • Numbers 0–20 • Colours • Food • Places • Feelings 21st Century Skills: • N/A		
Key vocabulary: Numbers 0–20 Key expressions/structure: General		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • At all times in the class, the learners should be discouraged from using Arabic. In this class, the learners play a simple board game, and it is during games that learners are most likely to use their own language. The teacher should circulate while the learners are playing the game; whenever Arabic is used, the teacher needs to gently point this out to the learners. To help them, the teacher can say, in English, what the learners are saying in Arabic.		
Resources/equipment needed: Learner's Book page 183 Activity Book pages 175 and 176 Flashcards: colours, food, places, feelings Spinner – one for each pair of learners, or number cards		

UNIT 9 LESSON 15 TASKS/ACTIVITIES

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

Resources	Starter
	1. Revise the vocabulary for colours, food, places and feelings with a whole class activity: first show the learners each of the flashcards, at random, and elicit the words chorally and individually. 2. Write the four categories <i>colours</i>, <i>food</i>, <i>places</i> and <i>feelings</i> on the board. Show the cards one by one; for each card, ask <i>What is it?</i> and then <i>Which group?</i> and point to the four categories. 3. Divide the class into two teams and call one learner from each team to the front. Say one of the flashcard words, for example <i>blue</i>, but don't show the picture. The first learner to put their hand on the correct category (in this case, <i>colours</i>), gets a point for their team. 4. Continue until all the learners have had a turn and all the vocabulary words have been put in categories, then announce the winning team.
Resources	Main Activity
Learner's Book page 183	Learner's Book: Activity 1 1. Show the game to the learners; if they are familiar with <i>Snakes and Ladders</i>, explain that this is a modified version of the game, where the players go up ladders, but down slides. 2. Read the first question (<i>What colour is number 17?</i>) and elicit the answer (<i>brown</i>). Write the answer on the board: the learners write the answer in their books. Repeat with the rest of the questions. 3. Help the learners to make other questions about the pictures on the game board: say cues such as <i>What colour is ...? Is the ant in ...? What can you see in number ...?</i> and help the learners to make suitable questions. Help other learners to say the answers. 4. In pairs, the learners answer questions with <i>What colour is ...? What can you see in number ...? Is the ant in ...?</i> Answers 1 brown; 2 yes; 3 the park; 4 (four); 5 (five)
Learner's Book page 183	Learner's Book: Activity 2 1. Help the learners to choose a small object that can be their piece in the game, for example, a small eraser, the top from a pen or a coin. 2. Give each pair of learners a spinner or numbers cards (one to six). Count the numbers on the spinner with the learners. 3. Check that the learners understand the rules: they take turns to spin or turn over a number card and move that number of squares; if they land on a square with the bottom of a ladder, they go up it; if they land on a square with the top of a slide, they go down it; the first player to reach the end is the winner; the learners must count and say all the numbers in English. 4. The learners play the game in pairs; circulate round the class while they are doing this to check that they are using the numbers in English.

Activity Book page 175	Activity Book: Activity 1 1. Read the speech bubbles to the learners. Make sure the learners understand that the second girl is counting down from 17. 2. Help the learners to count how many numbers the second girl says (5). 3. Say <i>Thirteen</i>. Help the learners to count down five numbers from <i>thirteen</i> (<i>thirteen, twelve, eleven, ten, nine</i>). 4. Choose a learner to say a number. Choose another learner to count down from that number. Repeat with other learners. 5. In pairs, the learners take turns to say a number and count down.
Activity Book page 175	Activity Book: Activity 2 1. Show the learners how join the numbers 1–4, then how to join the numbers 5–7. 2. The learners join the other numbers and read the word (<i>happy</i>). Answer happy
Activity Book page 176	Activity Book: Activity 3 1. Point to the camels in the picture. Say <i>Let's count the camels</i>. and help the learners to count them (12). Write <i>12 camels</i> on the board. 2. Repeat with the other animals (<i>13 birds, 15 bees, 17 elephants, 18 tigers</i>). 3. Point to each of the number + animal combinations on the board and help the learners to read them chorally. 4. Read the example sentence (<i>There are twelve camels.</i>) to the learners. Elicit sentences about the other animals (<i>There are thirteen birds.</i>, etc.). 5. Read the example question and answer (<i>How many tigers are there?</i>, etc.) to the learners. Elicit other questions and answers about the number of animals. Differentiation activities (Support): 1. Less-able learners may find it difficult to make sentences with these larger numbers. To help them, draw, for example, three camels on the board, then help them to make sentences (<i>There are three camels.</i>) and questions and answers (<i>How many camels are there? There are three.</i>). Repeat with other animals, gradually increasing the numbers. Differentiation activities (Stretch): 1. More-able learners will enjoy the challenge of drawing their own pictures with, for example, five birds and three bees. When they have drawn their pictures, call them to the front to show the class and to make sentences (<i>There are five birds.</i>, etc.). Help the other learners to ask <i>How many ...?</i> questions about the pictures, and help the learners at the front to answer them. Extra Tips • The more that learners practise numbers, the better they will remember them. Numbers are ideal for quick, simple activities in the class – either at the beginning, the end, or between other activities. An activity such as having one learner write a numeral on another learner's back, for the other learner to say what number it is, can be repeated many times; it helps the learners to remember the numbers, as well as providing an enjoyable kinaesthetic break in the class. • Numbers can also be quickly revised by getting the learners to count objects in the classroom – the number of books, the number of pencils, the number of chairs, etc.

Resources	Plenary
	1. Review all the numbers from 0 to 20 by assigning a number to each of the learners (unless there are exactly 21 learners, the numbers will have to be repeated; if fewer than 21 some learners will need to say a number twice). Say instructions such as <i>Starting at 5, going up.</i> – use a hand gesture to show the meaning of <i>going up</i>, or <i>Starting at 11, going down.</i> – again, use a hand gesture to show the meaning of <i>going down</i>. The learners respond by standing up and saying their numbers when it is their turn. 2. Finish the class with <i>Starting at 0, going up.</i> then <i>Starting at twenty, going down.</i> Congratulate the learners on learning all the numbers from 0 to 20.

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) Listen to rhymes, songs and descriptions delivered slowly using simple repetitive language; follow very slow and carefully articulated speech to assimilate meaning.

(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.

(G1.2.1.1.3) Describe people, things, locations and actions using Simple Present tense.

(G1.2.1.1.5) Talk about abilities using the Simple Present tense, in positive and negative statements.

(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) 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.

(G1.3.1.1.2) Identify spaces between words; recognise that words are combined to form sentences.

(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.

LESSON PLAN		LESSON: 16
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify the long vowel sound <i>ea</i> in words. Speaking: To say words with the long vowel sound <i>ea</i> . Reading: To recognise vowel digraph letters <i>ea</i> in words, sight read HF words <i>from, with, have</i> . Writing: To copy and write the letters <i>ea</i> , copy familiar known words.		Learning outcomes: By the end of the lesson, learners will be able to ... • identify the sound <i>ea</i> in words • make the shape and form of the letters <i>ea</i> • produce the sound <i>ea</i> • say words which contain the vowel digraph <i>ea</i> • write words that have the letters <i>ea</i> in them.
Link to prior learning: • Arabic language: letters and sounds matching • Units 1–8 My letters lessons • Unit 9 Lessons 3, 9 and 13 21st Century Skills: • N/A		
Key vocabulary: <i>tea, flea, peas, please, teach, sea, seal, leaf</i> Key expressions/structure: <i>How do you spell ...? Find the word ...</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Vowels in English can be long or short. Long vowels have two letters or vowel digraphs and make one sound. The vowel team rule states that when two vowels go walking, the first one does the talking. It helps learners if they memorise this rule as the sound and the letter name are the same. The long <i>e</i> sound can be spelled in several ways. The <i>ee</i> spelling is the most common spelling for the sound. The <i>ea</i> spelling for the sound is the next most common. There are no set rules for why the spelling is <i>ee</i> or <i>ea</i> so learners need to learn the spelling of words with the long vowel <i>e</i> sound. Learners need practice in identifying words that have double vowels in them to help with reading, writing and spelling.		
Resources/equipment needed: Learner's Book page 184 Activity Book pages 177 and 178 Audio Tracks LB 165, LB 179 and 180 Flashcards: <i>teach (use teacher), sea, read</i> Word cards: <i>tea, flea, peas, please, teach, sea, seal, leaf, ea</i>		

UNIT 9 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 165	1. Say the Unit 9 chant from Lesson 1 with the class. 2. Play a game of <i>Rhyme in a Bag</i> with the class. Learners sit in a circle round the board. Put one half of the pictures for the objects on the board: <i>car, duck, pen, bee, hat, rug, box, sock, man, snake, frog, feet</i> and the other rhyming picture cards <i>star, truck, ten, three, cat, mug, fox, clock, fan, lake, log, sweet</i> in a bag. They pass the bag around and chant <i>Bag of words, bag of words, pass it round, pass it round. Bag of words, pass it round, what word is it? And where is the word that rhymes with it?</i> (to the tune of <i>London Bridge is Falling Down</i>). The learner that is holding the bag at the end of the chant takes out a picture card, says the word and places the card next to the object on the board that rhymes with it. The others clap if it is correct and say the rhyming words. Continue playing the game until all the rhyming pairs have been identified. 3. Praise the learners. 4. Point to the cards on the board as you remove them. The learners say the rhyming words. Ask if they enjoyed the game.
Resources	Main Activity
Learner's Book page 184 Audio Track LB 179	Learner's Book: Activity 1 1. Chant the <i>Alphabet Song</i> with the class. Write the letters <i>a, e, i, o, u</i> in the air as learners copy you and say the letter names. Remind the learners that these five letters are called vowels and have sounds. Check the sound of the single letter <i>e</i>. Tell the class that today's lesson involves two vowel friends working together, just like in Lesson 13, to make the long <i>e</i> sound. 2. Put the sound card <i>ea</i> on the board and say the sound <i>eeee</i>. Show the learners that your mouth is pulled wide and the sound is long. Get the learners to pull their mouth wide and say the long sound <i>eeee</i>. Ask the class <i>How many letters are there? What are the names of the letters? Are the letters vowels or consonants? Say Letter e and a are friends. They are often found together in words. They are walking together, but only the first one is talking eeee.</i> 3. Point to the first letter <i>e</i> in <i>ea</i> and ask <i>What is the name of the letter?</i> Then point to the letters <i>e</i> and <i>a</i> together and make the sound <i>eeee</i>. Say <i>What sound do the two letters make? (eeee). Are the name of the first letter and the sound of the two letters e and a together the same or different?</i> Remind the class that when two vowels are together they have the same sound as the name of the first letter. 4. Point to the letters <i>ea</i>, touch your ear and say the sound <i>eeee</i>. Ask the class to repeat the sound. Ask <i>How many vowels make the sound? Which vowel is talking? What is the name of that letter? What's the sound? Which letter is silent?</i> The class says there are two vowels, the first vowel <i>e</i> is talking, the second vowel is silent, the letter name is <i>ee</i>, and the sound is <i>eeee</i>. 5. Tell the class that they will listen to a new chant in this lesson with words that have the sound <i>eeee</i>. First they will listen only for the sound. Ask the learners to close their eyes and play the audio. Ask <i>Did you hear the eeee sound?</i>

6. Put the flashcards for *teach*, *sea* and *read* on the board. Ask the class if they know the words for any of the pictures. Accept any answers they give.
7. Then show the word cards for the pictures and say the words. Ask the learners to repeat the words as you put them up on the board. Check where the sound *eeee* is in the word *sea* (at the end). Put the word cards on the board in a mixed-up order next to the double vowel letters *ea*.
8. Tell the class to open their books and look at Activity 1. Write the page number on the board.
9. Ask *What can you see in the picture? Can you see a person? Can you see a seal? Where is the seal? Can you see tea? Where is it? What else can you see?* Tell learners they will listen to the chant again and listen to see what the little boy says is good for him.
10. Play the audio as the learners listen to answer the question. Ask *What sound do the words have? (eeee)*.
11. Play the audio again as learners listen, point to the pictures in their books for the *ea* words they hear and repeat the words.
12. Play the audio one more time as learners point to the pictures and say the words again. Monitor and check that they are pointing and saying the words correctly.
13. Ask the class if they liked today's chant. Ask questions to check understanding: *Where is the teacher? What does the child want the teacher to teach them to do?*
14. Point to the flashcards and words for *teach*, *sea* and *read* on the board. Ask learners to come to the board to match the pictures and the words. Ask others to come and point to the letters (*ea*) that make the sound *eeee*. Ask the class to write the word *sea* in the air.
15. Play the chant again as the learners 'read' the words in their books by following the words with their fingers. Then say *Find the word teal/flealpeas/please/teach/sealseal/leaf*. Learners point to the individual words on the page. Repeat this procedure a few times to get learners used to recognising the words.
16. Ask the learners to work in pairs and to say the words of the chant. Play the audio in the background on low volume to help.
17. Put the word card for *from* on the board. Say the word. Learners say the word and write the letters in the air. Write the word *with* on the board. Learners say the word and write the letters in the air. Repeat with the word *have*. Put the words *from*, *with* and *have* on the class word wall.
18. Put the sound cards *t*, *ea*, *ch* on the board. Help the learners to segment and blend the word *teach* in the usual way. Then replace the *t* sound with a *b* and get the class to segment and blend *beach*. Replace the *ch* sound with a *d* and segment and blend the word *bead*. Then replace the *b* with a *r* and blend *read*.
19. Ask learners to think of a word from the chant that rhymes with *teach*. Elicit *beach*.

