A GUIDE FOR EFFECTIVE TEACHING OF THE ENGLISH LANGUAGE IN GRADE ONE:
ANNEXES

Guidelines for putting into practice the new Curriculum and Standards for English in Grade 1

Draft annexes to the Teacher Guide (for internal use only)
# Contents:

<table>
<thead>
<tr>
<th>Title</th>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Annex 1 – The key Competences</td>
<td>2</td>
</tr>
<tr>
<td>• Annex 2 – General Competences</td>
<td>6</td>
</tr>
<tr>
<td>• Annex 3 – Methods with potential for active learning &quot;</td>
<td>8</td>
</tr>
<tr>
<td>• Annex 4 – Plan the teaching and learning &quot;Annual, unit and lesson plans</td>
<td>12</td>
</tr>
<tr>
<td>• Annex 5 – Teaching Strategies &quot;Teaching the four language skills&quot;</td>
<td>49</td>
</tr>
<tr>
<td>• Annex 6 – Role of teachers, heads of department and supervisors</td>
<td>67</td>
</tr>
<tr>
<td>• Annex 7 – Teachers competences</td>
<td>71</td>
</tr>
<tr>
<td>• Annex 8 – Learning activities and games in language teaching and learning</td>
<td>81</td>
</tr>
<tr>
<td>• Annex 9 – Glossary</td>
<td>84</td>
</tr>
<tr>
<td>• Annex 10 – Useful resources</td>
<td>87</td>
</tr>
</tbody>
</table>
ANNEX 1: The Key Competences

The Key Competences students should master by the end of Grade 12 are:

1. Islamic Religious and Ethical Competences

These competences refer to enhancing national, Arabic, Islamic and global identities, through a sense of belonging, as well as open and mutual understanding with others – meaning Secondary level graduates that:

- Show respect for the values of Islam and prize their Arabic and Islamic identity;
- Identify, respect, assume/internalize and promote in individual and community life the religious, cultural and ethical values of Islam;
- Act in everyday life being culturally aware of the pillars of her/his Islamic religion, respecting the values of the Kuwait State and its constitution, and being aware of their own ethnic and cultural identity, language and national traditions;
- Show respect to parents, family, community, school and teachers, society at large, understanding their sacred values and traditions;
- Show openness to enriching their personal identity through understanding other cultures and values as part of their global identity; assume a wider, multi-layered concept of identity as an opportunity for personal and collective enrichment and not as a threat to any individual, local or national identity;
- Clearly internalize and affirm his/her rights as a Moslem individual;
- Show respect and appreciation for their religion, ethical values and beliefs as well as the values and beliefs of others.

2. Communicative Competences in Arabic Language

These competences refer to communicate fluently in Arabic in a large variety of contexts, settings and subjects – meaning Secondary level graduates that:

- Communicate through Arabic language as well as other symbols, signs (of natural and artificial languages) and codes (including non-verbal ones);
- Understand and use the Arabic language arts represented in speaking, listening, reading, writing, media and other forms of expression;
- Engage in, and contribute to respectful and productive dialogue in Arabic;
- Demonstrate the ability to follow general communication/interactional rules in Arabic while being also creative;
- Process and interpret appropriately the cultural, aesthetic as well as ethic values embedded in classical and current day Arabic culture;
- Preserve the values of Arabic culture, and contribute creatively according to his/her capacities to further nurture these values.

3. Communicative Competences in English and other Foreign Languages

These competences refer to communicate effectively in English and other foreign languages in a range of contexts – meaning Secondary level graduates that:

- Communicate verbally/nonverbally through the use of English and different foreign languages;
- Express him-herself through the symbols and signs of English and different foreign languages;
- Use English and different foreign language arts represented in speech, listening, reading, writing, media and expression;
- Engage in, and contribute to respectful and productive dialogue in English and different foreign languages;
- Demonstrate the ability to follow general communication/interactional rules in English and different other foreign language while being also creative;
- Process and interpret appropriately the cultural, aesthetic as well as ethic values embedded in the English

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1 See Kuwait National Curriculum Framework, MOE, Kuwait, 2014,
language and culture as well as other foreign cultures and literature approached);

- Safeguard the rights of cultural property and traditions;
- Show respect to the diversity and multiplicity of cultures.

### 4. Mathematical Competences

These competences refer to expressing themselves by using the mathematical language and mathematical understanding, as well as related symbols, signs and codes in a range of social and professional contexts – meaning Secondary level graduates that:

- Apply and use mathematical competences in everyday life;
- Use creatively – in concrete life settings - the logical reasoning and basic operations of arithmetic, geometry, statistics and other related mathematical domains;
- Use approaches typical to logical and mathematical thinking as well as problem solving in various life-related situations and contexts: identify a problem; understand the key request – question of the problem, identify, locate and access appropriate information needed for solving the problem, construct hypotheses, critically process (analyze, make synthesis, organize, use and apply) information/knowledge; develop conceptual thinking and sound reasoning; evaluate options and make informed decisions;
- Engage individually and in cooperation with others in creative problem solving;
- Design and conduct innovative and original mathematics related projects;
- Use a mathematical way of thinking for identifying and solving a variety of problems in real-life situations and in various domains of knowledge;
- Show interest in public matters, and contribute to problem solving at school and community level.

### 5. Social and Civic Competences

(i.e. Competence related to social and civic identity, values and actions)

These competences refer to enhancing promotion of democratic citizenship as well as making use of knowledge, skills, values and attitudes required to foster inclusiveness, justice and sustainable development based on respect for all people’s human rights and fundamental freedoms – meaning Secondary level graduates that:

- Engage competently and responsibly in their private, public and professional lives based on the understanding of their local and wider environments and how they function (i.e. the structures, culture, practices, rules and expectations) as well as their role therein as active citizens volunteering and participating in the service of their community and country;
- Cope actively with the specific multi-ethnic and multi-cultural character of Kuwait society, and constructively and positively deal with issues of diversity and differences;
- Show respect for their own rights and the rights of others, regardless of their ethnicity, language, culture, religion, gender, age, social and educational background and economic status;
- Respect other types of social organizations and systems;
- Respect social and cultural beliefs of others and reject all types of intolerance, extremism and racism;
- Show responsibility for themselves, for others, for society and for the environment;
- Demonstrate initiative and take decisions, fulfill duties and obligations, being aware of, and acknowledge the consequences of personal and collective actions;
- Connect the causes to the result of different social phenomena and processes and be aware of their consequences;
- Actively and responsibly exercise his/her rights that do not conflict with the respect of the rights of others;
- Demonstrate through concrete action the spirit of citizenship and care for public interest;
- Value diversity and demonstrate tolerance, respect and inclusive attitudes;
- Manage and solve conflicts constructively;
- Participate in democratic decision making at all levels in families, schools, local communities and neighborhood activities, as well as in local and national political processes;
- Practice and promote human values and principles in daily life (i.e. respect of personal dignity; fighting against prejudices and discrimination of all kind; fighting poverty and marginalization; promoting gender equality);
- Protect the natural and man-made environment and contribute to sustainable growth and development.

### 6. Scientific, Technological and Digital Competences


These competences refer to using scientific and technological language and understanding in a range of social and professional contexts – meaning Secondary level graduates that:

- Identify, analyze, synthesize, process and interpret scientific data, facts, processes and phenomena (through observation - monitoring – measurement – examining charts, tables and graphs etc.);
- Investigate, experiment and infer conclusions related to various domains of knowledge;
- Participate in collaborative group work in matters related to sciences;
- Use higher-order thinking skills in matters related to problem solving in Sciences (verification – induction - deduction – forecasting – summary, etc.);
- Conduct diverse scientific experiments and, possibly, research in the area of sciences;
- Apply data and results of different scientific approaches in everyday life settings in school and beyond;
- Use technology and Information and Communication Technology (ICT) in everyday life situations;
- Use ICT and media effectively and responsively as key interaction and communication; “philosophy”, means and underlying philosophy of the digital age;
- Initiate innovative projects related to technology and communication sciences;
- Behave ethically when navigating on the Internet;
- Use responsibly e- and network-based learning, Communities of Practice (CoP), Facebook. Twitter, etc.

### 7. Personal Development and Learning to Learn Competences

These competences refer to enhancing personal development resources and meta-cognitive skills for a good quality life – meaning Secondary level graduates that:

- Demonstrate, through action, their understanding to learn throughout life;
- Use and manage information correctly, critically, creatively and responsibly;
- Determine the most suitable learning methods and strategies for themselves;
- Improve own learning styles;
- Determine priorities and learning objectives;
- Show initiative, assess risks and handle obstacles to learning;
- Build on, and apply prior learning and experiences;
- Use appropriate resources for the full development of their own individual potential;
- Enjoy visual arts experiences through seeing and producing art examples that are appropriate to student’s age;
- Enjoy musical experiences appropriate to the students’ age, through listening and performing;
- Are aware of and enjoy the most common music and art traditions of Kuwait and other parts of the Arab world throughout history;
- Appropriately balance the intellectual, emotional and motional components of their personality, reinforcing their self-confidence and self-esteem, positive motivation and the capacity to make proper use of their attributes, while respecting and valuing the attributes of others;
- Correctly identify and use their own strengths and weaknesses, build on strengths and work to overcome weaknesses;
- Make informed choices and decisions about health, diet and physical culture and exercise;
- Pursue personal life plans and projects and assess whether and how goals were achieved;
- Act autonomously and responsibly, with the full awareness of consequences;
- Recognize and manage their emotions;
- Relate to, co-operate with and empathize with others;
- Manifest compassion and tolerance toward others;
- Initiate, maintain, and sustain healthy relationships with others, including with individuals from diverse backgrounds;
- Overcome prejudices and compromises that might affect others’ interests;
- Manage stress, anger, traumas and resolve inter-personal conflicts constructively;
- Observe and apply the rules of good behavior and ethics in various situations;
- Make creative use of their knowledge and skills in different situations and new contexts;
- Analyze and draw conclusions for their own life regarding the realities of the local economic setting;
- Take responsible choices regarding future life and profession according to individual needs and the benefit of their society;
- Link harmoniously theoretical knowledge to practical activities, displaying a positive attitude towards learning;
• Apply acquired knowledge and skills to further studies, in work, as well as in their public and private lives.

