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

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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…………………….** |