Feedback

Point to the flashcards and word cards for *teach*, *sea*, *read* and elicit the words. Point to the letter sound card *ea* and elicit the sound *eeee*. Ask the learners where the *ea* sound comes in the words.

	Differentiation activities (Support): 1. Ask learners to work in pairs and share a book to do the activity. 2. Learners point to the flashcards instead of saying the words.
	Differentiation activities (Stretch): 1. Learners can write the words in the air as they listen to the chant. 2. Learners can sound out and blend the CV/CVC words <i>sea, tea, seal, leaf</i>.
	Extra Tips • Give learners lots of practice in rhyming words. This skill helps prepare learners to make predictions when they read. Rhyming is important for writing, too. It can help learners understand that words that share common sounds often share common letters. • You can ask learners to trace the vowel digraph in the air or on the palms of their hand as they say the sound to help learners acquire the sound and matching letter shapes. • Use onset and rime activities in the My letters lessons and in other lessons to help learners build word families and to look at/read words that rhyme. The onset is the initial sound. The rime is the part of the word that follows. At first only use words that contain sounds and letters the learners know. • Give learners practice in segmenting and blending CVC words whenever possible. This helps them to read words they have not met before or are not familiar with. • Learners can use a 'zoner' (a card with a rectangle shape cut out to show the words) as they 'read' the chant to help them focus on individual words in the lines. • Learners can use a magnifying glass as a fun tool as they take part in activities where they are finding words.
	Learner's Book: Activity 2 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 letters <i>ea</i> in the air as the learners say the sound <i>eeee</i>. Ask the learners to copy you as you write <i>ea</i> in the air. Write with your finger, then your elbow, then with your head and then with your foot in a fun way. 2. Learners can then write the sound on their desks with their fingers. They should say the sound as they write. Be sure they are not saying the letter names. 3. Ask learners to look at Activity 2. Ask <i>What can you see? How many leaves are there? Where are the vowel letters? Show me. How many words are there? Where are the words? Show me. Where is the word teach? Show me.</i> Learners hold up their books and point to the letters and words to answer the questions. 4. Ask the learners to trace over the vowel digraph <i>ea</i> in their Learner's Book and say the sound <i>eeee</i> as they trace. 5. The learners will then say the words <i>tea, teach, sea, seal, leaf</i> in pairs before tracing over and writing the words.
Learner's Book page 184	Differentiation activities (Support): 1. Ask learners to point to the letters at the top of the page as they do the activity. 2. Learners work in pairs to help with tracing and saying the words.
	Differentiation activities (Stretch): 1. Learners look back through their books and see if they can find words where there are twin letters (<i>rabbit, hippo, ball, wall, yellow, giraffe, lollipop, coffee, pool, cool, bee</i>). 2. Learners look at the words and try and think of words that rhyme.
	Extra Tips • 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. • The learners can do the activity in pairs or small groups.

Learner's Book page 184 Audio Track LB 180	Learner's Book: Activity 3 1. Play the audio as learners listen and find the words in Activities 1 or 2. Then play the audio again as learners point to and say the words. 2. Say the words one by one as learners find them on the page in Activities 1 or 2. Ask questions: <i>What is the beginning/end sound? What letter does the word begin/end with? How many letters are in the word?</i> 3. Learners work in pairs. One says <i>Find the word tea, teach, sea, seal, leaf</i> . The other finds the word and says <i>How do you spell tea, teach, sea, seal, leaf?</i> They then swap roles. Demonstrate what you want them to do.																																																																
Activity Book page 177	Activity Book: Activity 1 1. Read aloud the words as the learners point to the matching picture. 2. Tell learners they are going to work in pairs. Read the rubric aloud to the class and make sure they understand what they have to do (search the grid to find and circle the listed words). 3. Monitor. Once the class have finished, ask pairs to swap books and check another pair's work. Answers <table><tr><td>c</td><td>s</td><td>e</td><td>a</td><td>l</td><td>o</td><td>s</td><td>e</td></tr><tr><td>b</td><td>e</td><td>r</td><td>c</td><td>l</td><td>z</td><td>n</td><td>p</td></tr><tr><td>h</td><td>a</td><td>o</td><td>f</td><td>o</td><td>o</td><td>d</td><td>u</td></tr><tr><td>l</td><td>o</td><td>s</td><td>p</td><td>e</td><td>a</td><td>c</td><td>h</td></tr><tr><td>e</td><td>t</td><td>e</td><td>a</td><td>c</td><td>h</td><td>e</td><td>r</td></tr><tr><td>a</td><td>s</td><td>w</td><td>u</td><td>g</td><td>b</td><td>r</td><td>l</td></tr><tr><td>f</td><td>m</td><td>i</td><td>b</td><td>e</td><td>a</td><td>c</td><td>h</td></tr><tr><td>o</td><td>f</td><td>h</td><td>o</td><td>t</td><td>d</td><td>u</td><td>y</td></tr></table>	c	s	e	a	l	o	s	e	b	e	r	c	l	z	n	p	h	a	o	f	o	o	d	u	l	o	s	p	e	a	c	h	e	t	e	a	c	h	e	r	a	s	w	u	g	b	r	l	f	m	i	b	e	a	c	h	o	f	h	o	t	d	u	y
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Activity Book page 177	Activity Book: Activity 2 1. Ask the learners to look at the rubric for the activity. Check that they know what they have to do. They must read and complete the words with <i>ea</i> or <i>ee</i> and then put the words into the sentences. 2. Monitor and check they are spelling the words correctly and that they are completing the sentences. Ask the learners to check their work in pairs and to read out their sentences. 3. Praise the learners. Answers 1 tea; 2 flea; 3 sweets; 4 bee; 5 sea																																																																
Activity Book page 178 Audio Track LB 179	Activity Book: Activity 3 1. Read the rubric with the class. Check they know what to do. They will say the words, draw lines to match the pictures with the correct spelling <i>ea</i> or <i>ee</i> , and then recall and label as many of the pictures as they can. 2. Learners work in pairs and say the words for the ten pictures. Monitor and check they are saying the words correctly (<i>tree, bee, tea, leaf, see, feet, cheese, beach, meat</i>). 3. Then learners work individually to decide if the word is spelled with <i>ee</i> or <i>ea</i> and draw a line from the picture to the <i>ee</i> or <i>ea</i> cloud. Play the chant for the lesson quietly in the background as they work. 4. Learners check their answers in groups. Ask <i>Which words have the ee spelling?</i> Elicit <i>tree, feet, see, bee, cheese</i> . <i>Which words have the ea spelling?</i> Elicit <i>tea, beach, leaf, meat</i> .																																																																

	Extra Tips • Learners should be encouraged to trace over letters in words in their books that they know the letter name and sound of. This can be done in any lesson where a new word is introduced. • Encourage learners to look at the shape of words, the number of letters and what the names and sounds of the letters are. This develops their noticing skills and is important for reading and writing. • Encourage learners to mime the meaning of words whenever possible. This helps with memory and recall.		
	Plenary		
Audio Track LB 179	1. Invite learners to say today’s chant again without their books. Play the audio at a low volume in the background. 2. Ask the learners to tell you the vowel friends rule: <i>the first one does the talking</i>. 3. Ask the learners to name all the words that have the <i>ea</i> letters in them. Ask them to tell you which is their favourite <i>ea</i> word. 4. Ask the learners what they learned in the lesson and then ask them to hold up their voting cards to show how they felt about today’s lesson. 5. Say the <i>Alphabet Song</i> chant with the class to end the 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: (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 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. (G1.2.2.1.3) Add, give and follow single-step directions. (G1.3.2.1.4) Consolidate short vowels, initial and final consonants, vowel sounds from KG. (G1.3.2.1.7) Blend sounds (phonemes) to produce single-syllable words (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: 17
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To understand familiar words and simple sentences. Speaking: To describe a picture, practise saying familiar words and numbers, join in a chant. Reading: To practise reading familiar words. Writing: To practise writing numbers, practise writing from left to right, practise writing the letter combinations ee and ea, complete known words with ee and ea, spell and write familiar CVC words.		Learning outcomes: By the end of the lesson, students will be able to ... • assess their progress.
Link to prior learning: • Unit 9 Lessons 13–16 21st Century Skills: • N/A		
Key vocabulary: <i>leaf, tree, bee, tea, cheese, wheel, peach, sea, cat</i> Key expressions/structure: <i>Look at ..., There's a/There are ..., lots of, It's got ..., Can you see ...? How many bees are there?</i>		
Common misconceptions for students, ways of identifying these and techniques for addressing these misconceptions: • Vowels in English can be long or short. Long vowels have two letters or vowel digraphs and make one sound. The vowel team rule states that when two vowels go walking, the first one does the talking. It helps learners if they memorise this rule as the sound and the letter name are the same. The long e sound can be spelled in several ways. The ee spelling is the most common spelling for the sound. The ea spelling for the sound is the next most common. There are no set rules for why the spelling is ee or ea so learners need to learn the spelling of words with the long vowel e sound. Learners need practice in identifying words that have double vowels in them to help with reading, writing and spelling.		
Resources/equipment needed: Learner's Book page 185 Activity Book pages 179 and 180 Audio Tracks LB 176, LB 179, LB 181, LB 182, AB 80 Flashcards: Lessons 13 and 16 Word cards: Lessons 13 and 16		

UNIT 9 LESSON 17 TASKS/ACTIVITIES

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

Resources	Starter
	1. Hold up the flashcards one by one and elicit the words. Hand each flashcard to a different learner and ask them to stand at the front. 2. Start a chain round the class: Learner 1 calls out one of the words. The learner with the flashcard waves it. Learner 2 calls out another word (or it the same one), and the learner with the flashcard waves it. Continue round the class and make sure all the words are used at least once.
Resources	Main Activity
Learner's Book page 185 Audio Track LB 181	Learner's Book: Activity 1 1. Learners look at the picture. Put them in pairs to practise describing it. Then elicit ideas. Encourage them to say sentences, for example <i>I can see/There's a tree. I can see/There are two peaches. It's sunny. The sky is blue.</i> 2. Play the audio straight through. Then play it again two or three times and encourage the learners to join in.
Learner's Book page 185 Audio Track LB 182	Learner's Book: Activity 2 1. Learners look at the pictures in pairs, and name them. Monitor. 2. Ask the learners to look at the words in the list. Have them point to each one and chorus it as you read it out. 3. Then play the audio. Pause after each word while the learners draw a line to match the pictures and words. Check, or have them check in pairs. Differentiation activities (Support): 1. Use the word cards from Lessons 13 and 16. Hold them up one by one and ask the learners to match them with the correct pictures. 2. They then find the words in the two lists on the page. Draw their attention to the different ways of spelling the same sound. Differentiation activities (Stretch): 1. When the learners have completed the activity, draw their attention to the different ways of spelling the same sound. 2. Ask them to look at the flashcards from Lessons 13 and 16 and pick out one more word for each list (<i>feet</i> and <i>seal</i>). Have them find the matching word cards. 3. You could give them some more examples, from words they already know, for example: <i>teacher, clean, read, beach, eat, ice cream, please / feed, queen, three, sheep, teeth, green, see, feel.</i>
Learner's Book page 185	Learner's Book: Activity 3 1. Ask the learners to point to the first 'swarm' of bees. Ask <i>How many bees are there?</i> Have them count out loud from <i>one</i> to <i>nineteen</i>. 2. Ask a learner to write <i>19</i> on the board. They all then write it in the box. 3. Either continue this as a class activity or put more advanced learners in pairs to complete it together. Monitor. Feedback Ask different learners to say the answers while they all check. Encourage them to say full sentences with <i>There are ...</i> Answers 19; 11; 5; 16; 12; 14

Activity Book page 179	Activity Book: Activity 1 1. Supervise as the learners write the words. Go round and monitor. 2. Ask them to show each other their work. Answers feet; tea; seal; beach; tree; bee
Audio Tracks LB 176 and LB 179	Extra Tips Ask the learners to vote for which chant they would like – the one from Lesson 13 or Lesson 16. Play the chant they choose and have the learners join in.
Activity Book page 180	Activity Book: Activity 2 1. Ask the learners to write down the <i>ee</i> and <i>ea</i> words they remember in the table provided. 2. Ask them to show a partner their work and add any words their partner remembered that they didn't.
Activity Book page 180 Audio Track AB 80	Activity Book: Activity 3 1. The learners look at the picture again. Play the question and have them all point to the cat. 2. Then ask them to look at the gapped sentence. Play the question again. 3. Ask a volunteer to look at the letter cards and pick out the correct letters for <i>can</i> . Alternatively, hold up the three cards (<i>c, a, t</i>), in the wrong order, and ask a learner to rearrange them. Do the same with <i>cat</i> . Write the missing letters (<i>a-n</i> and <i>c-a-t</i>) on the board. 4. The learners then write the missing letters in the gaps. Supervise. 5. Play the audio through while they point to the words and repeat them. 6. The learners colour the picture. Go round and talk to them about the picture. 7. The learners show each other their work.
Resources	Plenary
Audio Track LB 181	1. Play the chant from Activity 1 in their Learner's Books again and have them join in.