8. Life and Work, Entrepreneurship, Economic and Financial Competences

These competences refer to enhancing the potential to successfully face the everyday challenges of life and work in a Knowledge Society – meaning Secondary level graduates that:

• Use valuable up-to-date knowledge and instrumental skills which enable them to cope with the challenges of a knowledge society, a global economy, and lifelong learning prospects in an increasingly interdependent world;
• Use creatively knowledge on basic and alternative economic resources in Kuwait and the region;
• Initiate or participate in local economic projects according to individual interests and own; community needs;
• Participate in initiating, organizing, managing, monitoring and evaluating projects that have economic and financing impact;
• Manage resources, time, people and their environment productively and responsibly;
• Work cooperatively with others, share and manage conflicts;
• Act autonomously and responsibly, showing initiative and assessing risks;
• Evaluate own work and reflect critically on aims and purposes;
• Use in his/her interest information on career choice and development, develop individual career; plan and follow it consequently while adapting it to changing individual and social settings;
• Demonstrate openness and potential for learning to live together and promote the principles of sustainable development;
• Show curiosity and inquisitiveness and demonstrate positive and constructive attitudes towards differences;
• Exercise their rights and responsibilities within the family, different communities, the work place, and public life;
• Contribute to preserving the environment and to sustainable development at local and global levels.
### Annex 2: General Competences to be developed by the end of grade 12

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Structure of the General Competences</th>
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</thead>
<tbody>
<tr>
<td>1. Quranic education</td>
<td>Memorizing and reciting</td>
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<td></td>
<td>Understanding and assuming</td>
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<td></td>
<td>Structuring</td>
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<td>2. Islamic education</td>
<td>Understanding and applying</td>
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<tr>
<td></td>
<td>Exploring</td>
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<td></td>
<td>Contributing proactively</td>
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<tr>
<td>3. Arabic</td>
<td>Listening and speaking</td>
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<tr>
<td></td>
<td>Reading and viewing</td>
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<tr>
<td></td>
<td>Writing and using various forms of representation</td>
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<tr>
<td>4. English</td>
<td>Listening to</td>
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<tr>
<td></td>
<td>Speaking</td>
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<tr>
<td></td>
<td>Reading and viewing</td>
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<tr>
<td></td>
<td>Writing</td>
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<tr>
<td>5. Mathematics</td>
<td>Operating</td>
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<td></td>
<td>Exploring</td>
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<td></td>
<td>Analyzing</td>
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<td></td>
<td>Investigating</td>
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<td></td>
<td>Using</td>
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<tr>
<td>6. Science</td>
<td>Explaining and analyzing</td>
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<tr>
<td></td>
<td>Investigating</td>
</tr>
<tr>
<td></td>
<td>Interrelating</td>
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<tr>
<td>7. Art and education</td>
<td>Identifying and analyzing</td>
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<tr>
<td></td>
<td>Producing</td>
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<td></td>
<td>Recognizing and comparing</td>
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<tr>
<td>8.</td>
<td>Identifying and analyzing</td>
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<tr>
<td></td>
<td>Producing</td>
</tr>
<tr>
<td></td>
<td>Recognizing and comparing</td>
</tr>
<tr>
<td>9. Physical and health education</td>
<td>Identifying</td>
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<td>Practicing</td>
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<td></td>
<td>Playing</td>
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</tbody>
</table>
Annex 3: A few methods with potential for active learning

Active learning can be incorporated in the classroom through using different methods and techniques. Effective methods to promote active-learning include:

1. Brainstorming

Brainstorming, like the name suggests, is a flood of activity, from many, adding suggestions on one topic. It is a method you can use when you want your students to quickly produce a set of ideas on a certain topic. Learners use the free flow of ideas to generate as many thoughts as possible within a defined period of time. This is a very useful practice, especially for primary school aged children, because it is a quick way of writing down all the facts that a child knows about the subject/theme to be dealt with in the classroom. Brainstorming is believed to stimulate the building of ideas by a process of association.

Brainstorming Serves Two Major Purposes:
- Students will see quickly what they know about a certain topic
- They will quickly find out what they do not know about that topic.

Brainstorming can be:
- executed very quickly
- a very specific, or very general accumulation of information
- focused on the topic that is to be approached within the lesson
- helpful in creating a listing of facts about the topic to be approached.

Steps in Brainstorming

- **Step 1**: Clearly define the topic to be brainstormed. It could be an open question or a well-formulated problem statement. For example: What do you know about fairy-tales? With what do you associate fairy-tales? Or: What do you know about computers/sports/art/music/nature/Quran/life/water?

- **Step 2**: Aim children to generate as many ideas as possible in 5-10 minutes. You should allow all children in the class to call out any ideas they think about this topic. Encourage each child to present as many ideas as possible. Record these ideas on a chalkboard or flip chart. All responses should be accurately recorded. Don't change, criticize or evaluate any idea. You should however get clarification if people don't understand what is meant by an idea.

- **Step 3**: Keep going until all ideas have been presented and when the session is over, look at the list for common themes. Drop all that are not important. Keep only the most valuable ideas. Combine and improve the ideas; several good ideas can be combined to form a single very good idea.

- **Step 4**: After the listing is over, you might continue with a group discussion in which the ideas are evaluated and the most appropriate selected for implementation or further discussion.

When Should I use brainstorming?

Brainstorming is an effective tool to:
- Expand creative thinking
- Identify issues or opportunities
- Identify possible causes of a problem
- Identify data collection requirements
- Identify possible solutions to a problem
- See different points of view
- Start discussing a new topic

Of special note
- At this point it is not important how practical the ideas may be/are.
- Important is to involve all students in the exercise, to activate them, to make them interested and motivated.
- Try to rely on students' personal – direct experience.
- "Criticism" and discussion are ruled out while suggestions are being listed.
- "Brainstorm" listing should not be longer than 5 minutes.
Questions for brainstorming for different subjects can be:

- How can we measure the length? Come up with as many different ways. (Math)
- What kind of good habits could help us to learn better? (Life skills)
- How can we change the end of this fairy tale? (Reading)
- What are some ways you can demonstrate rhythm? (Music)
- List fruits which may be of different colors. (Art/Science)

2. “Climate Setters”, “Energizers” and “Ice Breakers”

Another method to create active learning is through “Climate Setters”, “Energizers” and “Ice-Breakers”. These are brief activities or exercises to develop readiness for participation in learning events. “Ice Breakers”, specifically, are methods to get participants to feel at ease with one another quickly; they “break the ice”, figuratively, that might have “frozen” and greatly limited interactions among learners. “Climate Setters”, “Energizers” and “Ice Breakers” usually involve physical movement and fun. Energizers usually have the additional purpose of providing a physical “break” or stimuli, release energy and change the pace or mood of the learning process.

- “Charades”: Have the class work in teams of four to five. Instruct the teams to identify one letter of the alphabet they all find difficult. Then have the team describe by different ways (by using different words with this letter, by pantomime and so on) which letter they ask a riddle. Other groups try to guess what they are proposing.
- “Good or New”: Ask each child to share something good or new they have experienced in the last 24 hours.
- “Say compliment”: Working in pairs. Ask children during 3 minutes to say each other as much as possible compliments (once in turn). Who will be the last s/he will a winner.

3. Questioning Strategies - Questions make students ‘think’ and ‘answer’ in the best way (with the best knowledge) they are able to provide. There are 3 suggested kinds of questions useful for stimulating student thinking:

1. Questions facilitate questioning. The questions that direct students on the right track and help them to come forward with their suggestions and research question(s) (example - “What do we know about... and what we do not know?”, “What else would we like to know about this topic?”). While the questioning happens, the teacher only helps to formulate them. After the questions are formulated, the teacher selects only part of them that relate to the study of the topic and are consistent with the research question.

2. The “open-ended questions” with two or more answers are recommended (example - ‘Why did this happen?’).

3. The questions that include the ‘key words’ in it (example - what is the character, function, form, type, role, importance, reason, results, connection, interconnection, shortcomings, advantages, structure, order, rules, etc.?)

Examples:

3.1. Questions facilitating questioning

The teacher creates the table and fills it with children.

<table>
<thead>
<tr>
<th>“What do we know about numbers (lines, colors and so on)?”</th>
<th>“What do we not know about numbers (lines, colors and so on)?”</th>
<th>“What else would we like to know about numbers (lines, colors and so on)?”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

3.2. Open-ended questions:

- “Why hero of tale committed this act? Create the questions with your suggestions in order to clarify this issue and ask the hero. (Reading)
• Ask children to create questions based on this model: “What happens if ……..”

3.3. Questions that include ‘key words’

• Write the central idea “Sounds” in circle and place around this theme the carton shapes of key with “key words” “type”, “peculiarity”, “role”. Children should develop the questions about sounds using key words. For example: What type of sounds there are? What is the peculiarity of each of them? What is the role of each of them in our language? (Such kind of activity you could use for every big topic in any subject)

4. Problem Solving Activities. These are activities the main purpose of which is to acquire learnings through engaging students in the solution of a particular problem or dilemma real to their lives. Problem solving activities can also be used to emphasize the action planning phase of the problem solving approach.

5. Role Playing – Another method to create active learning is through the use of role playing. In role playing, the teacher may ask the children to create a play, a brief enactment to be presented to one another. In ‘role playing’, learners explore real-life situations -- human relations problems, for example-- by enacting problem situations and then discussing the enactments. Role playing should not be too long, perhaps 15 minutes in one class, so that observers do not get tired and lose interest. They should also be followed by a brief group discussion to analyze the problems, skills and solutions portrayed.

Steps in Role Playing

• **Step 1**: Warm up the group: Warm up the group by presenting learners with a problem, providing examples, and having students predict what might happen. Learners may also determine the problem they wish to explore.

• **Step 2**: Select participants: In selecting participants, the characters and their characteristics are identified and learners, volunteers or the teacher assigns the roles in the play.

• **Step 3**: Set the stage: The teacher, with suggestions from the learners determines the line of action and the setting are establish and then the roles are restated. There is no scripting or set dialogue. The roles of the characters may be written or verbally outlined by the teacher. Role descriptions are most effective when they are briefly specified but the players have the freedom to add and delete as the role play progresses. The “stage” is set by the teacher by giving guidelines or suggestions about the place or situation in which the roles will be played.

• **Step 4**: Prepare the observers: The teacher should prepare the observers to make sure that the whole group stays involved; the teacher is encouraged to assign them tasks. For example, the observers could evaluate the realism of the role playing, respond to the effectiveness and sequences of the role players’ behavior, and define the feeling and ways of thinking of the persons being portrayed.

• **Step 5**: Enact: When ready to make a presentation, the players should assume the roles and spontaneously “live” the situation from beginning to end of the situation.

• **Step 6**: Discuss and Evaluate: After the presentation, the role players and the observers should discuss and evaluate the action of the role playing; the focus of the role playing is discussed, and the next enactment is developed.

• **Step 7**: Share Experiences and Generalize: After the presentation the role players and the observers with the guidance of the teacher should share experiences and generalize the problem situation. This may be related to children’s current problems. The real experiences should be discussed in a non-threatening way.

When Role Playing should be used?

Role playing is particularly useful in identifying problems and ways to solve them in a practical and skill-building approach.

Example: In an Arabic language lesson, teachers can use role playing for developing the competences of speaking and listening. In pairs, students will speak about their favorite family member/toy/game/book/friend/place in their house/subject in school. They will ask and answer questions about the topic, expressing their feelings and attitudes to their favorite’s persons/ objects etc. The colleagues will evaluate the information offered by each partner in the role play, the way they expressed their feelings and attitudes, the way they formulated questions, if they were polite to each other when discussing etc.

5. Undertaking/ experimental activities – Another method to create active learning is through the use of performing activities.
When and how to use experimental activities?

Use activities when a topic or idea is best presented in a visual manner for more direct impact.

- The Teacher may either prepare the activity or asks the learners to do so.
- All class members should be put in a position to participate for greatest effect.
- A presentation of an activity to other class members needs to be rehearsed to ensure smooth running.
Annex 4: Plan the teaching and learning

The role of ‘planning’ in the process of guiding your learners:

Think of ‘planning’ your teaching like you would plan anything that is important enough to require preparations, for example planning a holiday trip or any other important journey. In fact, you, as a teacher, are indeed planning a journey, an exploratory journey, not for yourself in this instance, but for your learners. Your planning may lead you to devise a road map, a guiding plan for the trip you imagine for your learners. This kind of planning helps you to ensure, in a coherent manner, your learners’ acquisition of the specific competences included in the curriculum. In this travel you have to be their guide, their companion, and also the person who assesses the measure in which each learner solved the problems that occurred along the way, and also the progress each of them made during the travel you imagined for them.

1. Annual Planning

*Note:* Teachers should be aware of the competences to be developed in grade one and should make sure that they are all developed by the end of the grade. They may add competences from the official document to the ones provided in each period and they should work on the ones that need to be developed

*To train teachers* to be good plan designers, they will receive the plans of the first 2 periods only and design their own plans for 3rd and 4th periods with the help of HODs and school supervisor.

2. Learning unit Planning:

*Note:* Teachers should be aware of the competences to be developed in each unit. *Additions* in the unit are the competences added by teachers and not listed in the provided unit’s. In reflections section teachers write competences that were not developed in a certain unit and need to work on them. Teachers write their feedback about students’ performance in the same section.

