**Subject : English Unit Title : Good morning children**

**Duration: from: 1/ 9 to 7 / 9**

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| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Outcomes** | **Resources and Material** | **Instructional Strategies** | **Assessment** | **Associated Activities** | **Reflections**  |
| **Strategy** | **Tools** |
| **1****2****3****4****5****6****7****8****9****10****11****12****13****14** | **To recognize simple word phrases..****To respond to short simple questions before and after listening To give and respond to short simple commands and instructions.****To make connections between illustrations and simple written material.****To follow short, simple oral instructions.****To show understanding of new words.** **To fill in blanks to form basic short sentences.****To use learned basic words to describe something in a picture.****To use simple adjectives to describe classroom objects.****To ask or respond to short ,simple questions about colors using short sentences.****To identify small and capital letters of the English alphabet (j,m,r)****To use capital letters for names of places** **To print the English alphabet ( j,m,r) capital and small letters and simple words correctly, legibly and neatly.****To sing short , simple song after listening to tape.** | E-learning- Social media-. Internet- Whatsapp groups- Students book- Work book- Pictures- Chalk board- Wall pictures- cassette- Teacher book | **Direct instruction****Group work****A learning** | **Performance based****Pencil & paper****A learning** | **Chick list****Rating scale** | **Acting out conversation****Quizzes** | **I feel content with -------------------------****Challenges…………………****----------****Suggestion for improvement…………………….** |

**Subject : English Unit Title : Where do you live?**

**Duration: from: 8/9 to 22/9**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Outcomes** | **Resources and Material** | **Instructional Strategies** | **Assessment** | **Associated Activities** | **Reflections** |
| **Strategy** | **Tools** |
| **1****2****3****4****5****6****7****8****9****10****11****12****13****14** | **To recognize simple word phrases..****To respond to short simple questions before and after listening .****To ask and answer basic, short simple questions.****To show understanding of new words .****To use pictures to make a simple dialogue with a partner.****To write basic phrases to describe a picture.****To respond in short, simple questions .****To respond in short , simple guided exchanges .****To match simple words with their printed form.****To work with a partner using pictures to make a simple dialogue.** **To print simple words correctly, legibly and neatly.****To print the English alphabet ( b,u) capital and small letters.****To pronounce letters of the alphabet (b,u).****To identify small and capital letters of the English alphabet ( b,u).** | E-learning- Social media-. Internet- Whatsapp groups- Students book- Work book- Pictures- Chalk board- Wall pictures- cassette- Teacher book | **Direct instruction****Group work****A learning** | **Performance based****Pencil & paper****A learning** | **Chick list****Rating scale** | **Acting out conversation****Quizzes** | **I feel content with -------------------------****Challenges…………………****----------****Suggestion for improvement…………………….** |

**Subject : English Unit Title : What day is it today?**

**Duration: from: 23/ 9 to 4/10**

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| **No** | **Outcomes** | **Resources and Material** | **Instructional Strategies** | **Assessment** | **Associated Activities**  | **Reflections** |
| **Strategy** | **Tools** |
| **1****2****3****4****5****6****7****8****9****10****11****12****13** | **To respond to short simple questions before and after listening** **To say the days of the week correctly.****To ask and answer basic, short simple questions.****To use capital letters for the days of the week.****To use pictures, flashcards and wall charts to understand new words when listening** **To use teacher introduction to understand new words when listening.** **To demonstrate understanding of basic familiar information when reading .****To make connections between illustrations and simple written materials.****To pronounce the sounds of the of the alphabet correctly ( p,z)****To print the alphabet (p,z) capital and small letters and simple words correctly, legibly and neatly.****To use learned basic words to describe something in a picture.****To sing a short, simple song after listening to a tape****To develop a love of listening to short ,simple rhymes and songs in English.** | E-learning- Social media-. Internet- Whatsapp groups- Students book- Work book- Pictures- Chalk board- Wall pictures- cassette- Teacher book | **Direct instruction****Group work****A learning** | **Performance based****Pencil & paper****A learning** | **Chick list****Rating scale** | **Acting out conversation****Quizzes** | **I feel content with ------------------------****Challenges…………………****----------****Suggestion for improvement…………………….** |

**Subject : English Unit Title : Review**

**Duration: from: 10/ 10 to 10/10**

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| **No** | **Outcomes** | **Resources and Material** | **Instructional Strategies** | **Assessment** | **Associated Activities**  | **Reflections** |
| **Strategy** | **Tools** |
| **1****2****3****4****5****6****7****8****9****10****11****12** | **TO REVISE LANGUAGE AND LETTER SOUNDS FROM PREVIOUS UNITS.****To recognize simple words and phrases.** **To revise language from previous units.****To respond to short simple questions before and after listening.****To ask or respond to short simple questions about classroom objects and colors .****To produce simple groups of related items in a web.****To respond in short , simple guided exchanges.****To sing a short, simple song after listening to a tape****To fill in blanks to form basic short sentences.****To describe daily activities.****To use learned basic words to describe something in a picture.****To practice the English alphabet.**  | E-learning- Social media-. Internet- Whatsapp groups- Students book- Work book- Pictures- Chalk board- Wall pictures- cassette- Teacher book | **Direct instruction****Group work****A learning** | **Performance based****Pencil & paper****A learning** | **Chick list****Rating scale** | **Acting out conversation****Quizzes** | **I feel content with -------------------------****Challenges…………………****----------****Suggestion for improvement…………………….** |