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 or action. (G1.1.1.1.3) Listen and 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. (G1.2.1.1.8) Listen to others, take turns speaking about the topic, and add one's own ideas in small group discussions or tasks. (G1.2.2.1.3) Follow single-step directions. (G1.2.1.1.7) Engage in short conversations while reading with the teacher and peers, making simple comments, asking and answering simple questions. (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. (G1.3.2.1.1) Demonstrate knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. (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 ...). (G1.4.3.1.1) Use grade-appropriate language structures (as applicable to Unit 9).			

LESSON PLAN		LESSON: 18
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To identify the key words in a story, follow a story. Speaking: To tell and act a simple story from pictures. Reading: To recognise the key words in a story with picture clues, read familiar sentences. Writing: (There is no writing component in this lesson.)		Learning outcomes: By the end of the lesson, learners will be able to ... • understand a story with picture clues • recognise the key words in a story • perform the story.
Link to prior learning: • Arabic language: storytime lessons • Review of lexis in Unit 9 21st Century Skills: • N/A		
Key vocabulary: <i>lion, king, jungle, net, mouse, sad, kind, scared, friend</i> Key expressions/structure: <i>Look! Help! I/You can (help). I'm your friend. We are friends. You're not my friend. Please be kind to me. There's a ..., Thank you.</i>		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Not all learners will enjoy just sitting and 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. Teachers should encourage learners to make the noises of words, to mime words and to predict what happens in stories. Teachers should find any moral or message that the story has and encourage learners to think about the message in simple terms.		
Resources/equipment needed: Learner's Book page 186 Activity Book page 181 Audio Tracks LB 183 and AB 81 Flashcards: <i>lion, king</i>		

UNIT 9 LESSON 18 TASKS/ACTIVITIES

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

Resources	Starter
	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. Ask the learners about their last English lesson. <i>What did they do? What words did they learn?</i> See what they can remember. 3. Show the class the lion flashcard. Elicit <i>lion</i>. Ask <i>Where do lions live?</i> Elicit (<i>They live</i>) <i>in the jungle</i>. 4. Show the king flashcard. Elicit <i>king</i>. Say <i>The lion is king of the jungle!</i> Explain that today's story is about the <i>king of the jungle</i>. 5. Do the routine for getting ready for story-telling: <i>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!</i> As usual do the actions with the class and end by whispering the last line of the chant.
Resources	Main Activity
Learner's Book page 186 Audio Track LB 183	Learner's Book: Activities 1 and 2 1. Allow time for the learners to look at all the pictures. Then ask them to look at the first picture. Ask <i>What can you see?</i> Elicit (<i>I can see</i>) <i>a lion</i>. Hold up your book and point to the mouse. Elicit or teach <i>mouse</i>. 2. Say <i>Let's read the story now</i>. Learners point to each picture as you play the audio. 3. Play it again while the learners follow the words with their fingers. This time pause after each part for the learners to repeat the words. Do this once more. 4. Ask the learners to look again at the first picture. Say <i>Look! There's a ...</i> Elicit <i>lion</i>. Say <i>He's the ...</i> Elicit <i>king of the jungle</i>. Say <i>He can ...</i> Elicit <i>see a mouse</i>. 5. Ask different learners to read or say each of the three sentences, prompting as necessary. 6. Do the same with the remaining four pictures. Try to involve as many different learners as possible. 7. Learners look again at picture 2. Ask <i>Is the mouse happy?</i> (<i>No</i>) Ask <i>Are they friends?</i> (<i>No!</i>). 8. Learners look at picture 3. Ask <i>Is the lion kind to the mouse?</i> Elicit <i>Yes</i>. 9. Learners look at picture 4. Ask <i>Is the lion happy?</i> (<i>No</i>) <i>Is the mouse kind?</i> (<i>Yes</i>) . 10. Learners look at picture 5. Ask <i>Are they friends?</i> (<i>Yes</i>). <i>Are they happy?</i> (<i>Yes</i>). 11. Put the learners in groups of three and tell them to decide who is the lion, who is the mouse and who reads the story. Allow time for them to practise, while you go round and monitor. 12. Invite volunteers to perform for the class. Differentiation activities (Support): 1. Say the following sentences and have the learners point to the correct picture. <i>The lion can see a mouse.</i> <i>The mouse is sad.</i> <i>The lion is kind.</i> <i>The lion is sad.</i> <i>The lion is in a net.</i> <i>The mouse is kind.</i> <i>The mouse can help.</i> <i>They are friends.</i> 2. Then ask volunteers to remember the sentences and say them while the others point.

	Differentiation activities (Stretch): 1. Have the learners read the story in pairs. Monitor. 2. On the board, write these words: <i>big, small, worried, scared, kind, happy, sad</i> 3. Have the learners read each word in turn (read <i>scared</i> and have them repeat it, explain what it means by miming). 4. In pairs, they use the words to make sentences about the pictures. Monitor. 5. Ask volunteers to say their sentences while the others point to the correct picture. Suggested sentences: (picture 1) The lion is big, the mouse is small. (you could teach very) (picture 2) The mouse is sad/scared/worried. The lion is happy. (picture 3) The lion is kind. The mouse is happy. (picture 4) The lion is sad/scared/worried. The mouse is happy. (picture 5) They are happy.
	Extra Tips • Put the learners in pairs and tell them to choose two of the pictures. • They practise the words from that picture. Go round and help them. • They then take turns to 'perform' for the class. The class points to the correct picture.
Activity Book page 181 Audio Track AB 81	Activity Book: Activity 1 1. Ask the learners to cover the words and look at the pictures. 2. Put them in pairs to talk about each picture. Ask them to guess what the lion and mouse are saying. Monitor, then ask different learners to share ideas with the class. 3. Keep the words covered. Play the audio while they point to the correct pictures and (empty) speech bubbles. Play it again while they repeat the words. 4. Then ask them to uncover the words. Allow time for them to look at them. Then ask them to point to the first sentence and read it out with you (<i>Thank you</i>). They match it with the correct picture (picture 3) and draw a line to join them. 5. Continue in the same way with the remaining three pictures (note: there are four more speech bubbles). Go round and check. Feedback Play the audio again, sentence by sentence. Have the learners point to the correct pictures and check they are joined to the correct words. Answers (picture 1): lion: I'm the king. (picture 2): mouse: Be kind to me! (picture 3): mouse: Thank you. (picture 4): mouse: I can help. lion: We are friends,
Activity Book page 181	Activity Book: Activity 2 1. Learners colour the pictures. Go round and talk to them as they do so. Ask about the pictures and the story. Encourage the learners to describe the pictures and tell you the story, either in pairs or on their own.
	Plenary 1. Remind the learners of the storytime routine and chant. 2. Invite learners to say the story again without their books. 3. Ask them if they liked the story in today's 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 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. (G1.2.1.1.3) Describe people and things using Simple Present tense. (G1.2.2.1.3) Add, give and follow single-step directions. (G1.3.8.1) Recognise, understand, build and use basic vocabulary related to familiar topics in listening, speaking, reading and writing using various strategies and sources. (G1.3.8.1.1) Build an increasing number of high-frequency words and phrases through listening, reading or being read to; understand them when used by others, and produce these words themselves. (G1.3.8.2) Use various strategies to determine meanings of words. (G1.3.8.2.1) Understand that context clues and illustrations can be used to help understand unknown words. (G1.4.3.1.1) Use grade-appropriate language structures (as applicable to Unit 9).			

LESSON PLAN		LESSON: 19
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To follow simple instructions to make a poster about yourself. Speaking: To practise saying simple instructions. Reading: To read what other learners have written on their posters. Writing: To write/complete simple sentences about yourself.		Learning outcomes: By the end of the lesson, learners will be able to ... • talk about themselves and other learners by referring to the information in the posters.
Link to prior learning: • General 21st Century Skills: • N/A		
Key vocabulary: General Key expressions/structure: General		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: • Projects that require the learners to bring in photos of themselves and their family are motivating for the learners, but if the learners fail to bring in photos, they can be problematic. To make sure this activity goes well, mention the need for photos at least a week before the class, and remind the learners at each subsequent class. Also, be prepared for learners who do not bring in photos; you will need to suggest pictures that they can draw, for example, themselves, their family, or their house or apartment.		
Resources/equipment needed: Learner's Book page 187 PCM 46 One sheet of paper for each learner; scissors; photos of each learner; glue sticks; materials for decorating; an <i>All about me</i> poster (prepared before the lesson)		

UNIT 9 LESSON 19 TASKS/ACTIVITIES

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

Resources	Starter
	- Review the language which the learners need for the project like this: first write on the board the beginnings of the three sentences they will write: <i>I am ...</i> <i>I like ...</i> <i>My favourite animal is ...</i> - Choose a learner and ask them how to complete the sentences, for example, <i>I am six. I like dates. My favourite animal is a bird.</i> - Complete the sentences on the board, then have the learners read them. - Repeat with other learners. Call more-able learners up to the front to complete the sentences on the board themselves.
Resources	Main Activity
Learner's Book page 187	Learner's Book: Activity 1 - Ask the learners to show you the photos they have brought to the class for their projects. Call individual learners to the front to show their photos to the group and explain them. - Show the learners the sheet of paper they will be using for the projects. Explain that the photos must fit on the page. - The learners cut out the pictures they want to use. They should remove all the parts of the photo that are not necessary, so that there is space on the paper for writing. - Write the sentence beginnings on the board again. The learners copy them on their sheets, leaving space to complete them. - The learners then complete the sentences and stick their photos on the sheet. Finally, they add any drawings that are needed. - The learners need to write their name on the project; according to the ability of each learner, they can either do this themselves, or wait for the teacher to write their name, and trace over it. - Each project should also have a number; the teacher should assign this, and, again according to the ability of each learner, they should either write the number themselves, or wait for the teacher to write it. - Arrange a gallery display in the classroom: all the projects should be fixed on the walls, noticeboards or windows, at a suitable height for the learners to read them. - All the learners stand up and look around the gallery. In pairs, they point to the pictures and talk about the learners. - Help a pair of learners to ask and answer questions about one of the projects. In pairs, the learners continue to look at the projects in the gallery, asking and answering questions about the other learners.

	Differentiation activities (Support): 1. Less-able learners may find the amount of writing in this project too challenging; to make it easier for them, the teacher can do the written part for them; the learners can then trace over this. A quick way of doing this is to write a set of the sentence beginnings for each learner on a small piece of paper; the teacher can then go round the class, asking the learners how they want to complete each sentence, and writing the completion for them. The learners can then stick these sheets onto their projects and trace over them.
	Differentiation activities (Stretch): 1. More advanced learners may want to add more information to the poster, such as <i>I hate ...</i> , <i>I love ...</i> , <i>I've got ...</i> . The teacher may need to write these sentence beginnings on the posters; the learners should then try to complete the sentences themselves.
	Extra Tips - Learners should be encouraged to keep a portfolio of their writing and projects. This can be a simple folder to keep all the sheets in. Depending on the class and the school's policy, the learners can either keep their portfolios at home, or the teacher can assemble them over the year, and give them to the learners at the end of the year. - Work that is kept in portfolios should be dated; in this way, the learners can look at their work and realise how much they have improved during the school year. Both learners and parents should be aware of how much the learners have improved in writing and other aspects of English; the portfolio is an ideal way of drawing attention to this improvement.
Resources	Plenary
PCM 46	1. Point to one of the learners and say what you know about them, using the information from their project. For example, <i>His name is Ahmad. He's 6. He likes pizzas. His favourite animal is a cat.</i> 2. Choose learners to talk about other learners. To make sure that everyone is featured, tell each learner who to describe. The learner can either speak from memory, or they can go to the gallery, find the project, and get the information from there. Note that the teacher will need to help each learner read the sentences on the project. 3. Congratulate the learners on getting to know each other so well, and on working together well as a class. 4. Ask learners to look at the self-evaluation activity on PCM 46. Ask them to colour in the stars to say how much they enjoyed learning each part of the unit.