Teachers will receive the plans of the first 5 units only and design their own unit plans for the rest of the units with the help of HODs and school supervisor.
Curriculum and Curriculum Standards for Primary Education

(Grade 1)

**Annual Planning for Terms 1 and 2**
Based on the new Curriculum
*New Fun with English*
2015-2016
<table>
<thead>
<tr>
<th>Unit title</th>
<th>Competences to be developed</th>
<th>Standards to be achieved</th>
<th>Formative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello My body</td>
<td>1.1 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations 1.3 Following simple instructions given by the teacher in the classroom 2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in small conversations or individual speech 3.2 Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials 4.2 Drawing pre-letter figures from left to right</td>
<td>1.1 Recognize words, instructions of English heard from natural sources (e.g. different persons’ speech) or electronic ones (recorded material) 1.3. Listen to and follow simple instructions in English related to life in the classroom 2.1 Use appropriate simple vocabulary to indicate/name classroom objects, body parts, family, food items and other things in small conversations or individual speech 3.2 Read illustrations, pictures, signs and letters in written and visual materials. 4.2 draw correct figures of pre letters and simple figures from left to right.</td>
<td>• Worksheets O • Projects O • Quizzes O • Portfolio O • Questions O • Observation O • Paper pencil tasks</td>
</tr>
<tr>
<td>My/ family</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Voc. Hello, teacher, yes, no, Hi, goodbye, numbers 1-10, sister, school, Muslim, apple, ear, nose, hand, foot, eye, mouth, leg, arm, head, face, toe, touch, family, mother, father, brother, , thank you, camera, read, pray please ,drink, eat, cook, ball</td>
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<tr>
<td></td>
<td>Str. I'm, Possessive adjectives: (my, his, her, your); who's this; Plurals: leg/legs, ...imperatives and possessive adj., Present simple: We read. They pray; Present Continuous, What's (he) doing? He’s She’s (eating); How many ...?</td>
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<tr>
<td></td>
<td>Func. Greetings &amp; responses, counting, Introduce oneself, asking for and giving information, Identifying body parts, asking people to do something, understanding simple instructions counting, describing actions.</td>
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<tr>
<td></td>
<td>Note Teachers are advised / encouraged to use extra material &quot; voc. ,str. , l. functions&quot; - Students are assessed according to the required content/above</td>
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<tr>
<td>Teacher's Reflections:</td>
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<tr>
<td>Competences</td>
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<tr>
<td>Added by teachers</td>
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<tr>
<td>Need to be developed</td>
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<tr>
<td>in the coming periods</td>
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</tbody>
</table>
## Second period  
(Time: 7 weeks)

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Competences to be developed</th>
<th>Standards to be achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>My house</td>
<td></td>
<td>By the end of the Second Evaluation period pupils are expected to …</td>
</tr>
<tr>
<td>I like apples</td>
<td>1.2 Distinguishing sounds in simple words as well as phrases and sentences by focusing attention before and while listening</td>
<td>1.2 Distinguish, with teacher’s guidance, English sounds which are not represented in Arabic</td>
</tr>
<tr>
<td></td>
<td>1.4 Listening respectfully to the speaker</td>
<td>1.4. Listen attentively and respond politely to speakers in different situations</td>
</tr>
<tr>
<td></td>
<td>2.1 Using simple words, expressions and sentences to express themselves about self, family, food and other items in small conversations or individual speech</td>
<td>2.1 Use appropriate simple vocabulary to indicate/name classroom objects, people and places “home”, food items and other things in small conversations or individual speech</td>
</tr>
<tr>
<td></td>
<td>2.2 Responding to simple communicative situations in mini dialogues related to every day topics</td>
<td>2.2 Use simple language related to location of objects communicatively in mini-dialogues</td>
</tr>
<tr>
<td></td>
<td>3.2 Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials</td>
<td>3.2 Read illustrations, pictures, signs and letters in written and visual materials.</td>
</tr>
<tr>
<td></td>
<td>4.2 Drawing pre-letter figures from left to right</td>
<td>4.2. Draw correct figures of pre-letters from left to right</td>
</tr>
<tr>
<td></td>
<td>4.3 Following a simple written pattern neatly based on Teacher’s support.</td>
<td>4.3 Handle project tools neatly and in an organized manner on their own (pencils, papers, colors, glue, plastic scissors, pictures)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formative Assessment</td>
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<td>- Worksheets O</td>
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<td>- Projects O</td>
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<td>- Quizzes O</td>
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<td>- Portfolio O</td>
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<td>- Questions O</td>
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<td>- Observation O</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Paper pencil tasks</td>
</tr>
</tbody>
</table>

### Content

| Voc. | Chair, table, computer, desk, nice, a drink, please, thank you, want, fridge, kitchen, door, sofa, in, garden, bed, bedroom, wall, colors, egg, sandwich, orange, honey, banana, date, pizza, ice cream, burger, chocolate, on |
| Str. | Do you want (a drink)? Yes, please. No, thank you. Where’s …? He/ She are in the ….. What color is the …? The ….. is ….. What color are the …..? The ….. are …..? What’s this? It’s a ….. This is my ….. Present continuous / Short forms The beds ….. Can I have a / a ….. / some …? Yes, here you are / No I don’t have ….. / Present simple / I don’t like ….. Do you like …..? Yes, I do. No I don’t. Where is …..? Where are these? |
| L. Fun: | Making offers, Responding politely to offers, Expressing gratitude, Expressing approval, Asking and answering questions, Describing colors, Using polite requests, Expressing gratitude, Expressing likes and dislikes, Counting |

### Teacher’s Reflections

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<table>
<thead>
<tr>
<th>Teacher's Reflections</th>
<th>16</th>
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<tr>
<td>Competences</td>
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## Third period  (Time: 7 weeks)

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<tr>
<th>Unit title</th>
<th>Competences to be developed</th>
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<th>Formative Assessment</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td>By the end of the third Evaluation period pupils are expected to …</td>
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### Content

### Teacher’s Reflections

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<table>
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<td>in the coming periods</td>
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</table>
## Fourth period  
(Time: 7 weeks)

<table>
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<tr>
<th>Unit title</th>
<th>Competences to be developed</th>
<th>Standards to be achieved</th>
<th>Formative Assessment</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>By the end of the fourth Evaluation period pupils are expected to …</td>
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</tbody>
</table>

### Content

### Teacher's Reflections

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<table>
<thead>
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<th>Need to be developed in the coming periods</th>
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</tbody>
</table>
Curriculum and Curriculum Standards for Primary Education

(Grade 1)

Learning Unit plans

Based on the new Curriculum

New Fun with English

-2015-2016
# Unit Planning

**Grade One**

*New Fun with English*

(1 A)

## Unit (1) Number of teaching periods ( )

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Competences to be developed</th>
<th>Standards to be achieved By the end of unit one pupils are expected to</th>
<th>Learning Activities</th>
<th>Resources</th>
<th>Formative Assessment</th>
</tr>
</thead>
</table>
| Hello      | 1.2 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations  
1.3 Following simple instructions given by the teacher in the classroom  
2.2 Responding to simple communicative situations in mini dialogues related to every day topics  
3.2 Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials  
4.2 Drawing pre-letter figures from left to right | 1.3 Recognize words, instructions of English heard from natural sources (e.g. different persons’ speech) or electronic ones (recorded material)  
1.3 Listen to and follow simple instructions in English related to classroom  
2.2 Use simple language related to location of objects communicatively in mini-dialogues  
3.2 Read illustrations, pictures, signs and letters in written and visual materials.  
4.2 Draw correct figures of pre letters and simple figures from left to right. | • Using TPR “Total Physical Response” activities e.g. (Please, stand up! Sit down! Open please your notebooks!).  
• Participate in a role play activity with classmates e.g.:  
A: Where is my pencil, please?  
B: I see … Here on the table.  
A: Thank you.  
• Discriminate English letters from other shapes and symbols using worksheets or iPads  
• Pre-writing exercises: e.g. Draw and colour shapes; trace and draw zigzag lines; copy, draw and close shapes from left to right. | Grouping (individual work, pair work, etc.)  
- Materials/Resources (visual and audio aids etc.)  
- Worksheets  
- Projects  
- Quizzes  
- Portfolio  
- Questions  
- Observation  
- Paper pencil tasks |

## Content

*Voc.* Hello, teacher, yes, no, hi, goodbye, numbers 1-5, sister, school, Muslim, apple  
*Str.* I’m, Possessive adjectives: (my, his, her, your); who’s this, this is ……  
*Func.* Greetings & responses, counting, Introduce oneself
<table>
<thead>
<tr>
<th>Teacher's Reflections</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Teacher's Additions</th>
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</thead>
<tbody>
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</tbody>
</table>
# Grade One

**New Fun with English**

## Unit (2)  Number of teaching periods ( )

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Competences to be developed</th>
<th>Standards to be achieved By the end of unit two pupils are expected to</th>
<th>Learning Activities</th>
<th>Resources</th>
<th>Formative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>My body</td>
<td>1.1 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations</td>
<td>1.1 Recognize words, instructions of English heard from natural sources (e.g. different persons’ speech) or electronic ones.</td>
<td>• Students (Ss) raise their hands when they hear initial/ final sounds in simple words “3-4 letters” said by the teacher. • Some pictures of body parts are distributed among groups. Parts of the body are cut into pieces and so are asked to collect the parts and name them • Recognize letters of English in a picture with different shapes, they circle just the letters and read them • Ss write first initial missing letters in words under pictures provided by the teacher</td>
<td>Grouping (individual work, pair work, etc.) - Materials/Resources (visual and audio aids etc.) ICT tools</td>
<td>• Worksheets O • Projects O • Quizzes O • Portfolio O • Questions O • Observation O • Paper pencil tasks</td>
</tr>
<tr>
<td></td>
<td>2.1 Using simple words, expressions and sentences to express themselves about self, family, food and other items in small conversations or individual speech</td>
<td>2.1 Use appropriate simple vocabulary to indicate / name body parts and other things in small conversations or individual speech</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2 Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials</td>
<td>3.2 Read illustrations, pictures, signs and letters in written and visual materials.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.1 Writing simple words and using drawings to indicate objects or feelings</td>
<td>4.1 Trace and copy simple letters and words related to body parts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Content

- **Voc.** ear, nose, hand, foot, eye, mouth, leg, arm, head, face, toe, touch
- **Str.** Who’s this, Plurals: leg/legs, imperatives and possessive ad?
- **Func.** asking for and giving information, Identifying body parts, asking people to do something understanding simple instructions

### Teacher’s Reflections:

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# Grade One

## New Fun with English

### Unit (3) Number of teaching periods (  )

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Competences to be developed</th>
<th>Standards to be achieved By the end of unit three pupils are expected to</th>
<th>Learning Activities</th>
<th>Resources</th>
<th>Formative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>My body</td>
<td>1.2 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations</td>
<td>1.2 Recognize words, instructions of English heard from natural sources (e.g. different persons’ Speech) or electronic ones.</td>
<td>• Ss raise their hands when they hear initial/ final sounds in simple words “3-4 letters” said by the teacher.</td>
<td>Grouping (individual work, pair work, etc.)</td>
<td>- Worksheets O</td>
</tr>
<tr>
<td></td>
<td>2.1 Using simple words, expressions and sentences to express themselves about self, family, food and other items in small conversations or individual speech</td>
<td>2.1 Use appropriate simple vocabulary to indicate / name body parts and other things in small conversations or individual speech</td>
<td>• Some pictures of body parts are distributed among groups. Parts of the body are cut into pieces and Ss are asked to collect the parts and name them.</td>
<td>- Materials/ Resources (visual and audio aids etc.) ICT tools</td>
<td>- Projects O</td>
</tr>
<tr>
<td></td>
<td>3.2 Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials</td>
<td>3.2 Read illustrations, pictures, signs and letters in written and visual materials.</td>
<td>• Ss recognize letters of English in a picture with different shapes, they circle just the letters and read them</td>
<td>- Quizzes O</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.1 Writing simple words and using drawings to indicate objects or feelings</td>
<td>4.1 Trace and copy simple letters and words related to body parts</td>
<td>• Ss write first initial missing letters in words under pictures provided by the teacher</td>
<td>- Portfolio O</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Voc. ear, nose, hand, foot, eye, mouth, leg, arm, head, face, toe, touch</td>
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<td></td>
<td>- Questions O</td>
<td></td>
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<tr>
<td></td>
<td>Str. Who’s this, Plurals: leg/legs, imperatives and possessive ad?</td>
<td></td>
<td></td>
<td>- Observation O</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Func. asking for and giving information, Identifying body parts, asking people to do something understanding simple instructions</td>
<td></td>
<td></td>
<td>- Paper pencil tasks</td>
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</tbody>
</table>