**Dorrat Al Jabal Schools**

**Subject : English Unit Title : What can you see?**

**Duration: from: 11/ 10 to 2/11**

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| **No** | **Outcomes** | **Resources and Material** | **Instructional Strategies** | **Assessment** | **Associated Activities** | **Reflections** |
| **Strategy** | **Tools** |
| **1****2****3****4****5****6****7****8****9****10****11****12****13****14****15** | **To use flashcards to understand new words.****To use picture clues to predict the meaning of simple words when reading.****To show understanding of new words .****To recognize learned simple words and phrases.****To use the question ( What can you see )to ask about what something you can see .****To pronounce plural words correctly when talking about animals.****To recognize sounds of the letters.****To recognize simple words and phrases.****To identify small and capital letters of the alphabet.( a,t,y)****To print small and capital letters of the alphabet ( a,t,y).****To count 1 to 5.****To make connections between pictures and simple spoken materials.****To match simple words with their printed form.****To use simple single adjectives to describe animals.****To follow short, simple oral instructions.** | E-learning- Social media-. Internet- Whatsapp groups- Students book- Work book- Pictures- Chalk board- Wall pictures- cassette- Teacher book | **Direct instruction****Group work****A learning** | **Performance based****Pencil & paper****A learning** | **Chick list****Rating scale** | **Acting out conversation****Quizzes** | **I feel content with -------------------------****Challenges…………………****----------****Suggestion for improvement…………………….** |

**Subject : English Unit Title : Can turtles swim?**

**Duration: from: 3/11 to 17/11**

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| **No** | **Outcomes** | **Resources and Material** | **Instructional Strategies** | **Assessment** | **Associated Activities**  | **Reflections** |
| **Strategy** | **Tools** |
| **1****2****3****4****5****6****7****8****9****10****11****12****13****14****15****16****17****18****19** | **To use teacher demonstration to understand new words when listening.****To describe what some animals can do.****To pronounce the a in can and can’t correctly.****To recognize learned simple words.****To show understanding of new words.****To write words by choosing from a given list.****To use pictures to make a simple dialogue.****To show understanding of new words when reading.****To choose the correct answer from two items.****To recognize small and capital letters ( k,x)****To pronounce words with k and x** **To print words.****To match simple words with their written form.****To ask and answer basic , short simple questions.****To respond to simple questions after listening.****To ask and answer using flashcards of animals.****To respond in short, simple guided exchanges.****To sing short simple song after listening to a tape.****To develop a love of listening to short simple rhymes and songs in English**  | **T.B****S.B****A.B****Flash cards****Real object****Cassette****Picture cards** | **Direct instruction****Group work****A learning** | **Performance based****Pencil & paper****A learning** | **Chick list****Rating scale** | **Acting out conversation****Quizzes** | **I feel content with -------------------------****Challenges…………………****----------****Suggestion for improvement…………………….** |

**Subject : English Unit Title : I’ve got a headache**

**Duration: from: 18\11 to29/11**

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| **No** | **Outcomes** | **Resources and Material** | **Instructional Strategies** | **Assessment** | **Associated Activities** | **Reflections** |
| **Strategy** | **Tools** |
| **1****2****3****4****5****6****7****8****9****10****11****12****13****14****15****16** **17** | **To use flashcards to understand new words when listening.** **To use teacher demonstrate to understand new words when listening** **To use ( I’ve got a ……. ) correctly** **To ask and answer short simple questions.** **To ask or respond to short simple questions using short sentences.****To print learned words correctly.** **To recognize simple phrases.** **To use picture to understand new words when reading.****To write basic phrases to describe pictures .****To make connections between illustrations and simple short written materials.****To sing short , simple song after listening to a tape** **To develop a love of listening to short, simple rhymes and songs .****To recognize the sounds of letters.****To recognize simple words and phrases.****To pronounce letters of the alphabet correctly.( h,i)****To identify small and capital letters of the alphabet ( h,i).****To fill in blanks to form basic short sentences.**  | **T.B****S.B****A.B****Flash cards****Real object****Cassette****Picture cards** | **Direct instruction****Group work****A learning** | **Performance based****Pencil & paper****A learning** | **Chick list****Rating scale** | **Acting out conversation****Quizzes** | **I feel content with -------------------------****Challenges…………………****----------****Suggestion for improvement…………………….** |

**Subject : English Unit Title : Review**

**Duration: from:30/ 11 to the end of the semester**

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| **No** | **Outcomes** | **Resources and Material** | **Instructional Strategies** | **Assessment** | **Associated Activities**  | **Reflections** |
| **Strategy** | **Tools** |
| **1****2****3****4****5****6****7****8****9****10****11** | **To revise language from previous units.****To recognize learned simple words and phrases.** **To respond to short simple questions before and after listening .****To ask and answer short simple questions .****To demonstrate understanding of basic familiar information when reading.****To describe animals using short simple adjectives.****To begin to revise written work using capital and small letters.****To make connections between illustrations and simple written material.****To use prior knowledge to understand short, simple exchanges.****To write short simple sentences.****To use single adjectives to describe objects**  | E-learning- Social media-. Internet- Whatsapp groups- Students book- Work book- Pictures- Chalk board- Wall pictures- cassette- Teacher book | **Direct instruction****Group work****A learning** | **Performance based****Pencil & paper****A learning** | **Chick list****Rating scale** | **Acting out conversation****Quizzes** | **I feel content with -------------------------****Challenges…………………****----------****Suggestion for improvement…………………….** |