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) Listen to rhymes, songs and descriptions delivered slowly using simple repetitive language; follow very slow and carefully articulated speech to assimilate meaning. (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. (G1.2.1.1.3) Describe people, things, locations and actions using Simple Present tense. (G1.2.1.1.5) Talk about abilities using the Simple Present tense, in positive and negative statements. (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) 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. (G1.3.1.1.2) Identify spaces between words; recognise that words are combined to form sentences. (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.			

LESSON PLAN		LESSON: 20
Teacher:		Subject: English
Grade: 1	Unit: 9	Date:
SKILLS AND UNDERSTANDING		
Learning objectives: Listening: To follow simple instructions to make a Word Card for revision. Speaking: To practise saying simple instructions. Reading: To read the Word Card. Writing: To trace/write the words on the Word Card.		Learning outcomes: By the end of the lesson, learners will be able to ... - say the words for the pictures on their Word Card - read the words on the Word Card.
Link to prior learning: - Previously seen vocabulary and grammar 21st Century Skills: - N/A		
Key vocabulary: All units Key expressions/structure: All units		
Common misconceptions for learners, ways of identifying these and techniques for addressing these misconceptions: This project requires a lot of drawing and/or writing in a limited space. If the learners take up too much space doing the drawings (or words) for their first few categories, they will not have enough space for the remaining categories. The teacher should circulate round the class while the learners are drawing/writing; if the learners are taking up too much space, the teacher should point out to them the space that they will need for the other categories.		
Resources/equipment needed: Learner's Book page 188 PCM 45 (one for each learner) Scissors; materials for decorating; a Word Card (prepared before the lesson)		

UNIT 9 LESSON 20 TASKS/ACTIVITIES

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

Resources	Starter
PCM 45	1. Help the learners to remember the vocabulary categories which they have seen during the year (<i>numbers, colours, shapes, etc.</i> – check PCM 45 to make sure the learners say all of them). Write the categories on the board. 2. Point to each of the categories on the board and help the learners to read them. Then divide the class into eleven groups and assign one of the categories from the Word Card to each group. 3. Choose one of the groups and ask <i>What is your vocabulary group?</i> Elicit some vocabulary words for that group; for example, if the learners say their group is <i>animals</i>, elicit words such as <i>camel, cat</i>. 4. Repeat with other groups.
Resources	Main Activity
Learner's Book page 188 PCM 45	Learner's Book: Activity 1 1. Keep the learners in their groups for the main activity. Give each learner a copy of the photocopiable (PCM 45), then help the learners to read the categories (these are the same categories as the ones on the board). 2. Each group does their own category first. They should draw two or three small pictures for two or three words; in some cases, it may be difficult to draw a suitable picture, in which case the teacher should write the word on the board for them to copy. 3. When learners have drawn two or three pictures for their category, choose learners to say the words for their category. 4. Assign a new category for each group; the groups draw two or three pictures for their new category. 5. Repeat with the other categories, then give the learners time to decorate their Word Cards.
Learner's Book page 188	Learner's Book: Activity 2 1. Read the first sentence beginning to the learners (<i>I am ...</i>) and point to the Word Card. Ask <i>What word groups can we use?</i> Help the learners to identify suitable word groups, for example, <i>numbers</i> and <i>feelings</i>. 2. Show the learners the word groups <i>numbers</i> and <i>feelings</i> on the Word Card. Help the learners to say the words for the pictures, then elicit more words for the two categories. 3. Choose learners to make a sentence with <i>I am ...</i> using words from the two categories. Make sure they understand that they can use any word from those categories, not just the words/pictures on the Word Card. 4. Repeat with the other sentence beginnings. 5. Read the first of the questions in the second box. Choose a learner to answer it. 6. Choose a learner to ask the next question, and another learner to answer it. Repeat with the other questions. 7. In their groups, the learners take turns to ask and answer questions.

	Differentiation activities (Support): 1. Less-able learners may find it too challenging to read the sentence beginnings and to complete the sentences. For these learners, do the sentence beginnings one by one and elicit words and phrases to complete them from the group; write these words and phrases on the board, in the same order. Then choose learners and give them one of the sentence beginnings, for example, <i>I've got ...</i>. The learners can then look for a suitable answer on the board and say the complete sentence, for example, <i>I've got a red boat.</i> 2. If learners find it too difficult to choose suitable words from the board, then go through the sentence beginnings in order, starting with <i>I am ...</i>. Erase the words when they have been used. In this way, it is always clear how to complete the next sentence beginning.
	Differentiation activities (Stretch): 1. More-able learners may want to write down complete sentences about themselves, using the sentence beginnings. Choose three or four sentence beginnings for them to complete; these can be written on separate sheets of paper, which can then be collected and used for a game. Read the completed sentences to the learners; the learners try to guess who it is.
	Extra Tips • Remembering the large number of new words in a course can be difficult; the learners should be encouraged to think of words in categories as much as possible. Ideally, they should add more pictures and words to the categories, or even produce Word Cards with just one category on each sheet; this will allow plenty of space for drawing and writing. • Categories can form the basis of many simple vocabulary games: for example, say a category and say the first letter – <i>It's a toy, it begins with c</i>. The learners have to guess the word (<i>car</i>). Alternatively, sound the first letter of the word <i>c ... c ... c ...</i> instead of saying the letter. • Other simple category activity include <i>Give me Five!</i> which was described earlier; saying the category and then drawing the object in the air, for the learners to guess; saying the category and drawing the object, slowly, on the board; the first learner to guess the object gets a point.
Resources	Plenary
	1. Congratulate the learners on coming to the end of Level 1. Take time to go through the Learner's Book and make them aware of the progress they have made. Show them the very simple pictures and words at the beginning, in Unit 1; compare that with the pages they are looking at now, with lots of words and sentences to read. 2. Encourage the learners to talk about what they most enjoy in English class. Also encourage them to talk about what they find most difficult, and what they need to practise.

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) Listen to rhymes, songs and descriptions delivered slowly using simple repetitive language; follow very slow and carefully articulated speech to assimilate meaning. (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. (G1.2.1.1.3) Describe people, things, locations and actions using Simple Present tense. (G1.2.1.1.5) Talk about abilities using the Simple Present tense, in positive and negative statements. (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) 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. (G1.3.1.1.2) Identify spaces between words; recognise that words are combined to form sentences. (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.			

Learner's Book

Unit 8

Track 141

What's the weather like today?
It's cold and cloudy and wet.
What's the weather like today?
It's hot and sunny – great!
What's the weather like today?
It's windy, it's warm.
There's a sandstorm!

Track 142

Zed the zebra.
See him run.
Zigzag, zigzag.
Oh, what fun!
In shoes with zippers,
In the zoo.
The animal football match today.
Zero goals at the end of play!

Track 143

zebra, *zzz*
zoo, *zzz*
zipper, *zzz*
zigzag, *zzz*
zero, *zzz*
zipper
zigzag
zoo
zero
zebra

Track 144

Look! Eighteen ants and one.
Look! Nineteen ants. It's fun!

Track 145

Sunday, Monday, Tuesday.
I like every day.
Wednesday, Thursday, Friday.
On Saturday I play. Hooray!

Track 146

1

It's Monday. It's very hot today and it's sunny, too.
But there's a sandstorm.

2

Today is Wednesday. It's windy and it's wet too.
But it's warm.

3

It's Friday. It isn't very nice today. It's cold and it's wet.
It's cloudy, too.

Track 147

Fuzzy and Wuzzy
Like to be busy.
Look at them
Build a puzzle.
Buzz like bees, *zz*.
Whizz like cars, *zz*
Fuzzy and Wuzzy are feeling dizzy!

Track 148

Double z, double z, where are you?
Beginning, middle or end?

Find these words and you will see:

buzz
whizz
puzzle
dizzy and fizzy too
I have two letters. Only one sound: *zzzz*.
Where in words am I found?

Track 149

one star
one triangle
one heart
one rectangle
one square
two circles
two diamonds

Track 150

Nineteen ants. And look, add one.
Twenty ants, twenty hats. Oh, what fun!

Track 151

Shush, shush.
What can you see?
I can see a turtle in its shell on the shore
And fish having fun in the sea.
I can see a ship and a great big shark looking at me.
Shout, shout, everyone!
Get out of the big blue sea!

Track 152

shark, shell, ship, shore, fish, *sh, sh, sh*
shark, shell, ship, shore, fish
shark, shell, ship, shore, fish, *sh, sh, sh*

Track 153

How many shells are there?
 How many sharks are there?
 How many fish are there?
 How many ships are there?
 How many shoes are there?

Track 154

In spring and autumn
 The park is fun.
 There are frisbees and trees.
 There is ice cream for me.

In autumn and winter
 The beach is fun.
 There are shells and sandcastles.
 There is a boat on the sea.

In spring, summer, autumn and winter
 The mall is fun.
 There are games and shops.
 There is a toy car for me.

Track 155

1 Look! There's a sandcastle. And there are some boats.
 2 Look! There are some trees. And there's an ice cream van!
 3 Look! There are some shops. And there is a game.
 4 Look! There are some trees! And there is a frisbee.
 5 Look! There is a game! And there is a car.

Track 156

The sun is shining.
 It's nice and hot.

We're off to the beach.
 We like that a lot.

Cheese and chocolate.
 Crunch, crunch, crunch.

Chicken and chips for lunch.
 Munch, munch, munch.

Track 157

beach, *ch, ch*
 lunch, *ch, ch*
 munch, *ch, ch*
ch, ch, chocolate
ch, ch, chips
 chocolate
 lunch
 beach
 chips
 munch

Track 158**Part 1**

Draw a circle.
 Draw a square.
 Draw a triangle
 In the air.

Point to yellow.
 Point to grey.
 What's your favourite colour today?
 Point to purple.
 Point to grey.
 My favourite colour is ... today.

Part 2

Draw a ...
 Draw a square.
 Draw a ...
 In the air.

Point to ...
 Point to grey.
 What's your favourite colour today?
 Point to ...
 Point to grey.
 My favourite colour is ... today.

Track 159

Draw a star.
 Draw a square.
 Draw a diamond
 In the air.
 Draw a heart.
 Draw a square.
 Draw a rectangle
 In the air.

Track 160

My favourite day is Thursday.
 My favourite lesson is Maths.
 My favourite number is three.
 I like that number a lot, you see.

My favourite weather is thunder.
 It makes a thud, thud sound. *th, th, th*
 I like the words *thick* and *thin*, but not the word *round*.

Think and tell me why.

Track 161

thunder, *th*
 three, *th*
 mouth, *th*
 maths, *th*
 mouth
 maths, *th*
 mouth
 thunder
 maths
 three

Track 162

It's a nice place. There's a park. There are lots of trees.
 There are some people in the park. Oh, look! There's an ice cream van.

Look. There's a beach. It's nice. There are sandcastles and there are lots of shells. There are some children on the beach. They've got a frisbee.

I like the mall. There are lots of shops and there are lots of people. And look! There are lots of cars!

Track 163

Look at the park.
 How many people are there?
 How many children are there?
 Is it windy?

Look at the mall.
 How many shops are there?
 Point to the cars.
 What's the weather like today?

Look at the beach.
 How many sandcastles are there?
 Point to the shells.
 Is it cold today?

Track 164**A day at the funfair**

Zed and Hip went to the funfair.
 They went round and round on a roundabout.
 Then they had a toffee apple.
 They went down the big slide.
 Then they had an ice cream.
 They went in and out on the bumper cars.
 Then they had a burger.
 They went up in the big wheel.
 Then Zed and Hip felt ill. Oh dear!

Unit 9**Track 165**

Look at the birds,
 Up in the sky.
 See the birds,
 They can fly.

Look at the rabbits,
 They have fun.
 Rabbits can hop,
 And they can run.

Look at the cats.
 They can jump up high.
 They can climb up the tree,
 But they can't fly!

Look at the fish,
 Down in the sea.
 They can swim.
 I see three!

Track 166

Queen Bee, Queen Bee,
 Listen to me!
 Quilts are square.
 Ducks go quack.
 Mice are quiet,
 Quiet as can be.
 Quizzes have questions.
 Quick, help me!

Track 167

queen, *qu*
 quilt, *qu*
 quack, *qu*
 quiet, *qu*
 square, *qu*
 question
 quilt
 queen
 square
 quiet
 queen

Track 168

Big pets, small pets,
 We love them all.
 We feed them every day,
 We give them water,
 We clean their cages.
 We love our pets. Hooray!