27
Teacher’s Reflections:

Teacher’s Additions:
<table>
<thead>
<tr>
<th>Unit title</th>
<th>Competences to be developed</th>
<th>Standards to be achieved By the end of unit four pupils are expected to</th>
<th>Learning Activities</th>
<th>Resources</th>
<th>Formative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>My house</td>
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<td></td>
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</tr>
<tr>
<td>1.2</td>
<td>Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations</td>
<td>1.3 Recognize words, instructions of English heard From natural sources (e.g. different persons’ speech) Or electronic ones.</td>
<td>• Ss raise their hands when they hear initial/ final sounds in simple words “3-4 letters” said by the teacher.</td>
<td>Grouping (individual work, pair work, etc.)</td>
<td>- Worksheets  O</td>
</tr>
<tr>
<td>2.1</td>
<td>Using simple words, expressions and sentences to express themselves about self, family, food and other items in small conversations or individual speech</td>
<td>2.1 Use appropriate simple vocabulary to indicate / name body parts and other things in small conversations or individual speech</td>
<td>• Some pictures of body parts are distributed among groups. Parts of the body are cut into pieces and Ss are asked to collect the parts and name them.</td>
<td>- Materials/ Resources (visual and audio aids etc.) ICT tools</td>
<td>- Projects O</td>
</tr>
<tr>
<td>3.2</td>
<td>Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials</td>
<td>3.2 Read illustrations, pictures, signs and letters in written and visual materials.</td>
<td>• Ss recognize letters of English in a picture with different shapes, they circle just the letters and read them</td>
<td>- Quizzes O</td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>Writing simple words and using drawings to indicate objects or feelings</td>
<td>4.1 Trace and copy simple letters and words related to body parts</td>
<td>• Ss write first initial missing letters in words under pictures provided by the teacher</td>
<td>- Portfolio O</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Voc. Chair, table, computer, desk, nice, a drink, please, thank you, want, fridge, kitchen, door, sofa, in, garden, bed, bedroom, wall, colours</td>
<td></td>
<td></td>
<td>- Questions O</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Str. Do you want (a drink) Yes, please. No, thank you, Where's ......)? He/ She are in the ......What colour is the ......? The ......is ......What color is the ......? The ...... are ....../ What's this? It's a ...... This is my ...... Present continuous / Short forms The bed's ......</td>
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<td></td>
<td>- Observation O</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Func. Making offers, Responding politely to offers, Expressing gratitude, Expressing approval, Asking and answering questions, Describing colors</td>
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<td>- Paper pencil O</td>
<td></td>
</tr>
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<td>Teacher’s Reflections:</td>
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<tr>
<th>Teacher’s Additions:</th>
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</table>
## Effective Teaching of Grade One

### New Fun with English

#### Unit Five - Number of teaching periods ( )

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Specific Competences to be developed</th>
<th>Standards to be achieved; By the end of unit five, pupils are expected to</th>
<th>Learning Activities</th>
<th>Resources</th>
<th>Formative Assessment</th>
</tr>
</thead>
</table>
| **I like apples** | 1.1. Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations  
2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in small conversations or individual speech  
2.2. Responding to simple communicative situations in mini dialogues related to everyday topics.  
2.3. Building up positive personal motivation to speak with peers and adults using simple phrases and sentences.  
3.1. Reading aloud grade level words and phrases and identifying some of the high frequency words associated to images or symbols  
3.4. Reading English letters, frequent words, and Arabic digits they can Meet in familiar contexts.  
4.1. Writing simple words and using drawings to indicate objects or feelings | 1.1. Recognize words, phrases, instructions of English heard from natural sources or electronic ones (recorded material)  
2.1. Use appropriate simple vocabulary to indicate/name classroom objects, people and places, food items and other things in small conversations or individual speech.  
2.2. Use simple language related to location of objects communicatively in mini dialogues  
2.3. Use simple words to speak clearly with a positive attitude about different simple topics such as oneself, others, family, school and country.  
3.1. Read grade level words and phrases clearly.  
3.4. Read letters, numbers in digits from 1-6 , and words related to parts of the body in English  
4.1. Write simple words or phrases related to issues learned in school | • Reproduce simple English high frequency words, heard in short oral messages related to food items.  
• Listen to and repeat simple sentences pronounced by the teacher or through recorded material.  
• Participate in simple role play activities in which pupils express likes, dislikes and gratitude.  
• Describe simple pictures using simple language.  
• Recognize the relation between sounds and their corresponding symbols.  
• Follow words from left to right and from top to bottom on the printed page.  
• Recognize the spacing between words from a printed simple text.  
• Read numbers in digits from 1-6 in English  
• Read words related to food items in English.  
• Write words under pictures. | Grouping (individual work, pair work, etc.)  
- Materials/Resources (visual and audio aids etc.)  
ICT tools  
- Worksheets  
- Projects  
- Quizzes  
- Portfolio  
- Questions  
- Observation  
- Paper pencil tasks |

### Content

**Voc.** teacher, numbers (1-20) table, desk, computer, class, library, ruler, eraser  
**Str.** *Can I have a/an/ some …? Yes here you are. No I don’t have… - Do you like…? - Yes, I do/No, I don’t. - Where is/are …?*  
**Fun.** Expressing likes (I like apples, milk, bananas ...) Asking Politely (May I have …., please?) Expressing Gratitude (thank you …) *Making* suggestions (let’s…)

### Teacher’s Reflections:

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Effective Teaching of Grade I

Teacher’s Additions:
### Grade One

*New Fun with English*

#### Unit 6 - Number of teaching periods ( )

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Specific Competences to be developed</th>
<th>Standards to be achieved; By the end of unit six, pupils are expected to</th>
<th>Learning Activities</th>
<th>Resources</th>
<th>Formative Assessment</th>
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</thead>
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## Grade One
*New Fun with English*

### Unit (7) (Time) " " weeks

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35
## Grade One

*New Fun With English*

**Unit (8) (Time) " " weeks**

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**Content**

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**Teacher’s Additions:**

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39
# Grade One

*New Fun with English*

## Unit (10) - Number of teaching periods ( )

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Curriculum and Curriculum Standards for Primary Education

(Grade 1) Unit 1 Lesson 2

Suggested Sample Lesson plan

Based on the new Curriculum

New Fun with English

-2015–2016
Lesson Planning  
Grade One  
New Fun with English

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Competences to be developed</th>
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Methodology: See module ".....", curriculum guide
Grade 1 (Sample of a lesson)

The main aim of this section is to show teachers how they are going to adapt the current textbook to specific competences in grade one. The tackling of the lessons should be different from the traditional ways some teachers are using now. There is a focus on using technology in teaching to develop the desired competences. Integrating different concepts is an aim. Teachers may teach food items and refer to colors and tap sounds of the letters at the same time. No focus on single items but they are all integrated. Students play games while singing, learning. Exposure to the language is a key to do this.

Sample lesson

Unit 5 Lesson 5 Topic "I like apples"
Competences:
Speaking: 2.1 using simple words, expressions and sentences to express themselves about self, Family, food and other items in small conversations or individual speech.
Reading: 3.1 Reading aloud grade level words and identifying some of the high frequency words Associated to images and symbols.

Language Functions: expressing likes and dislikes
New Voc. : Honey, chocolate

Procedure and activities: Warming up

- Revising pre-taught letters of the alphabets using the (bits board pre-school) app on the iPad. Or any app that fulfill the task. Pupils will listen and choose the correct letter. (1.1 - 2.2)
- Revising food items. Inviting pupils to play a game using cards/regalia (show me the banana), (show me an apple) and using the language focus. (1.5)
- Inviting pupils to come out and draw some food items that begin with the same initials (banana, burger) showing them one card with a food item name and inviting them to read it aloud. (4.1)
- Using realia. The teacher shows the pupils the items honey and chocolate, then asks them if they like honey or chocolate, what kinds of chocolate do they like? What do they eat honey with? When do they eat honey/chocolate? Etc...? (2.2)
- Listening to a song (Do you like broccoli ice-cream?)
  http://www.youtube.com/watch?v=frN3vHLHUK
- Playing the video again pausing on some pictures to ask if they like (broccoli?) (2.2)
- Asking pupils to look at the picture and spot the differences. (2.2) critical thinking
- Inviting pupils to ask and answer in groups using realia after setting an example by the teacher using (do you like…. ?) to answer with (yes, I do ) or (no, I don’t ). (2.2)
Criteria:
- General comprehension with occasional errors
- Use new words and appropriate expressions
- Express ideas clearly in complete sentences
- Identify high frequency words
- Put forth good effort
- Play / work cooperatively with others

Sample lesson (2)
Unit 4 Lesson 5 Topic “My house”
S. Competences:
- **Reading:** Reading aloud grade level words and identifying some of the high frequency words associated to images or symbols
- **Writing:** Writing simple words and using drawing to indicate objects.
- **Language functions:** Describe colors. / Ask for & give information
- **Grammar:** What color is/ are...? It’s.../ They is....

Procedure and activities:

**Warming up:**
- Watching a video of “A song about colors” and encouraging pupils to sing along while picking up objects with the color they are singing about. (1.5 – 2.2)
- Displaying student’s project from the previous lesson of their house (cut a paste project of a house and its different rooms with furniture) and having each learner talk about his/her house. (Using the language focus while the teacher asks what color is/ is….) (2.1)
- Handing out worksheets of furniture to color as well as letters to match to the furniture. (3.2 – 4.3)
- Showing a find the object picture or handing out a find the object worksheet. (2.2 – 3.3)

**Exercise:** “Listen and color” PB, p.29:
- Handing out a picture of a house with different rooms that include furniture mentioned in the CD and having learners listen and color the furniture. (1.3 – 4.4)

**Playing “Find the letter”:**
- Handing out worksheets with a letter on it and learners find the corresponding picture and coloring it. (Letter R worksheet is more of a critical thinking worksheet or can be used as an enrichment activity) (4.3)
| Specific Competences to be Developed Through unit (……..) | Listening: .................................................................................................................................
| | ...........................................................................................................................................
| | ...........................................................................................................................................
| Speaking: ...................................................................................................................................
| | ...........................................................................................................................................
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| Reading: ......................................................................................................................................
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| Language Focus | Grammar: ...................................................................................................................................
| | Language Functions: |
| | ...........................................................................................................................................

| New Vocabulary | ...........................................................................................................................................
| | ...........................................................................................................................................

| Phonics (sounds) | ...........................................................................................................................................


| Methods & Techniques | O Demonstration O Discussion O Question /Answer O Drilling O Interaction: O ( T/P) O (P/P) O Group Work O Role Play O Learning by Doing O TPR O The Young Teacher
| Critical thinking: ..............................................................................................................................
| | ...........................................................................................................................................
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| O PB (p. .......), O AB (p. .......), O OHP, O ICT, O CD Player, O Real Objects, O Realia, O Pictures, O Graphic Organizers, O Others | • Activities: .................................................................
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47
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<th>Worksheets</th>
<th>Oral presentation</th>
<th>Observation</th>
<th>Quizzes</th>
<th>Pair/Group work</th>
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HOD

School Principal

Supervisor
Teaching & Learning Strategies

Based on the new Curriculum

*New Fun with English*

*Grade 1*

2015-2016

For more information about the topic read Module IV
Curriculum Development

When designing a curriculum to teach English to young children, there are certain things we need to consider and teachers need to know.

- **Aims**: What do we hope to achieve by teaching English to children?
- **Activities**: What kinds of activities will we use to teach English?
- **Intended Outcomes**: What do we want the children to know/be able to do etc?
- **Classroom management**: How are we going to manage the children and structure the lesson?
- **Units**: What kinds of topics do we want to cover?
- **Grammar**: What grammatical structures will we teach?
- **Everyday language**: What everyday expressions and vocab. Do we want the children to learn?
Undertaking effective teaching:

The new Kuwait National Curriculum is, first and foremost, learner and learning-centered. This means that the focus of the education process is on the student and her/his learning.

Effective teaching strategies within a competency-based curriculum need to consider:

A. the characteristics of the situation, the learner and prior learning,
B. the student's internal motivation, interest, relevance and attitude.
C. the learning environment created by the teacher (motivation, interest, relevance, attitude of the student).

Thus, you, as a teacher, need to:

- realize that learning should start from the students’ previous knowledge. This means it starts from what the student already knows and from what is relevant for the student’s personal development and the development of what may be considered agreeable social relationships.
- recognize that education takes place through individual study by students and group activities, both of major importance, depending on the context of the process.
- appreciate the importance of the curriculum standards (what the students are expected to achieve). This gives the teacher a better understanding of students’ gradual learning progression. It also allows the teachers to take the best measures in order to enhance every student's individual performance, even going beyond the curriculum standard where appropriate.
- develop a clear plan of action, indicating, step by step, how the students will concretely achieve these curriculum standards. With this in mind, teachers need to apply effective techniques to enhance students on-going learning.
- apply teaching approaches that proved to be effective,

Successful learning frequently takes place when the teacher:

- enhances student learning by employing different learning styles at different speeds of presentation and also at different dynamic levels.
- promotes learning via constant inquiry, effort and self-discipline.
- recognizes that learning develops relationships and abilities and contributes to acquiring competences (knowledge, skills and attitudes/values).

Most recent teaching approaches aim at developing the students’ competences through gaining a combination of knowledge, skills, attitudes and values. This ensures that students can meet the challenges of today’s rapidly evolving world in terms of both functionality and employability. Learners need to acquire skills, process, analyze and interpret new knowledge independently in a flexible and creative manner, think critically, reflect on ideas, and draw conclusions from collected information. Experience demonstrates that the learner-centered teaching approach and active/interactive teaching methods effectively provide learners with these skills and abilities.
Teaching Strategies

Planning to teach:
Quality Teaching Model
When planning for the effective teaching for students who need additional support, it is useful to consider the following:

- **What do I want the students to learn?**
  *Consider:*
  - Syllabus requirements
  - What the students already know, understand and can do

- **Why does the learning matter for the students?**
  *Consider:*
  - How does the learning link to prior learning?
  - Does the learning have meaning in the world behind the classroom?

- **What am I going to get the students to do or produce?**
  *Consider:*
  - Teaching strategies
  - Learning processes
  - Products
  - Classroom organization

- **How well do I expect them to do it?**
  *Consider:*
  - High expectations for students performance and for product
  - How ill students know what a quality product looks like?
  - How will I know when they have achieved the outcomes?
I- Listening Strategies

It is quite clear that listening is the skill that children acquire first, especially if they have not yet learnt to read.

Types of listening activities

1. Listen and do activities
   - The most obvious ‘listen and do’ activity which we can and should make use from the moment we start the English lessons is giving genuine instruction.

   Example:
   - Sit down, please
   - Give this pen to Salem, please
   - Please, come to the white board

   What you need and what to do?
   - Prepare some imperative sentences related to the topic of the lesson
   - Write them down on a piece of paper
   - Divide the students into some groups

   Instructions:
   - Ask one of the student of the group to take a piece of paper randomly
   - The teacher read aloud the sentences inside the paper
   - The students perform the activity based on the instruction given in a turn

   The advantages with this type of activity is that you know at once if the children have understood. You can check classroom vocabulary, movement words, counting, spelling. They will still be able to do the activity by watching the others.

2. Listen for information:
   - It is really the umbrella heading which covers a very wide range of listening activities. We are taking it to mean listening for detail, specific information.
   - These can often be used to check what the children know, and also can give them new information

   Example:

   Children need to listen carefully what teacher said, then they are required to match the information to the suitable picture.
“Has anyone seen this boy?” He has dark hair and big ears. He is wearing rubber boots and carrying a football. He has a striped shirt and short trousers. Put a cross by the right correct!

3.

Children love coloring pictures and we can easily make this activity into a listening activity. The following is the example of ‘listen and color’ with the combination between color and number.

“The boy’s hair is black and he has a green bag. The boy’s father has a brown car. There are two white dogs running after the car.”

II-Speaking Strategies

Being able to speak English fluently is critical to our ELLs’ English Language Learners’ success both inside and outside the classroom. ELLs must pass a speaking portion of a language proficiency assessment to score out of ESOL “English for speakers of other languages” services and be fully immersed in mainstream classes without support.

We always see a number of students, from every cultural background, which are too shy to speak up in the classroom or to answer a question, even when they have the answer. These strategies help all students improve their language development in a supportive, encouraging way. At the end of the list are some strategies specific to helping ELLs acquire and use oral language.

1. Model language by saying aloud and writing the ideas and concepts you’re teaching.
2. Model what a fluent reader sounds like through focused read-aloud.
3. Be explicit. Give each activity you do a name, the simplest and most accurate name that you can, and then repeat the activity, so students can learn the verbal and written cues and procedures.
4. Tell students what they are learning about each day and whether they will be reading, writing, listening, or speaking.
5. Make expectations clear for behavior, written assignments, independent practice, and group work.
6. Write key expectations on a chart and keep the chart posted for reference.
7. Use a rubric whenever possible to help students evaluate their behavior and work.
8. Have students retell stories aloud. Record their retellings in their own words to create a language experience chart that can be used for future reading and writing lessons with this group.
9. Teach choral speaking and reading. Sing or read songs. Children can bring in a favorite song to perform alone or as a group, but make sure you have heard the song first and can approve it.
10. Have students read and perform simple Readers.
11. Practice dictation, especially for learning spelling. Allow students to take turns dictating, too. Use full sentences for contextualizing the spelling words.
12. Experiment with speaking and writing in different tenses and using different types of expressive language. For example, say the same word or phrase using a tone that is happy, sad, angry, and so forth. Use facial expressions—a smile, frown, or quizzical look—to embed more meaning in your speech. For beginners, hold up picture cards showing expressive faces and have them act out these expressions.
13. Explain by showing, not just telling. Act it out if you have to or use visual tools such as sketches and diagrams or actual objects.

Correct content, not grammar. To model proper grammar and syntax, restate or rephrase students’ questions or statements. You can do this in writing too.

\[
\begin{align*}
\text{Student} & : \text{I put mines pencil on that desk.} \\
\text{Teacher} & : \text{I put my pencil on that desk, too.}
\end{align*}
\]

OR

\[
\begin{align*}
\text{Student} & : \text{Who go to bring the duster today?} \\
\text{Teacher} & : \text{Hmmm, let’s see . . . Who is going to bring the duster today?}
\end{align*}
\]

To express proper intonation and pitch, be aware that you modulate your voice, make adjustments in tone, and use a range of pitch with everything you say to your students. We do this naturally anyway; for example, our voices rise at the end of a question. When asking questions, give choices for the answer. This will also help you check for understanding especially in the earlier stages of language acquisition. For example, ask,
“Would you like pizza or a hamburger for lunch?”

14. Respond to the interests of the children. Provide reading, speaking, listening, and writing activities and opportunities in which students can share their hobbies and interests.

15. Encourage students to describe, summarize, define, contrast, and compare by modeling. Be sure to show and not just tell when teaching a new concept, idea, or vocabulary.

16. Be your own glossary. If you use an unfamiliar word, define it for the class as part of your lesson.

17. Don’t assume that students truly understand the subject being discussed just because they are nodding and even answering your questions. Monitor what you say to make sure that they understand. When in doubt, ask the class to restate the directions you’ve given or the ideas you’ve presented.

18. Develop vocabulary over time, in different learning contexts—use the target words in large and small groups and one-on-one formats. Post vocabulary words in the room on chart paper.

III-Reading Strategies

Studies show that children need to practice reading every day in order to improve their reading skills. Developing and teaching reading strategies to elementary students will help increase their reading ability. Often when students get stuck on a word they are told to "sound it out." While this strategy may work at times, there are other strategies that may work even better. The following is a list of reading strategies for elementary students. Teach your students these tips to help improve their reading ability.

1. Word Walls

A Word Wall is a categorical listing of words that have been taught in the classroom and displayed on the wall. Students can then refer to these words during direct instruction or throughout the day. Word walls provide students with easy access to words they need to know during activities. The most effective word walls are used as a learning reference throughout the year.

   **Sample of word wall activities “high frequency words”**

| a, and, big, blue, can, come, down, find, for, funny, go, help, here, I, in, is, it, jump, little, look, make, me, my, not, one, play, red, run, see, the, three, to, two, up, we, where, yellow, you |

   Primer: all, am, are, at, ate, be, black, brown, but, came, do, eat, four, get, good, have, he, into, like, must, new, no, now, on, our, out, please, pretty, ran, ride, saw,
How to Use a Word Wall

- Write words in large black letters and use colorful backgrounds to easily distinguish words.
- Use a variety of activities to practice words such as: clapping, snapping, cheering, tracing, playing guessing games, etc.
- Make sure the words are spelled correctly and spaced out evenly.
- Add new words to the wall every week.
- Use Velcro to attach the words to the wall to make it interactive.
- Post frequently misspelled words.

2. Word Families

Teaching about word families is an important part of learning. Having this knowledge will help students decode words based upon letter patterns and their sounds. According to (Wylie & Durrell, 1970) once students know the 37 most common groups, and then they will be able to decode hundreds of words. Help children recognize and analyze word patterns by learning about the benefits of word families, and most common word groups.

**Word Families** are sometimes referred to as groups, chunks or rimes. A word family has something in common with each other, have it be the prefix, suffix or root word. For example, green, grass, grow all have the "gr" sound in the beginning of the word.

- **ack-** back, hack, pack, rack
- **ain -** brain, chain, main, plain
- **ake -** awake, bake, cake, fake
- **ale -** ale, bale, sale, tale
- **all -** all, ball, call, hall
- **an -** an, ban, can, pan

3. Graphic Organizers

An easy way to help children brainstorm and classify ideas is by using a graphic organizer. This visual presentation is a unique way to show students the material they are learning. A graphic organizer assists the students by organizing the information to make it easier for them to comprehend. This valuable tool provides teachers with the opportunity to assess and understand their students thinking skills. Learn how to choose and how to use a graphic organizer. Plus: the benefits, and suggested ideas.
How to Use a Graphic Organizer

Graphic organizers can be used in any grade and for any subject. They can be used for:

- Brainstorming
- Problem solving
- Research
- Writing
- Studying

4. Phonics Strategies

Are you looking for ideas for teaching phonics to your elementary students? The analytic method is a simple approach that has been around for nearly one hundred years. Here is a quick resource for you to learn about the method, and how to teach it. In this quick guide you will learn what analytic phonics is, the appropriate age to use it, how to teach it, and tips for success. More »

What is Analytic Phonics?