Track 169**Girl:** Can bees swim?**Woman:** No, they can't.**Boy:** Can birds fly?**Man:** Yes, they can.**Girl:** Can elephants jump?**Woman:** No, they can't.**Boy:** Can snakes crawl?**Man:** Yes, they can.**Girl:** Can fish run?**Woman:** No, they can't.**Track 170**

I am a camel, a lovely camel.

Let me tell you a bit about me.

My name's Crafty.

I'm soft and cuddly.

I live in the desert in the UAE.

I like living here, wild and free.

I can run, but I can't hop.

When I run, I can't stop.

I can run, but I can't jump.

I've got four legs and a hump.

I am a camel. Be kind to me!

Track 171

one

five

fifteen

twenty

three

seven

eighteen

ten

four

nineteen

six

fourteen

two

eight

seventeen

twelve

sixteen

eleven

nine

thirteen

Track 172

Lion is the king.

The animals keep him happy.

Hippo sings his song.

Bird flaps her wing,

Just to keep him cool.

Out near the pool,

On his jungle swing,

He rings his bell.

Zebra brings him dinner!

Today he's having something that has a lovely smell!

*ng, ng, ng***Track 173**king, ring, wing, sing, song, *ng*

wing

sing

song

ring

king

Track 174

Camels live in the desert,

And sharks live in the sea,

Tigers live in the jungle,

Birds live in trees.

Where do cats live?

Can you see?

My cat lives in my house,

My cat lives with me.

Track 175

Where do tigers live?

Where do birds live?

Where do fish live?

Where do camels live?

Track 176

Queen Bee, Queen Bee,

What can you see?

I can see cheese and sweets
that are nice to eat.

I can see a wheel in a tree,

And on my legs,

I can see my feet. *ee, ee, ee***Track 177**bee, *ee*tree, *ee*cheese, *ee*feet, *ee*wheel, *ee*

cheese

feet

wheel

bee

tree

Track 178

The animals in the jungle make lots of noise.
 The animals in the jungle make lots of noise,
 All day long!

The lions in the jungle go roar, roar, roar.
 The lions in the jungle go roar, roar, roar,
 All day long!

The tigers in the jungle go growl, growl, growl.
 The tigers in the jungle go growl, growl, growl,
 All day long!

The snakes in the jungle go hiss, hiss, hiss.
 The snakes in the jungle go hiss, hiss, hiss,
 All day long!

The hippos in the jungle go splash, splash, splash.
 The hippos in the jungle go splash, splash, splash,
 All day long!

The monkeys in the jungle go ooh, ooh, ooh.
 The monkeys in the jungle go ooh, ooh, ooh,
 All day long!

The bees in the jungle go buzz, buzz, buzz.
 The bees in the jungle go buzz, buzz, buzz,
 All day long!

The animals in the jungle make lots of noise.
 The animals in the jungle make lots of noise,
 All day long!

Track 179

Teacher, teacher, down by the sea,
 Please teach me how to fly like a leaf,
 And jump like a flea.
 To swim like a seal,
 And drink my tea.
 To eat my peas
 That are good for me.
 Teacher, teacher, please teach me.

Track 180

teach, *ea*
 sea, *ea*
 seal, *ea*
 leaf, *ea*
 flea, *ea*
 sea
 teach
 seal
 leaf
 flea

Track 181

Look! Look! Come with me!
 There are peaches on the tree.
 Look at the peaches
 On the tree.
 One for you and one for me.

Track 182

leaf
 tree
 bee
 tea
 cheese
 wheel
 peach
 sea

Track 183

Lion: Hello. I'm a lion. I'm the king of the jungle. I can see a mouse.

Mouse: Please be kind to me! I'm your friend!

Lion: Ha ha! I'm the king. You're not my friend.

Lion: OK. You can run away. Goodbye!

Mouse: Thank you.

Lion: Help! Please be kind to me.

Mouse: I can help you.

Lion: Thank you. We are friends.

Activity Book**Unit 8****Track 65**

zebra, zero, zipper, zigzag, zoo
 zipper, zero, zoo, zebra, zigzag
 zebra and zoo
 zipper and zigzag

Track 66

zigzag

Track 67

buzz
 whizz
 fizzy
 dizzy
 puzzle

Track 68

ship, *sh, sh, sh*
 shell, *sh, sh, sh*
 fish, *sh, sh, sh*
 shark, *sh, sh, sh*
 fish
 shell
 shark
 shell
 ship
 fish and shark
 shell and shark
 ship and fish

Track 69

The weather is hot and sunny.

Track 70

chair
 beach
 fish
 chick

ship
 chips
 chocolate
 lunch

Track 71

think
 thick
 thin
 bath
 path

Track 72

ch, ch
 chocolate, chips, chair, beach
th, th
 teeth, maths, three, mouth

Track 73**A day at the funfair**

Zed and Hip went to the funfair.
 They went round and round on a roundabout.
 Then they had a toffee apple.
 They went down the big slide.
 Then they had an ice cream.
 They went in and out on the bumper cars.
 Then they had a burger.
 They went up in the big wheel.
 Then Zed and Hip felt ill. Oh dear!

Unit 9**Track 74**

quiet, quack, question, quilt, queen
 question, quack, quiet, queen, quilt
 quilt and queen
 question and quiet

Track 75

square, sweet, quiz, skirt, queen
 square, sweet, quiz, skirt, queen

Track 76

I've got a rabbit.
 I've got lots of fish.
 We've got a cat.
 We've got lots of bees.

Track 77

Lion is the king.
 The animals keep him happy.
 Hippo sings his song.
 Bird flaps her wing,
 Just to keep him cool.
 Out near the pool,
 On his jungle swing,
 He rings his bell.
 Zebra brings him dinner!
 Today he's having something that has a lovely smell!

Track 78

King, queen, bee, white, bell, shell, ring, swing

Track 79

bee, cheese, wheel

Track 80

There's a tree. It's got lots of leaves.
 There are lots of peaches on the tree.
 There are some bees.
 Can you see the cat?

Track 84

Mouse: I can help.
Lion: I'm the king.
Mouse: Be kind to me!
Mouse: Thank you!
Lion: We are friends.

PCM 38: A weather display



hot

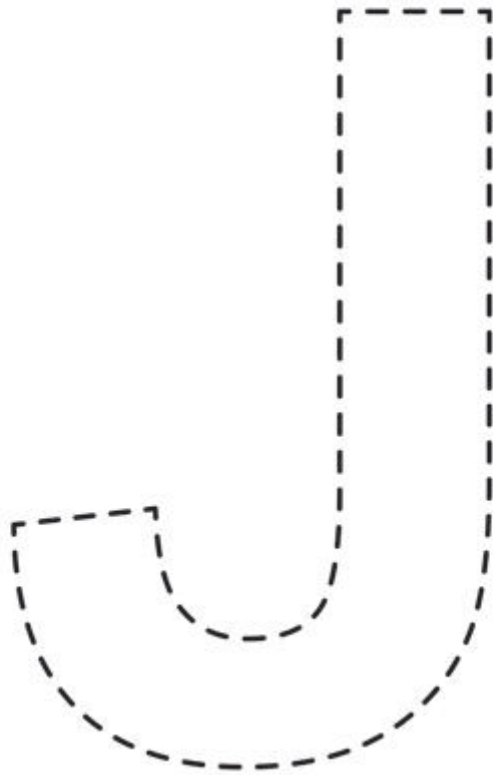
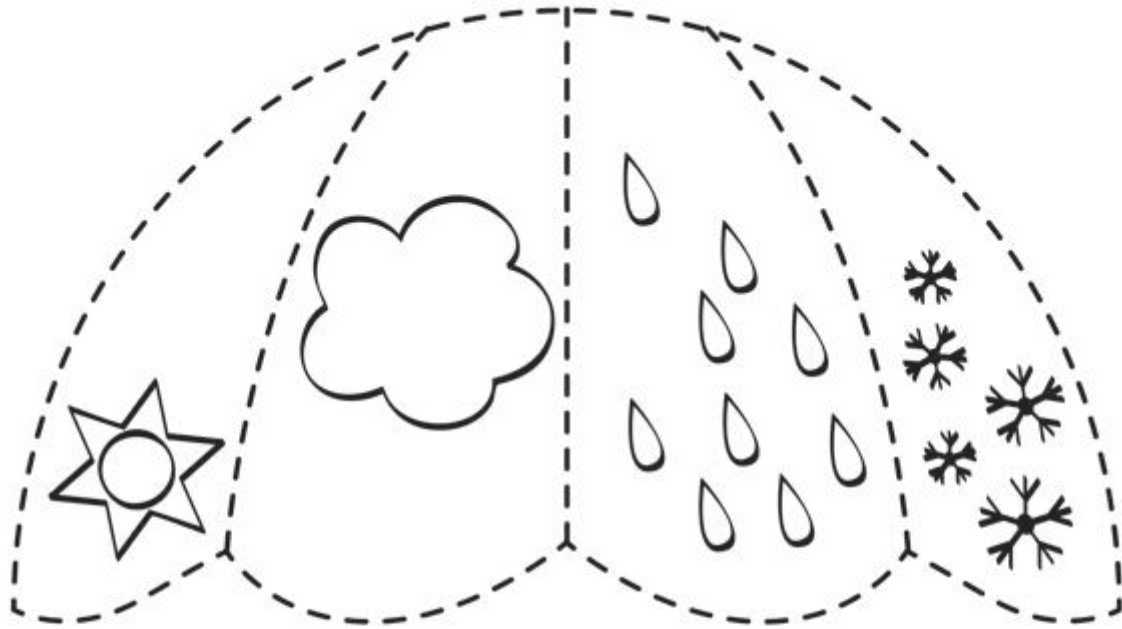
warm