The Analytic Phonics method teaches children the phonic relationships among words. Children are taught to analyze letter-sound relationship and look to decode words based upon spelling and letter patterns and their sounds. For example, if the child knows "bat", "cat" and "hat", then the word "mat" will be easy to read
Top FIVE Things You Have to Know When Teaching Reading

Tips from an experienced teacher

1. Sounds do not have /-uh/ on the end of the sound. This goes for “/b/, /c/, /d/, /f/, /g/, /h/, /j/, /k/, /l/, /m/, /n/, /p/, /q/, /r/, /s/, /t/, /v/, /w/, /y/, /z/”. This also goes for /sh/, /ch/, /th/, etc. Also, /r/ is not /er/. When you say /-uh/ at the end of these phonemes, the kids are going to do it. Think about it when they are trying to sound out the word “dog.” You don’t realize it, but it is very difficult to make a word out of /duh/ /o/ /guh/. Now try (/d/ /o/ /g/) much better right? Now, try /er/ /a/ /tuh/. Seems like a foreign language right? It is supposed to be /r/ /a/ /t/. To a 5-6 year old, that would be pretty tough to figure out. Especially if you have an ELL.

2. When you take a word and break it into its separate sounds, (I call it break-it-down) it is most commonly called phoneme segmentation. You are teaching your students to ultimately become better writers. We break words down so they are able to say a word in their head, and sound it out. Eventually, this same strategy will be employed when they are writing on their own. Break-it-down every day. I do this before every reading lesson, and it makes such a difference in the spelling and the writing.

3. When you take separate sounds and ask a child to say the word (I call it say-it-fast) it is most commonly called blending. You are teaching your students to become better readers. We practice this skill explicitly so they are able to hear each sound in a word and then blend it together. They will eventually use this skill in their reading. Say-it-fast every day. Do it right after you break-it-down and it will make a huge difference in your students’ reading.

4. Know the difference between a word you can sound out and a word that you have to know. I love the strategy “sound-it-out,” however, it doesn’t always work. Make sure your kids know the difference as well. A strategy for these words is say-clap-say, or say-snap-say. These are mainly sight words, and just words they have to know.

5. Make your students track their print. This is a skill they must know. Model it and make them do it. When I am in small groups, I make them all track and read in their head. Then we take turns reading each page of the selection for the day. I love 100% active participation, however this is one thing that I will hold my students individually accountable. By making them all track the words in the text, I still get 100% participation, and it is just not out loud. Then I can really see who is getting it and who is not.
4. Development stages of writing

1 Scribbling

Scribbling looks like random assortment of marks on a child's paper. Sometimes the marks are large, circular, and random, and resemble drawing. Although the marks do not resemble print, they are significant because the young writer uses them to show ideas.

2 Letter-like Symbols

Letter-like forms emerge, sometimes randomly placed, and are interspersed with numbers. The children can tell about their own drawings or writings. In this stage, spacing is rarely present.

3 Strings of Letters

In the strings-of-letters phase, children write some legible letters that tell us they know more about writing. Children are developing awareness of the sound-to-symbol relationship, although they are not matching most sounds. Children usually write in capital letters and have not yet begun spacing.

4 Beginning Sounds Emerge

At this stage, children begin to see the differences between a letter and a word, but they may not use spacing between words. Their message makes sense and matches the picture, especially when they choose the topic.
**Eight levels of writing:**

Teachers should take into consideration these levels and bear in mind first grade learners

1. **Emerging/Scribble**
   a. Made uncontrolled or unidentifiable scribbling

2. **Pictorial**
   a. Imitated writing
   b. Drew recognizable pictures
   c. Told about the picture

3. **Precommunicative**
   a. Wrote to convey a message and attempted to read it back.
   b. Used letter-like forms and/or random letters.
   c. Printed own name or occasional known word.

4. **Semiphonetic**
   a. Correctly used some letters to match sounds.
   b. Used one beginning letter to write a word
   c. Usually wrote left to right.

5. **Phonetic**
   a. Represented beginning and ending consonant sounds
   b. Spelled some high-frequency words correctly in sentences
   c. Included some vowels
   d. Wrote one or more sentences

6. **Transitional**
   a. Correctly spelled many high-frequency words in sentences
   b. Used vowels in most syllables
   c. Began to use simple punctuation
   d. Wrote more than one sentence

7. **Conventional**
   a. Correctly spelled most high-frequency words
   b. Used larger correctly spelled vocabulary; used phonetic spelling for advanced words
   c. Used more complex and varied sentence structure; capitalized beginning word in sentences; used lowercase appropriately
   d. Usually used periods and question marks correctly
   e. Spaced words correctly

8. **Advanced**
   a. Had accumulated a rich body of written vocabulary
   b. Used advanced print conventions accurately
   c. Organized writing into appropriate paragraphs
Critical Thinking in your lessons – It’s easier than you think!

Develop Critical Thinking Skills

Learning is more than memorizing and remembering. Critical thinking skills take students well beyond simple comprehension of information. Students use these skills to solve problems in new situations, make inferences and generalizations, combine information in new patterns, and make judgments based on evidence and criteria. Introduce activities in your lessons that build critical thinking skills along with language skills.

In the second blog post in our series on 21st Century skills, (to accompany our teacher training videos on the same subject), Charles Vilina talks more specifically about critical thinking skills and how you can bring critical thinking into your lessons.

In my earlier blog, I introduced some of the main 21st Century skills, and argued that the English language classroom is a perfect environment to build those skills. After suggesting five “strategies” that I feel are essential to encourage 21st Century thinking and learning, I promised some more specifics in later blogs.

My focus for this particular post is on the skill known as “critical thinking.” I look at critical thinking as a series of abilities that take students beyond simple comprehension of information. A critical thinker uses logic and evidence to prioritize and classify information, find relationships, make judgments, and solve problems.

You might argue that our students don’t need to move beyond the simple comprehension of words and sentences. However, critical thinkers are better learners, because they explore meaning much more deeply. As English language curriculums continue to use more content to teach English, critical thinking strategies give students a chance to analyze and process the information in valuable ways.

Let’s look at one specific way in which you can begin to bring critical thinking into your lessons. It begins with vocabulary, one of the building blocks of language.

Vocabulary

In all vocabulary development, students must know a word in three ways: by its form, its meaning, and its use. Critical thinking takes this concept even further. Students should know a word as it relates to other words. For example, let’s say that you are teaching students the following lexical set about forms of transportation:

<table>
<thead>
<tr>
<th>bicycle</th>
<th>sailboat</th>
</tr>
</thead>
<tbody>
<tr>
<td>airplane</td>
<td>hot air balloon</td>
</tr>
<tr>
<td>rocket</td>
<td>subway train</td>
</tr>
<tr>
<td>cruise ship</td>
<td>bus</td>
</tr>
<tr>
<td>taxi</td>
<td>skateboard</td>
</tr>
</tbody>
</table>

Once your students have a solid understanding of the above words, I’d suggest the following activity:
1. Divide the class into groups of four students.
2. Ask student groups to list the above forms of transportation in order from slowest to fastest.
3. Ask each student group to discuss their list with another group.

This activity, as simple as it sounds, involves lots of logic and critical thinking. For example, students may decide that a skateboard is probably the slowest form of transportation on the list. However, it gets a bit more difficult after that. Is a bicycle faster than a sailboat? It depends on the wind speed. Therefore, does a sailboat move at the same speed as a hot air balloon, since they both move with the wind? Does a taxi move faster than a subway train? Sometimes, but then a taxi has to stop at intersections. How about a cruise ship? Perhaps we can find the average speed of one on the Internet. Is a rocket the fastest form of transportation? Yes, everyone agrees that it is.

The goal is actually NOT to arrive at a correct answer, but to get students to think more deeply about words, what they represent, how they are each part of bigger systems, how they relate to each other within those systems, and so on. By doing so, students are required to use all of their language skills in the process. The lesson is no longer about memorization and simple meaning. It has transcended this and become an experience. Students are much more likely to remember and use these vocabulary words after such an activity.

Of course, any number of vocabulary sets can be used, with a variety of other critical thinking activities. For example:

1. The lexical set is “inventions”
   - Activity One: List the words on a timeline in the order in which they were invented.
   - Activity Two: List the words again in the order of importance to humans.

2. The lexical set is “sports”
   - Activity One: List the words in a Venn Diagram, dividing sports into those that can be played indoors only, outdoors only, and both indoors and outdoors.
   - Activity Two: List the words again in the order of the amount of equipment needed to play them.

3. The lexical set is “adjectives”
   - Activity One: List the words under the headings of Positive, Negative, and Neutral.
   - Activity Two: List the words in a Venn Diagram, dividing the adjectives into those that can describe people, things, or both.

As mentioned before, get students into groups to collaborate and to achieve the goals of each activity. Then, get groups talking together to discuss their choices.

These types of activities are especially helpful as students later create sentences using these words. After all, they’ve had a chance to explore the vocabulary more deeply with their fellow classmates. In coming blogs, we’ll discuss many more ways to include critical thinking in your lessons. Until then, Happy Teaching!
Samples of Critical-thinking activities from students' book grade 1

Grade 1

Odd one out

1. b
2. d

Odd one out

1. b, d, d, d, d
2. b, d, b, b
A sample of critical thinking activities
Take two minutes to look at the words and pictures on this page. Then turn the page over and see how many you can recall. Good luck!

A mosque

A Camera

An ear

an apple

a mouth

a ball

Try this!

Do it again; let students repeat the activity. Can they improve their performance?
Annex VI: Teachers' & Heads of Departments Role in Competence-based teaching

“*My definition of a good teacher has changed from one who explains things so well that students understand, to one who gets students to explain so well that they can be understood.*”

Steven C. Reinhardt

The new Kuwait National Curriculum promotes a new vision of teaching and learning that is first and foremost learner-and learning-centered. This means the focus is on the learning by the students, not on pages covered in the textbook. It is important that teachers know the standards that are to be achieved by their students not just for a school year or a semester, but also for a unit and even a lesson. To accomplish this they will need to develop a clear plan indicating how the students are to reach these standards. And with this in mind, teachers are encouraged to apply effective pedagogical principles shown to promote student learning. It is recognized that teachers’ professional background in this respect changes if they can translate key principles of the learning process into reality in the classroom. Some of these principles are presented below:

- Enhancing student learning by employing different learning styles with different speed of learning expectations.
- Promoting learning via constant inquiry, effort and self-discipline.
- Recognizing that learning develops through relations and the abilities being learned and these contribute to acquiring knowledge, structuring skills and attitudes/values.
- Learning should start from students’ previous knowledge, from what is relevant for the students’ personal development and for their need to fit into their social life.
- Education takes place both through individual study and group activities, each having equal value, depending on the context of the process.

While there is no formula that will guarantee learning for every student in every context, there is extensive, well-documented evidence about teaching approaches that consistently have a positive impact on student learning. This evidence tells us that students learn best when teachers:

- Generate and maintain student motivation, enabling sustained learning;
- Create a supportive learning environment;
- Create learning opportunities for students which facilitate achieving the proposed goals;
- Identify and stimulate the skills and interests of the students;
- Encourage not only the transfer of knowledge, but also includes a transfer of values and attitudes.
- Inspires both reflective thought and action;
- Enhance the relevance of new learning;
- Facilitate shared, cooperative and active learning;
- Make connections to prior learning and experiences;
- Provide sufficient opportunities for students to learn;
- Make connections between and among different subjects;
- Pay attention to the teaching–learning relationship;
- Reflect on their teaching and the results of their efforts.
To meet the needs of the 21st century learner, and to ensure students achieve the curriculum standards described in this curriculum, teachers should:

- Adopt teaching strategies that blend student thinking and innovation skills with information, media and ICT literacy, and also promote life and career skills in context of each core academic subject and across interdisciplinary themes;
- Employ teaching and learning methods that integrate innovative and research-proven teaching strategies, modern learning technologies and utilize real-world resources and contexts.
- teachers focus on student-centered learning and have an extensive repertoire of Teaching strategies. They negotiate learning outcomes with students to support students in becoming autonomous learners. These teachers have a more global approach and recognise that student learning is best supported not only by the teacher but also by the wider community. They make themselves open to new and developing trends in education,

**Active Role of the Teacher**

The active and participatory classroom has implications for the role of the teacher. There is a shift from a teacher-centred model to a learner-centred approach to learning and teaching. There is also a shift from product-driven learning to process-driven. These changes encourage teachers to reflect not only on the key principles of learning and teaching but also on their role in the process.