cold

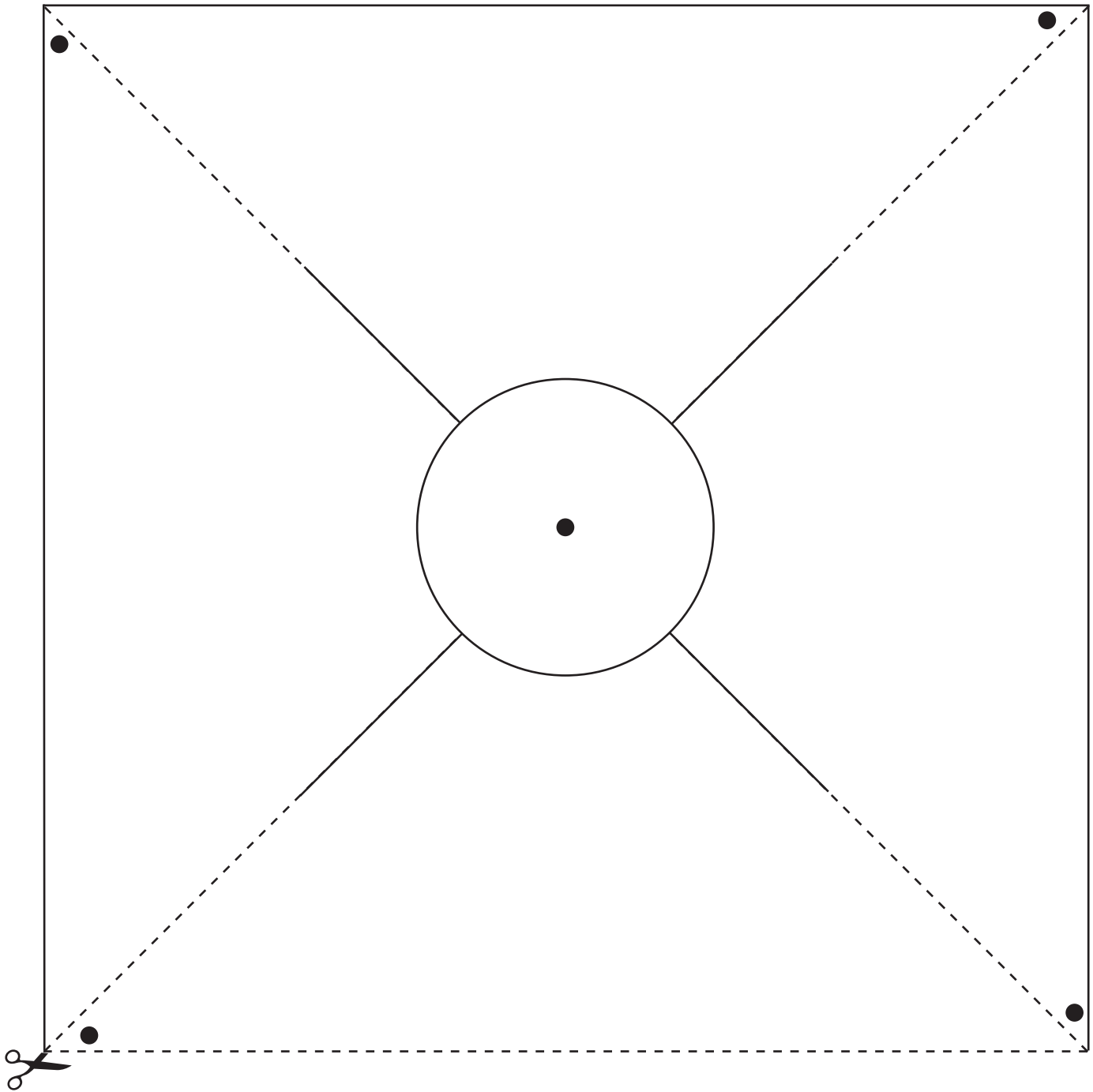
cloudy wet sunny windy sandstorm



PCM 39: Umbrellas



PCM 40: A windmill



PCM 41a: A weather record

My weather record

Season _____

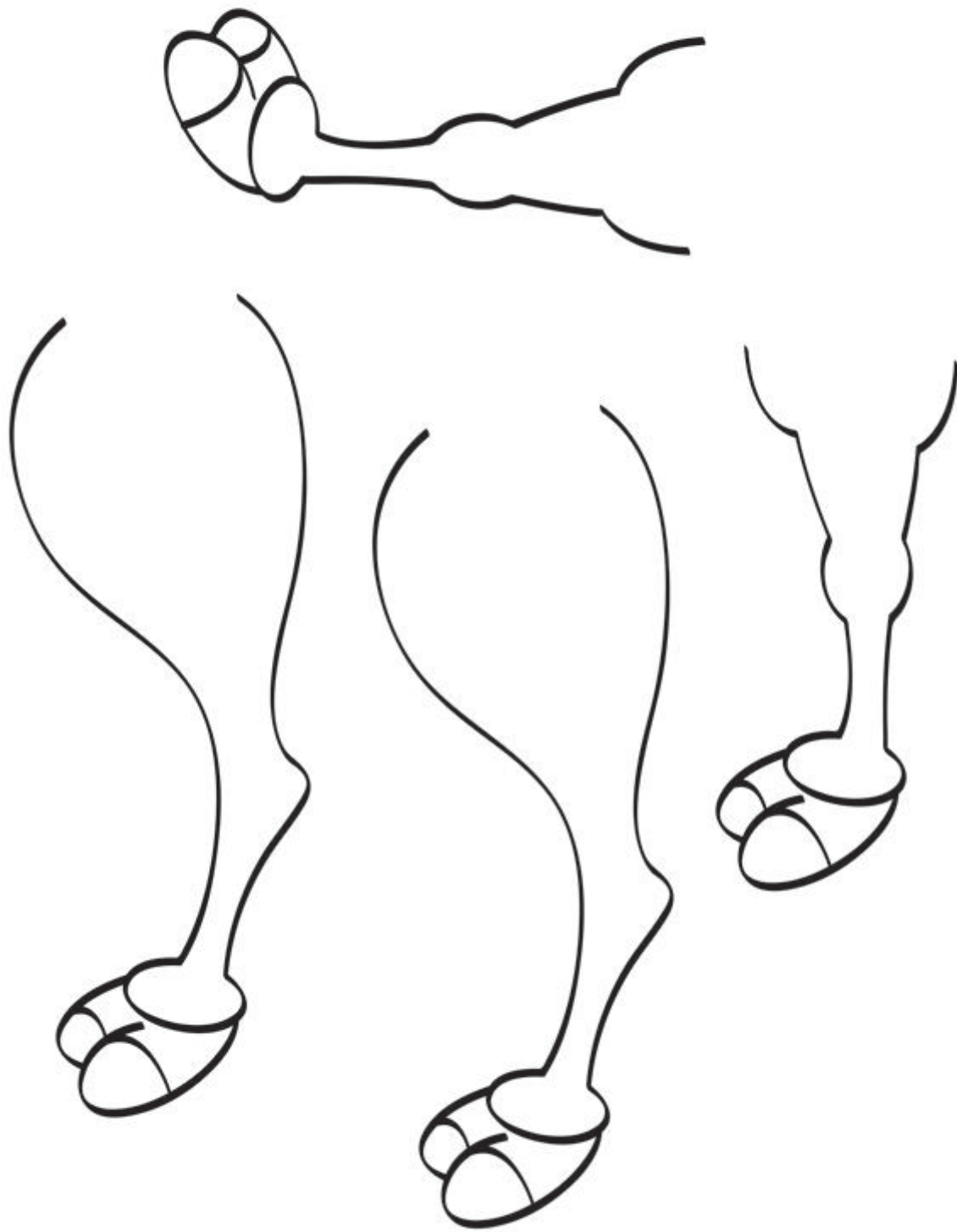
Today it's

It's

PCM 41b: A weather record

Sunday	
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

PCM 42a: Crafty the camel



PCM 42b: Crafty the camel



PCM 42c: Crafty the camel

About _____ .

My name is _____ .

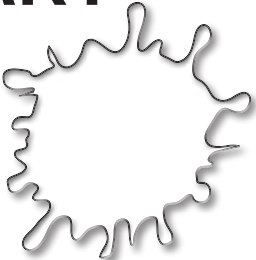
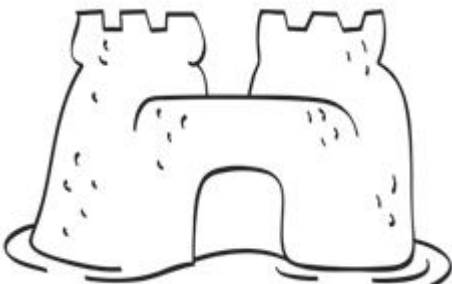
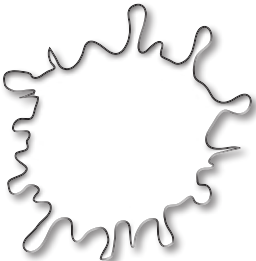
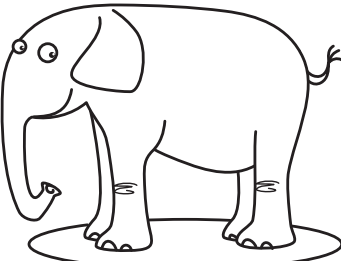
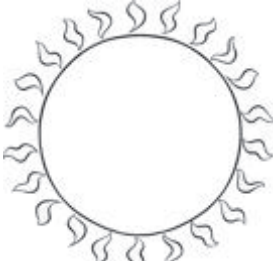
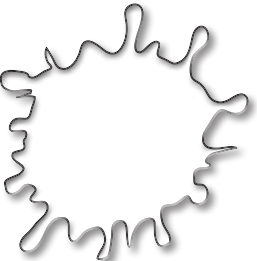
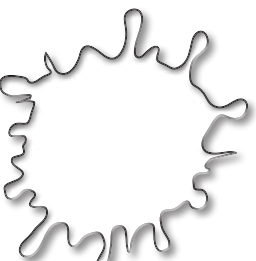
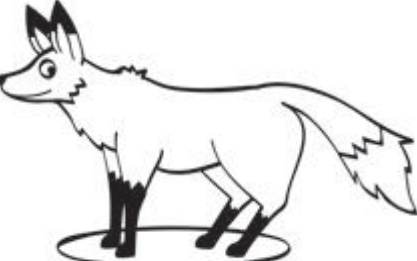
It lives in the _____ .

It has got _____ .

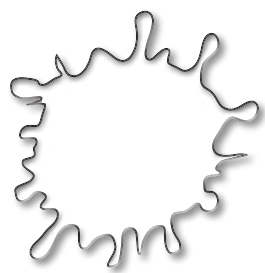
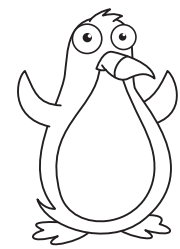
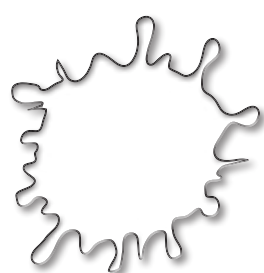
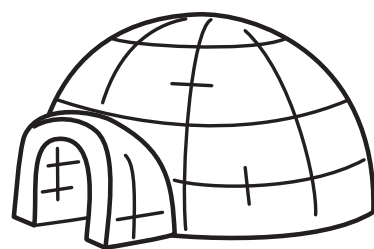
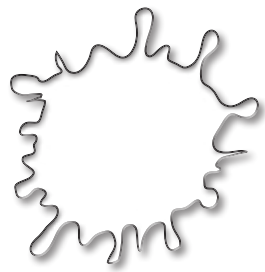
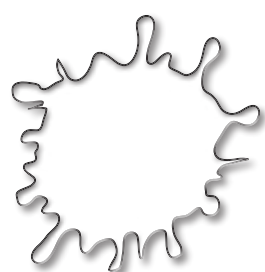
It can _____ .

It can't _____ .

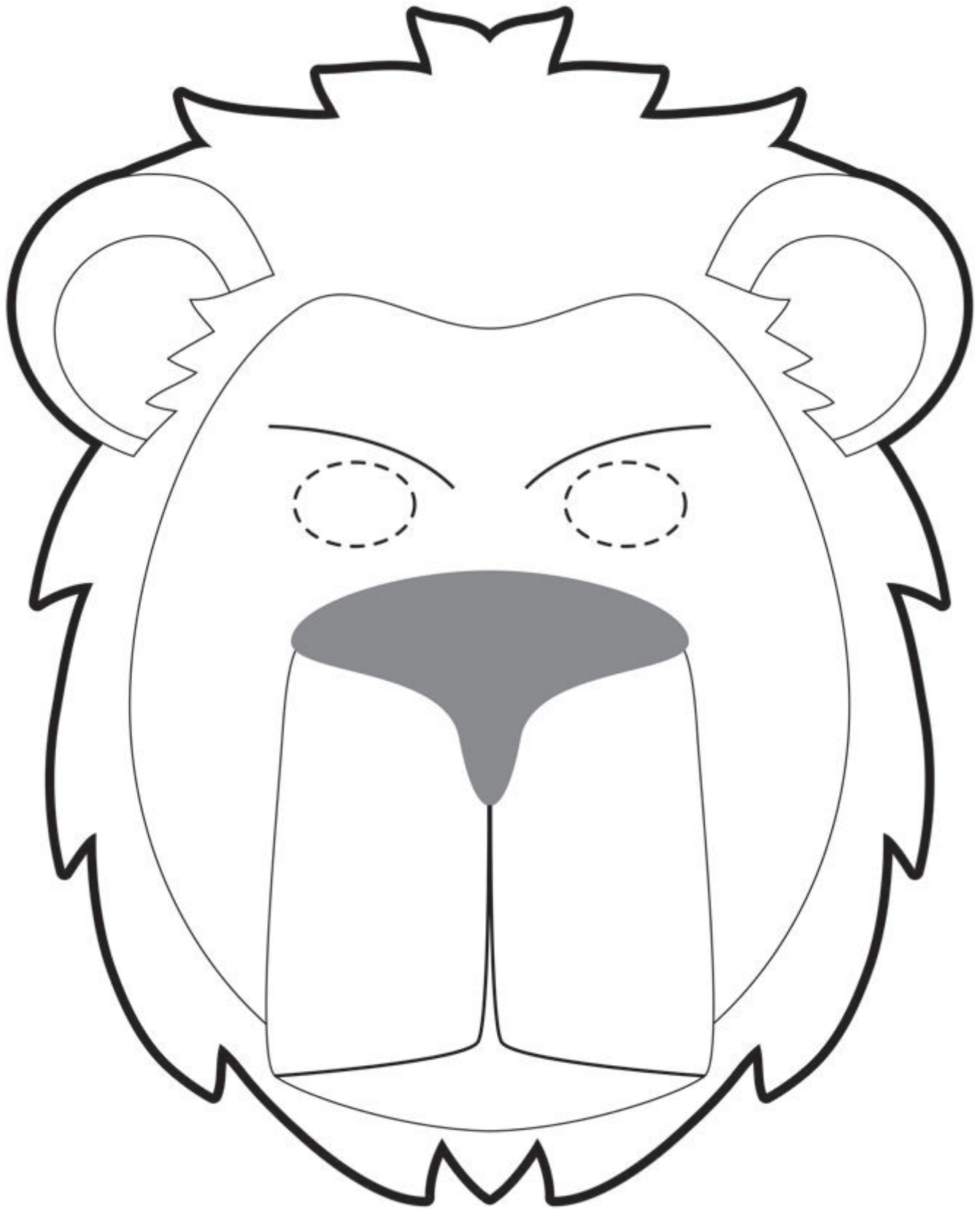
PCM 43a: Make a board game

1 START blue 	20 FINISH 
2 	19 orange 
3 	18 
4 black 	17 pink 
5 	16 

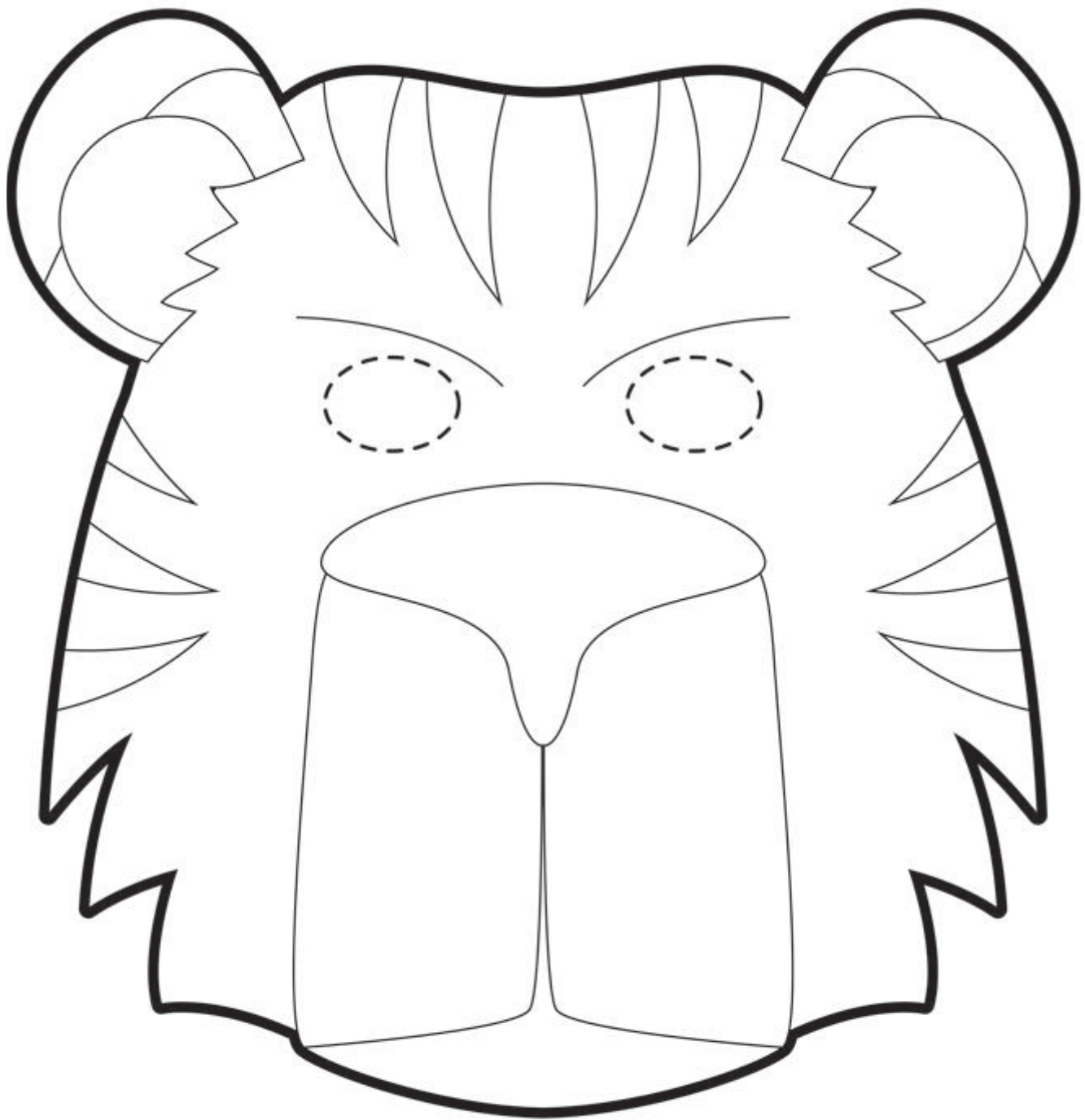
PCM 43b: Make a board game

6 	15 
7 yellow 	14 
8 	13 red 
9 	12 
10 green 	11 purple 

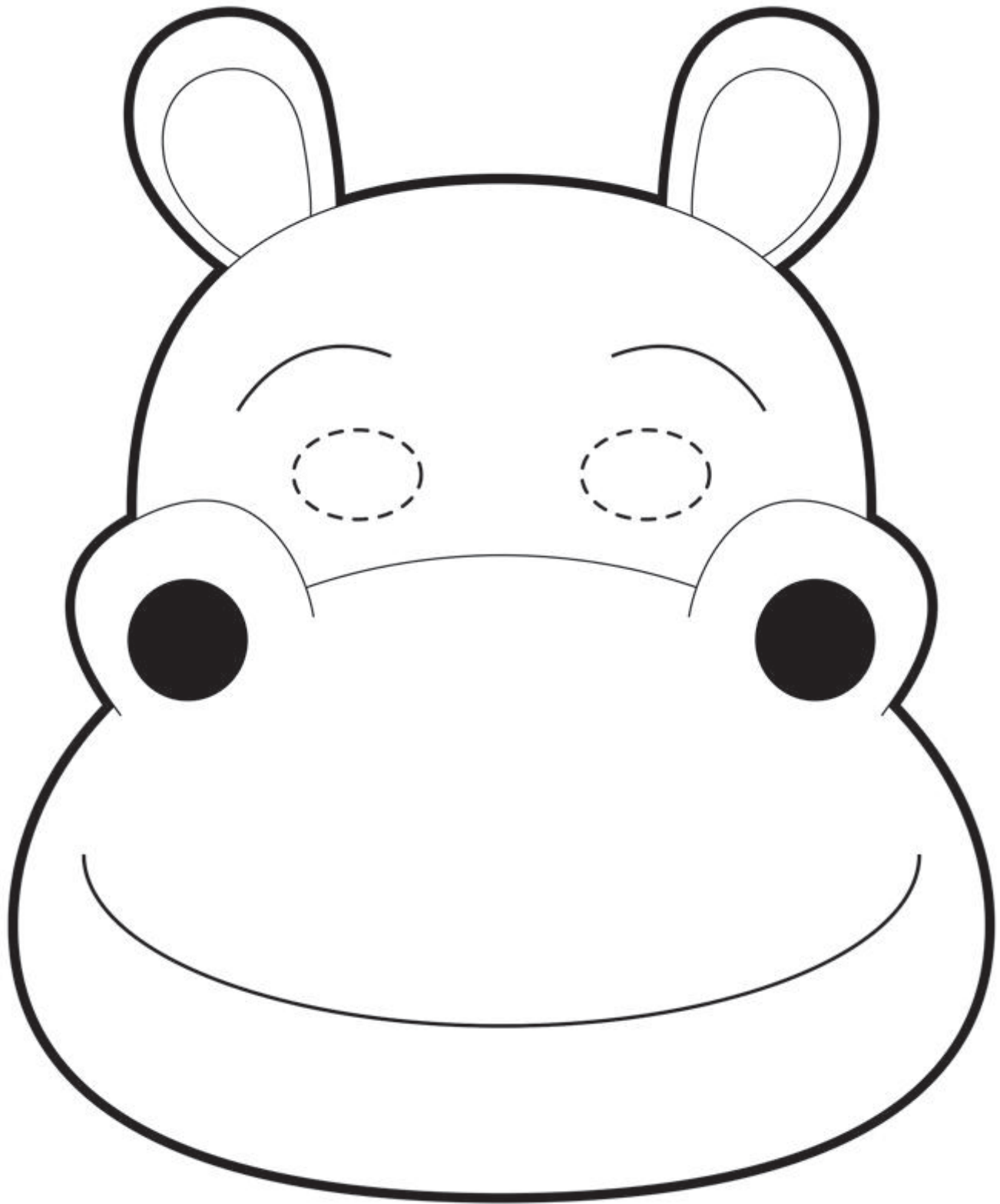
PCM 44a: Make an animal mask – lion



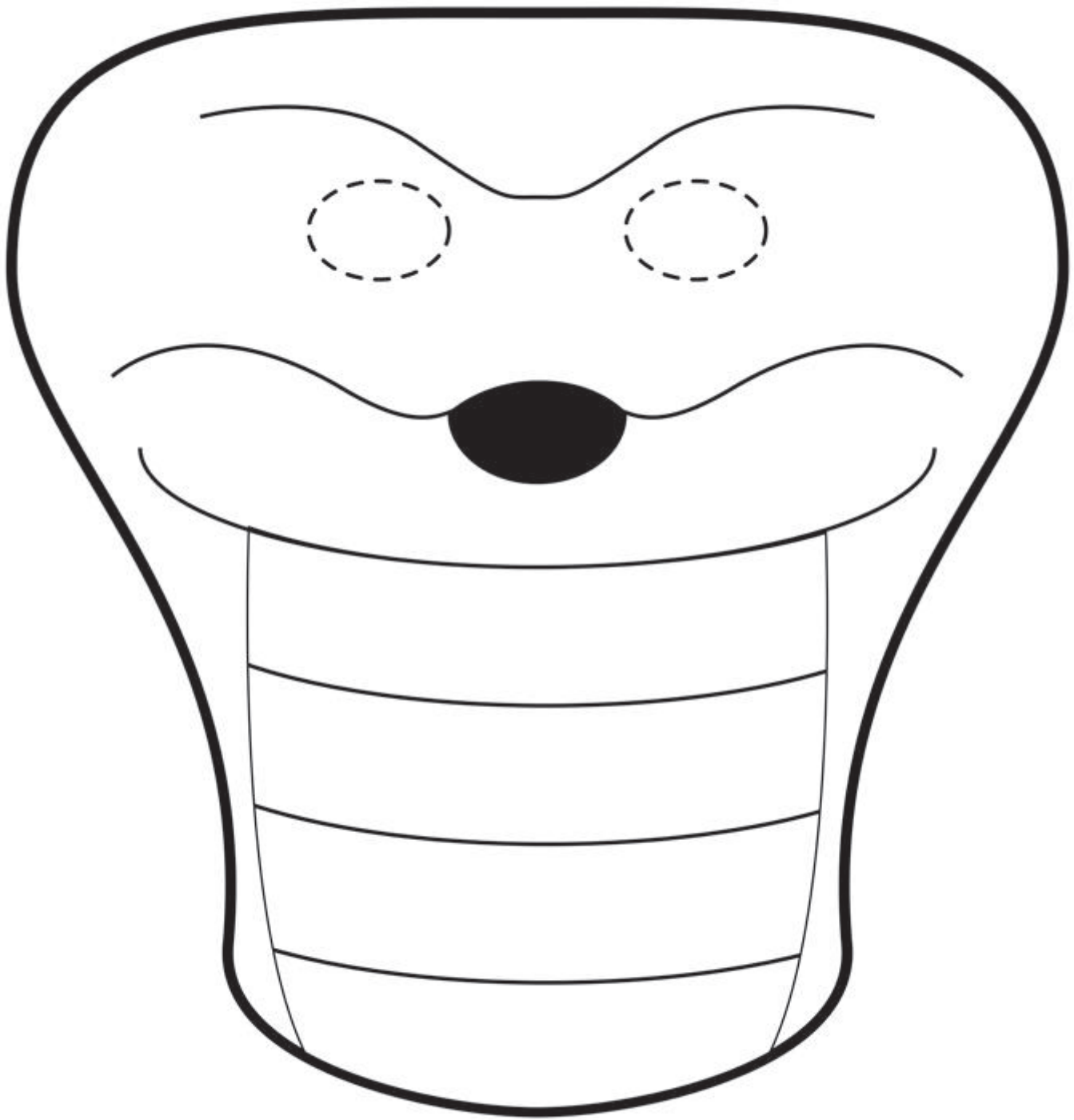
PCM 44b: Make an animal mask – tiger



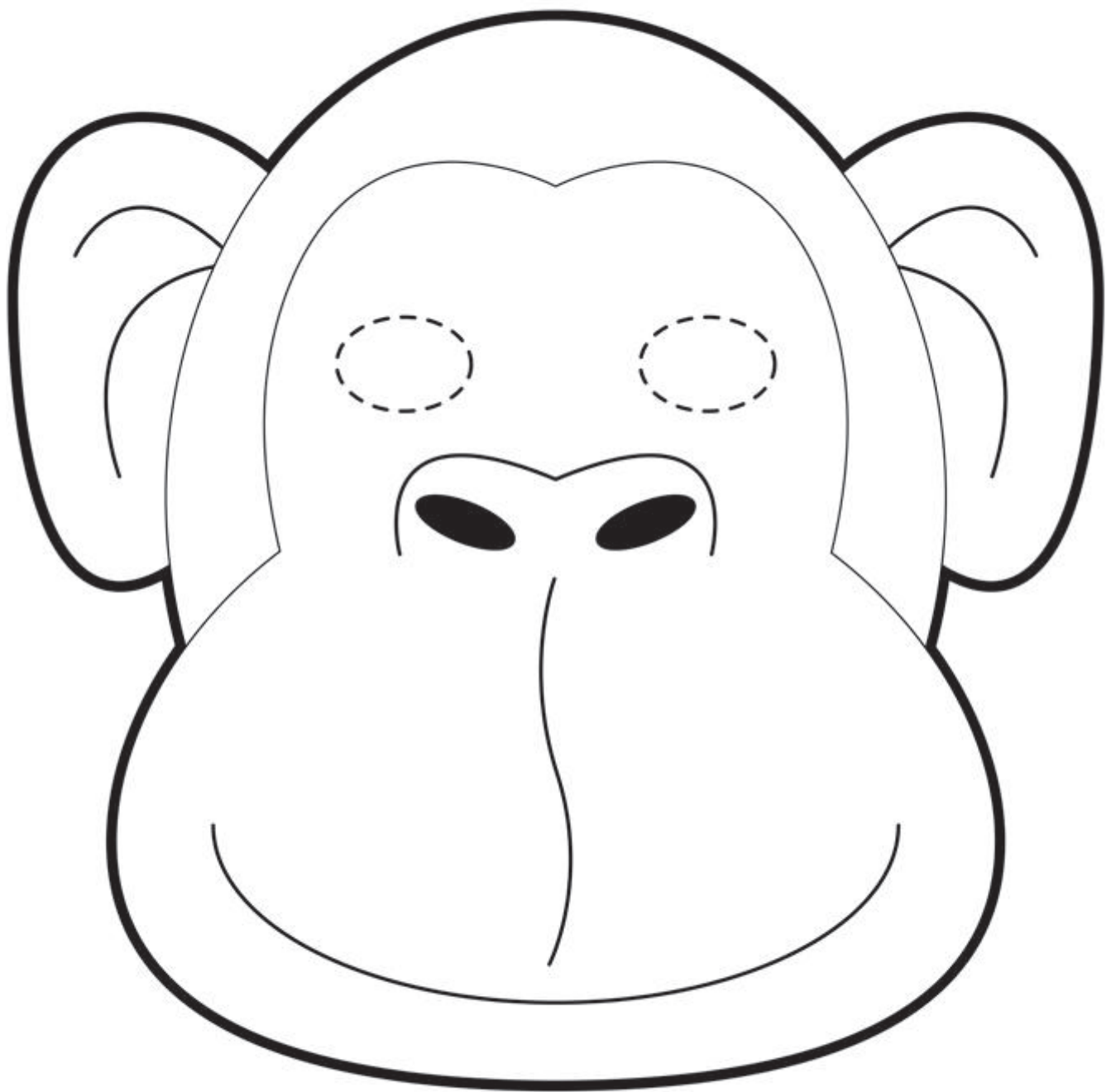
PCM 44c: Make an animal mask – hippo



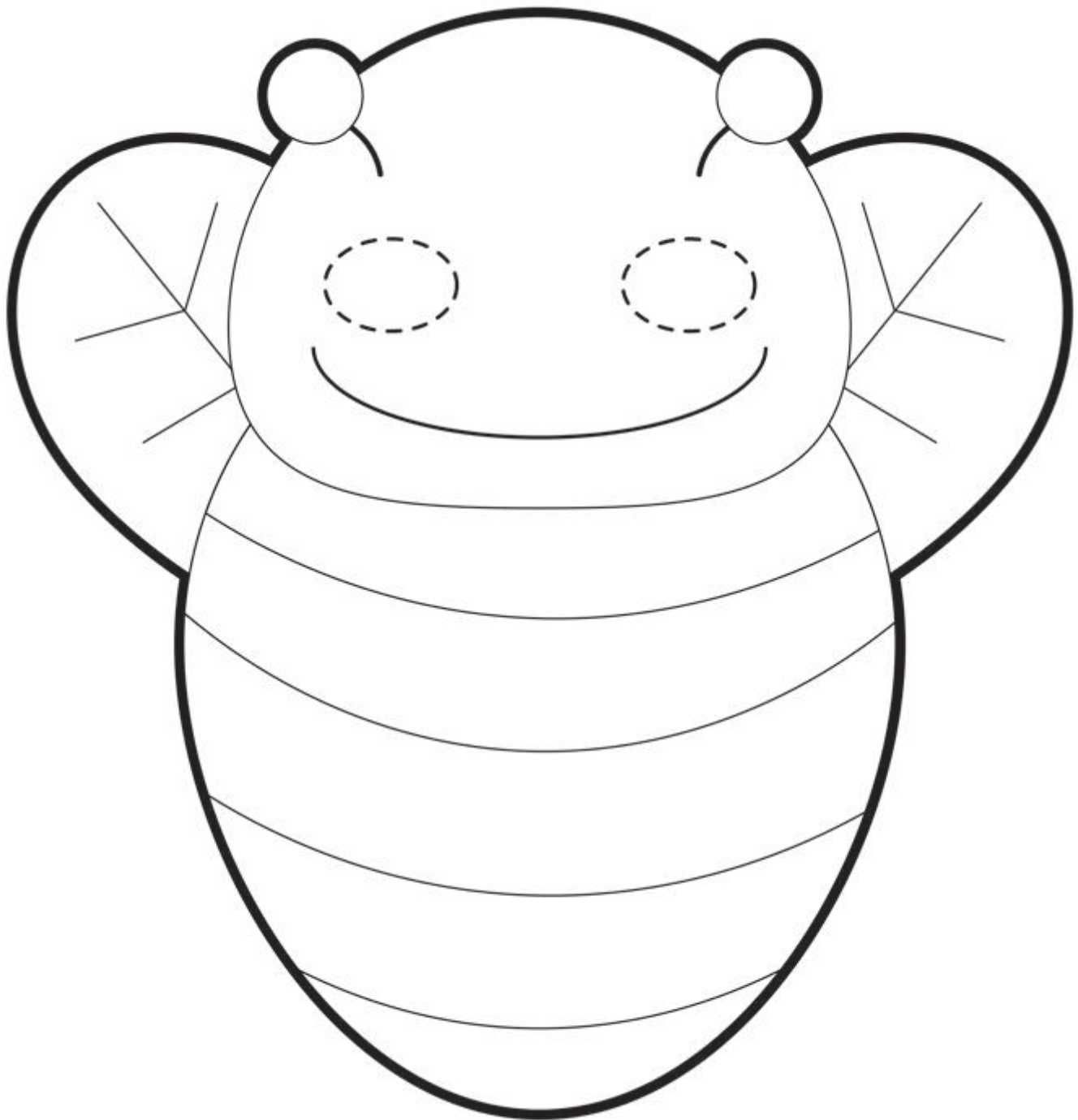
PCM 44d: Make an animal mask – snake



PCM 44e: Make an animal mask – monkey



PCM 44f: Make an animal mask – bee



PCM 45: Word card

My English words

Numbers:

Colours:

Shapes:

The classroom:

Toys:

Activities:

Feelings:

Food:

Weather:

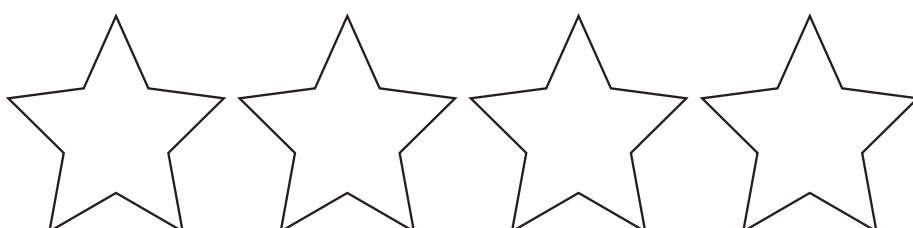
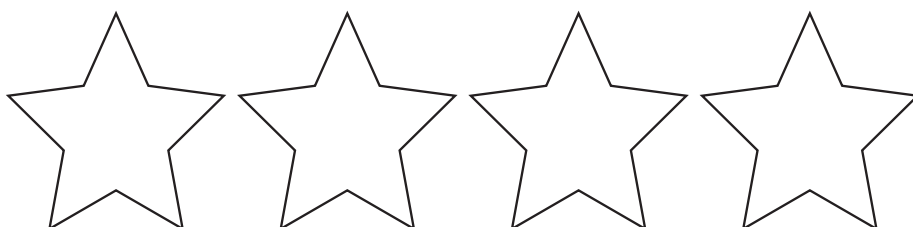
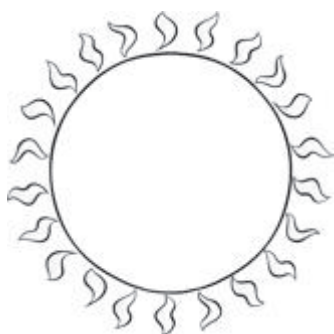
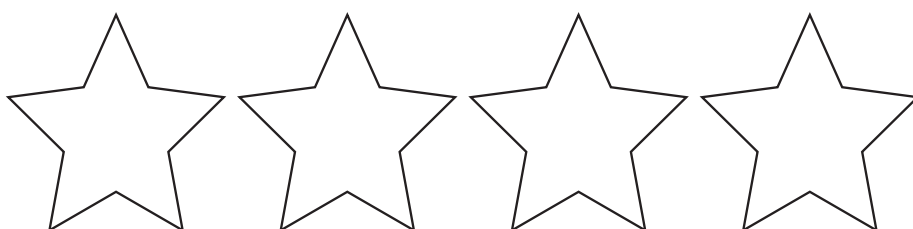
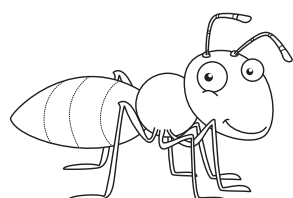
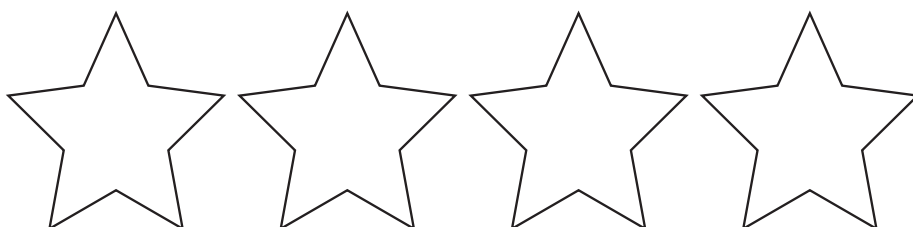
Places:

Animals:

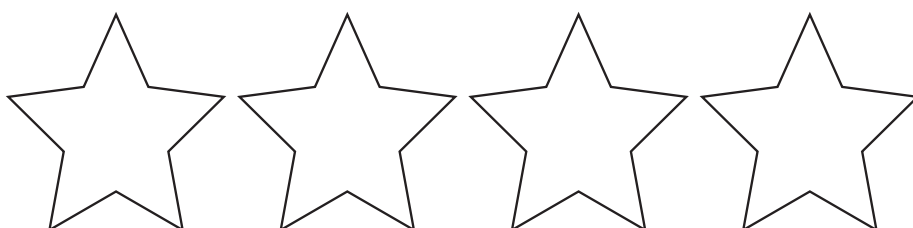
PCM 46: Assessment

I like ...

Colour the stars.



1 2
3 4





zebra

zoo

zigzag

zipper

zero



Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday



zz

buzz

whizz

fizzy

dizzy

puzzle



sh

shark

shell

ship

shore

fish



ch

sh

beach

lunch

chocolate

chips

chair

cheese



thick

thin

thunder

three

teeth

mouth



maths

car

th

star

duck

truck



doll

ball

pen

ten

bee

three



hat

cat

rug

mug

box

fox



sock

clock

man

fan

snake

lake



frog

log



fly

run

hop

swim

see

jump

climb



qu

sh

ch

th

queen

quack



quilt

square

quiet

quick



ng

sh

ch

th

qu



king

ring

sing

song

wing

ant



turtle

nest

sun

ink

pen

mug



doll

gift

kite

camel

heart

ruler



fan

lake

ball

jam

van

wall



yellow

ship

cheese

thunder

quilt



bee

tree

cheese

feet

wheel



roar

growl

hiss

buzz

splash

ooh



tea

flea

peas

please

teach

sea



seal

leaf

ea



Aa

Bb

Cc

Dd

Ee

Ff



Gg

Hh

Ii

Jj

Kk

Ll



Mm

Nn

Oo

Pp

Qq

Rr



Ss

Tt

Uu

Vv

Ww

Xx



Yy

Zz

Numbers Word cards



0

1

2

3

4

5



6

7

8

9

10

11



12

13

14

15

16

17



18

19

20



zero

one

two

three

four

five



six

seven

eight

nine

ten

eleven



twelve

thirteen

fourteen

fifteen

sixteen

seventeen



eighteen

nineteen

twenty