**From – To grid showing shift in the role of the teacher in creating an active classroom environment**

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher-centered classroom</td>
<td>Learner-centered classroom</td>
</tr>
<tr>
<td>Product-centered learning</td>
<td>Process-centered learning</td>
</tr>
<tr>
<td>Teacher as a ‘transmitter of knowledge’</td>
<td>Teacher as an organizer of knowledge</td>
</tr>
<tr>
<td>Teacher as a ‘doer’ for children</td>
<td>Teachers as an ‘enabler’, facilitating pupils in their</td>
</tr>
<tr>
<td>Subject-specific focus</td>
<td>Holistic learning focus</td>
</tr>
</tbody>
</table>

These changes in the role of the teacher will inevitably result in transforming the role of pupils in the classroom.
From – To grid showing shift in the role played by pupils in an active classroom environment

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being passive recipients of knowledge</td>
<td>Active and participatory learners</td>
</tr>
<tr>
<td>Focus on answering questions</td>
<td>Asking questions</td>
</tr>
<tr>
<td>Being ‘spoon fed’</td>
<td>Taking responsibility for their own learning - reflective</td>
</tr>
<tr>
<td>Competing with one another</td>
<td>Collaborating in their learning</td>
</tr>
<tr>
<td>Wanting to have their own say</td>
<td>Actively listening to opinions of others</td>
</tr>
<tr>
<td>Learners of individual subjects</td>
<td>Connecting their learning</td>
</tr>
</tbody>
</table>

Using real world contexts

Teachers should create meaningful learning activities that center on the resources, strategies, and contexts that student will encounter in adult life. Such teaching reduces absenteeism, fosters cooperation and communication, builds critical thinking skills, and boosts academic performance. When students see the connection between what they are learning and real world issues that matter to them, their motivation soars, and so does their learning.

Developing a robust and engaging 21st century curriculum and employing 21st century instruction means that teachers and school leaders will need to look outside the school walls and seek ideas, resources, and expertise where they are found – in their community; in professional and educational groups; and in individuals, schools, and organizations around the world.
Annex VII: Teacher Competences

There are different ways of presenting teacher competencies.

The most popular is the one presented below that has an important role in teacher self-appraisal or appraisal:

**Readiness of Teachers to apply the new Curriculum**

1. The teacher facilitates student-centered teaching and

<table>
<thead>
<tr>
<th>Beginner teacher</th>
<th>Teacher with more than 5 years experience</th>
<th>More than 10 years' experience Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Builds annual and daily plans for implementing the Primary curriculum</td>
<td>A. Builds annual and daily plan for the teaching and learning process, consistent with expected learning outcomes</td>
<td>A. Builds annual and daily plan for the teaching and learning process, consistent with student’s individual characteristics, needs and expected learning outcomes</td>
</tr>
<tr>
<td>B. Possesses and actively uses general and subject-based specialized knowledge for enhancing student’s learning and utilizes appropriate methodologies</td>
<td>B. Utilizes appropriate methodologies that take into account individual differences in achieving students learning outcomes and implements activities that enhance collaborative learning among the students and increase student’s participation in classroom activities</td>
<td>B. Integrates different domains of knowledge to achieve student’s learning outcomes, stimulates student’s higher order critical thinking and uses the result of self-reflection to improve the learning process and encourage student’s self-reflection and creativity.</td>
</tr>
<tr>
<td>C. Implements special remedial learning programs on students with low achievements and strategy for inclusive education</td>
<td>C. Implements special advanced learning programs for high achievers; meets students’ interests and talents through building special activities that enhance the quality of learning and implements learning enrichment activities based on ICT</td>
<td>C. Organizes extracurricular activities that relate learning to everyday life realities in order to support classroom learning and documents student extra-school activities using various ways</td>
</tr>
<tr>
<td>D. Organizes extracurricular activities in order to support classroom learning</td>
<td>D. Organizes extracurricular activities that relate learning to everyday life realities in order to support classroom learning and documents student extra-school activities using various ways</td>
<td>D. Organizes extracurricular activities that relate learning to everyday life realities in order to support classroom learning and documents student extra-school activities using various ways</td>
</tr>
</tbody>
</table>
2. **The teacher builds up partnership within and outside the school**

<table>
<thead>
<tr>
<th>Beginner teacher</th>
<th>Teacher with more than 5 years experience</th>
<th>More than 10 years’ experience Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Collaborates with colleagues.</td>
<td>A. Actively promotes collegial relations with other school personnel.</td>
<td>A. Serves as a role model for collaborative working relations across the profession.</td>
</tr>
<tr>
<td>B. Communicates with parents on a regular basis.</td>
<td>B. Provides a system for interactive communication between teacher and parents.</td>
<td>B. Demonstrates knowledge of specific school, family, and community resources that can support student learning.</td>
</tr>
<tr>
<td>C. Uses conflict resolution strategies when necessary.</td>
<td>C. Uses conflict resolution strategies as appropriate.</td>
<td>C. Assists colleagues in the use of conflict resolution strategies.</td>
</tr>
<tr>
<td>D. Involves parents and community in the learning environment.</td>
<td>D. Promotes active roles for parents and community members in student learning.</td>
<td>D. Engages parents and community members productively in the work of the school.</td>
</tr>
<tr>
<td>E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.</td>
<td>E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.</td>
<td>E. Works collaboratively and creatively with colleagues, parents, and community members regarding educational matters.</td>
</tr>
<tr>
<td>F. Uses resources such as community service agencies, school personnel, and parents to meet student learning levels, rates and styles.</td>
<td>F. Selects from a variety of community service agencies, specialized school personnel, and parents to address different learning levels, rates, styles, and needs.</td>
<td>F. Integrates community resources, service agencies, other school personnel, parents, and community members into the curriculum.</td>
</tr>
</tbody>
</table>
3. The teacher monitors and evaluates the teaching and learning process and its outcomes

<table>
<thead>
<tr>
<th>Beginner teacher</th>
<th>Teacher with more than 5 years experience</th>
<th>More than 10 years’ experience Teacher</th>
<th>scale5 SCALE 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Uses a variety of assessment tools and strategies.</td>
<td>A. Selects appropriate assessment tools and strategies for specific learning outcomes.</td>
<td>A. Designs and uses multiple methods of measuring student understanding and growth.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td><strong>B.</strong> Uses information gained from ongoing assessment for remediation and instructional planning.</td>
<td>B. Uses formative and summative assessment for remediation and instructional planning.</td>
<td>B. Integrates assessment data from multiple sources into instructional planning and improvement.</td>
<td></td>
</tr>
<tr>
<td><strong>C.</strong> Maintains documentation of student progress.</td>
<td>C. Maintains documentation of student progress.</td>
<td>C. Maintains documentation of student progress.</td>
<td></td>
</tr>
<tr>
<td><strong>D.</strong> Communicates student progress to students and families in a timely manner.</td>
<td>D. Consistently maintains communication with students and families about student progress.</td>
<td>D. Develops a two-way system of communicating with students and families about student progress.</td>
<td></td>
</tr>
<tr>
<td><strong>E.</strong> Explains and/or demonstrates the relevance of topics and activities.</td>
<td>E. Effectively explains, demonstrates or communicates the relevance of topics and activities.</td>
<td>E. Engages students in explaining and/or demonstrating the relevance of topics and activities.</td>
<td></td>
</tr>
<tr>
<td><strong>F.</strong> Communicates to students the instructional intent, directions, or plan.</td>
<td>F. Consistently communicates to students the instructional intent, directions, and plans.</td>
<td>F. Involves students in establishing instructional direction and plans.</td>
<td></td>
</tr>
<tr>
<td><strong>H.</strong> Clarifies actions, directions, and explanations when students do not understand.</td>
<td>H. Presents directions and explanations in a variety of ways to insure student understanding.</td>
<td>H. Presents directions and explanations in a variety of ways to insure student understanding.</td>
<td></td>
</tr>
<tr>
<td><strong>I.</strong> Actively solicits communication from students about their learning.</td>
<td>I. Solicits communication from students about their learning for the purposes of ongoing instructional planning.</td>
<td>I. Engages students in the analysis and evaluation of their learning and adjusts instruction based on student feedback.</td>
<td></td>
</tr>
<tr>
<td><strong>J.</strong> Communicates regularly with students about their progress.</td>
<td>J. Communicates regularly with students about their progress.</td>
<td>J. Communicates regularly with students about their progress.</td>
<td></td>
</tr>
</tbody>
</table>
4. The teacher seeks for Continuous Professional development

<table>
<thead>
<tr>
<th>Beginner teacher</th>
<th>Teacher with more than 5 years experience</th>
<th>More than 10 years’ experience Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.</td>
<td>A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.</td>
<td>A. Demonstrates the ability to reason, take multiple perspectives, be creative, and take reasoned risks to improve teaching.</td>
</tr>
<tr>
<td>B. Implements a variety of strategies to enhance learning.</td>
<td>B. Demonstrates knowledge of best practices that enhance learning.</td>
<td>B. Collaborates with colleagues in the research and design of improved instructional strategies</td>
</tr>
<tr>
<td>C. Recognizes that change entails risk and modifications may be needed.</td>
<td>C. Participates in instructional improvement and school reform initiatives.</td>
<td>C. Assumes a leadership role in the study and implementation of instructional improvement and school reform initiatives.</td>
</tr>
<tr>
<td>D. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.</td>
<td>D. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.</td>
<td>D. Demonstrates the ability to reason, take multiple perspectives, be creative, and take reasoned risks to improve teaching.</td>
</tr>
<tr>
<td>E. Implements a variety of strategies to enhance learning.</td>
<td>E. Demonstrates knowledge of best practices that enhance learning.</td>
<td>E. Collaborates with colleagues in the research and design of improved instructional strategies</td>
</tr>
<tr>
<td>F. Recognizes that change entails risk and modifications may be needed.</td>
<td>F. Participates in instructional improvement and school reform initiatives.</td>
<td>F. Assumes a leadership role in the study and implementation of instructional improvement and school reform initiatives.</td>
</tr>
</tbody>
</table>

5. The teacher creates safe and effective learning environment in the school

<table>
<thead>
<tr>
<th>Beginner teacher</th>
<th>Teacher with more than 5 years experience</th>
<th>More than 10 years’ experience Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Serves as a model for constructive behavior patterns.</td>
<td>A. Identifies, explains, and models constructive behavior patterns.</td>
<td>A. Integrates the teaching of constructive, pro-social behaviors into regular instruction.</td>
</tr>
<tr>
<td>B. Executes routine tasks effectively and efficiently.</td>
<td>B. Establishes and teaches effective and efficient routines.</td>
<td>B. Establishes and teaches effective and efficient routines.</td>
</tr>
<tr>
<td>C. Establishes and states expectations for student behavior.</td>
<td>C. Establishes and reinforces expectations for student behaviors that promote citizenship in a classroom community.</td>
<td>C. Engages students in establishing expectations for building a learning community in the classroom.</td>
</tr>
<tr>
<td>E. Minimizes distractions and interruptions.</td>
<td>E. Minimizes distractions and interruptions.</td>
<td>E. Minimizes distractions and interruptions.</td>
</tr>
<tr>
<td>F. Manages student behavior effectively and appropriately.</td>
<td>F. Monitors and directs student behavior effectively and appropriately.</td>
<td>F. Develops a classroom management system that promotes acceptable and appropriate student behavior.</td>
</tr>
<tr>
<td>G. Identifies hazards, assesses risks, and takes appropriate action.</td>
<td>G. Identifies hazards, assesses risks, and takes appropriate action.</td>
<td>G. Identifies hazards, assesses risks and takes appropriate action.</td>
</tr>
</tbody>
</table>
6. The teacher designs teaching and learning materials and resources and utilizes them

<table>
<thead>
<tr>
<th>Beginner teacher</th>
<th>Teacher with more than 5 years experience</th>
<th>More than 10 years’ experience Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Has materials and media ready for student use.</td>
<td>A. Prepares and arranges material in advance for easy student accessibility.</td>
<td>A. Establishes an environment where materials and media are available and ready for student use.</td>
</tr>
<tr>
<td>B. Creates teaching and learning materials and resources that correspond to individual differences.</td>
<td>B. Enhances learning capacities and higher order learning skills using teaching and learning materials.</td>
<td>B. Involves the students in development of different learning sources</td>
</tr>
</tbody>
</table>

7. The teacher counsels and guides learners

<table>
<thead>
<tr>
<th>Beginner teacher</th>
<th>Teacher with more than 5 years experience</th>
<th>More than 10 years’ experience Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Enhances the positive relation between students and among the students and the teacher</td>
<td>A. Enhances the positive relation between students and among the students and the teacher</td>
<td>A. Enhances the positive relation between students and among the students and the teacher</td>
</tr>
<tr>
<td>B. Identifies learning difficulties with students</td>
<td>B. Identifies learning difficulties with students</td>
<td>B. Identifies learning difficulties with students</td>
</tr>
<tr>
<td>C. Advises students according to their needs.</td>
<td>C. Advises students according to their needs.</td>
<td>C. Advises students according to their needs.</td>
</tr>
<tr>
<td>D. Fosters student’s positive behavior, values and attitudes</td>
<td>D. Fosters student’s positive behavior, values and attitudes</td>
<td>D. Fosters student’s positive behavior, values and attitudes</td>
</tr>
<tr>
<td>D. Fosters his/her code of conduct as well as professional ethics and attributes</td>
<td>D. Fosters his/her code of conduct as well as professional ethics and attributes</td>
<td>D. Fosters his/her code of conduct as well as professional ethics and attributes</td>
</tr>
</tbody>
</table>
Other ways of clustering

- **Competence I:** Subject Matter Knowledge
- **Competence II:** Communication Skills.
- **Competence III:** Instructional Practice: makes curricular content relevant to the experiences of students
  a) designs and uses various evaluative procedures to assess student learning
  b) evaluates his or her own teaching behavior, and uses the results to improve student learning.
- **Competence IV:** Evaluation
- **Competence V:** Problem Solving: Thinks critically about teaching and learning
- **Competence VI:** fairness: deals equitably and reasonably with all learners
- **Competence VII:** Professionalism: A good teacher learns from experience and supervision
- **Competence VIII:** Good preparation and planning skills.
- **Competence IX:** The ability to make your subject(s) interesting to others.
- **Competence X:** Ability to continually learn as your subject(s) changes.
- **Competency XI:** Knowing how people learn, in that different people learn different ways.

Good teachers always ask these questions:

- What am I teaching?
- Why am I teaching it?
- How am I teaching it?
- Why am I teaching it this way?
- How do I know my students are getting it?
- How do my students know they are getting it?
- What did I learn in the process?

Planning and organizing

- Good planning requires the ability to establish clear objectives and priorities, schedule time, resources and activities effectively and efficiently and carefully monitor progress and results.
- Have a clear planning process for a new project or study unit.
- What methods do you use to monitor student progress?
- How have you incorporated technology into your lessons?
- What do you do when your teaching plan for the day is upset by unforeseen circumstances?
• Give me an example of when this happened recently.
• What have you done in order to manage your time more effectively?

Adaptability

• Teachers should have the ability to adapt and adjust their approach to meet different tasks and situational requirements as well as manage and value diversity in the classroom.
• How have you allowed for different learning styles when teaching a subject?
• Classes incorporate students with differing abilities
• Teachers facilitate student learning by planning lessons that engage students and provide a purpose for learning. They experiment with different approaches to teaching, addressing the needs of students and priorities of the school. In this phase, learning is often teacher directed with the teacher taking responsibility for determining what students will learn, to what degree and how acknowledging that teachers, colleagues, specialists and parents/caregivers must all work as a team in order to provide the best education for students.

Problem Solving and judgement

• As a teacher you need to be able to detect problems and gather all the necessary relevant information, consider all relevant facts and information and consider all alternatives before deciding on the most appropriate action.

Flexibility and firmness

• How have you handled situations when students appeared disinterested or bored in your lesson?
• How have you managed a situation where you felt you were losing control in the classroom?
• Describe a time you had to deal with angry complaints from a parent about your teaching methods.
• How have you responded when students have let you down?

Motivate and maximize performance

• Successful teachers create a learning environment in which students want to and are able to achieve their potential. They are able to identify strengths and opportunities for student development.
• Expect interview questions for teachers that include:
  • What types of positive reinforcement have you used to encourage students?
  • How have you supported under-performing students?
  • What approach have you used to motivate students to actively participate in class?
  • How do you encourage students to use their initiative in your classroom?

Truth

• Teachers are expected to promote and maintain ethical and social norms within the learning environment including maintaining confidentiality, presenting truthful
information and adhering to school policies and regulations. They also need to display honest insight into themselves.

**Communication**

- Teaching requires active and attentive listening skills, the ability to express ideas effectively and present information effectively. Teachers should adjust language and terminology to meet the needs of the students.
- *Give me an example of when you had to present complex information to your class. How did you make sure they understood?*
- *How have you encouraged students to contribute their ideas and opinions in the classroom?*
- *Tell me about a situation when you had to persuade a student, colleague or parent of your point of view.*
- *What steps do you take to try and establish rapport with your students?*
- *Tell me about a situation when you had to be especially sensitive in communicating negative information to a parent or student. How did you go about doing this?*

**Initiative and innovation**

- This explores your ability to be proactive in generating ideas and activities for improvement and finding creative solutions to problems and issues.

**Advice for teaching English to young children**

- The emphasis should be on listening and speaking the language then comes reading and writing.
- Relate what you teach to what they already know in their own language; don’t use the new language as the basis for teaching new concepts.
- Use as much English as possible, talk to them all the time, so that the children hear as much as possible. This gives them more opportunity to begin to understand the language and absorb its rhythm.
- Your first aim should be that the children understand the language they are being taught.
- Allow the children to respond in their first language, then repeat back to them in English what they said.
- Once they understand, then you should aim for them to produce the language.
- Start with simple vocabulary: just words, not sentences.
- Go slowly, with much repetition, to give the children as much opportunity as possible to really learn; there’s no rush.
- Gradually introduce sentences, when the children are ready, always making sure the children understand the language.
- The lessons must be fun! The most important thing is that the children enjoy the lessons; the children will not learn if they do not enjoy the lessons and the children’s motivation to learn is in order to participate in the lessons.
- Have a routine, so the children know what to expect and feel comfortable in the lessons.
- Start each lesson with a visual signal, to show the children that it’s now the time when Another language is spoken.
- Use body language, facial expressions and visual aids to make you understood; do not resort to translation!
• Use lots and lots of visual aids; the more visual the better, so the children have a chance to understand even before they know the words.
• Use games, to involve the children and make it fun.
• Use songs, because through these, the children learn vocabulary, grammar and the rhythm of the language without trying.
• Use stories, because the children love them and it gives them a real experience of the language.
• Use short activities, to keep the children attentive.
• Use active activities, to change the rhythm of the lesson, to keep them attentive, to stop them fidgeting.
• End the lesson with a quiet activity, to calm the children down for their next lesson.
• Speak in English as much as possible (all the time, if practical!). This allows the children to get used to the rhythm of the language and to pick up some words without really trying.
• Use the children’s first language only when necessary, for example, to explain a game or for discipline purposes

Heads of departments Role

Head of departments have a major role in supporting teachers to organize the teaching and learning activity for each subject in such a way that students can progress to their highest level of achievement.

Their job is to:
• Plan, the teaching and learning process towards general and specific competences together with all subject teachers;
• Clarify, together with all subject teachers, priorities for student learning achievement in reaching the curriculum standards, the ways in which those priorities will be addressed and how students’ progress will be measured through school-based formative and summative assessment and, last but not least, how the quality of teaching and learning of the teachers will be appraised;
• Monitor the implementation of the agreed plans and offer professional support to teachers in properly organizing the teaching and learning process;
• Make recommendations for, and partly conduct teachers’ school-based professional development starting from teachers’ concrete and specific needs.
• Help teachers in designing and implementing their annual and learning unit’s plans.
Annex VII: Learning Activities and games

Start developing example of learning activities

- Teachers should start developing their own learning activities, having in view the following points:
  - What the students are expected to do?
  - With what and how (knowledge, skills, strategies, values and attitudes)?
  - In what context?

To achieve competences, in the curriculum there are proposed examples of learning activities, which capitalize on the concrete experience of students and integrates teaching strategies adequate for a variety of learning contexts. They enable the student(s) to achieve the specific competences.

Criteria for good quality learning activities

- describe what students can do in order to achieve a specific competence
- cover a variety of possible students’ activities
- are student centred, being formulated as realistic tasks for students?
- include, as much as possible, games, group work activities
- express clearly and synthetically activities to be performed by the students during the lessons.

After surfing the net for any activities and adapting some of them just ask you these questions:

- Are the activities clear?
- Are they offering conditions for training a specific competence?
- Are they comparable of the ones you have developed before?
- Do they suggest new activities you might include among the ones you already proposed?

You may wish to think about the following points in order to increase pupils’ motivation when does an activity:

- Is the activity age-appropriate?
- Are pupils completely aware of the aims and objectives?
- Are there opportunities for pupils themselves to facilitate the activity?
- Will everybody have an equal chance to participate in the activity?
- Is there enough variety?

Games

**Pointing to flashcards on walls:**
The teacher says a word and all the children point to the relevant picture on the wall.

**Running to flashcards:**
The teacher says a word and the children run to the relevant picture.

**Jumping into hoops:**
The teacher asks the children to jump into hoops laid out on the floor, saying, and “jump into the (red) hoop

**Putting flashcards into hoops or onto furniture:**
The teacher asks the children to put flashcards in different places or onto different furniture in the room, saying, “Put the (car) in the (red) box”

**Swapping places:**
Children sit in a circle; each child has a picture card. When the teacher says their word, they stand up and swap places with another child who has the same word.
Need: enough cards for every child to have one. At least 3 cards of each picture.

**Running game:**
As above, children sit in a circle, each with a card. When the teacher says their word, they run round, outside the circle until they get back to their place.

**Red, red, blue:**
Children sit in a circle. One walks around the outside, saying a color or name of an object as he passes each child, touching them on the head. At one point, he says a different color or object and the child he touches as he says the new word has to run around the circle and try to catch the first child. If he doesn’t catch him, it’s his turn to walk around.

**Heads down, thumbs up:**
The children sit at tables, with their heads down, eyes closed and their thumbs sticking up, on top of their head. 3 children at the front of the class then each touch one person (folding their thumbs down) and return to the front. They say “heads up” or “open your eyes” and the 3 children who have been touched stand up and guess who touched them. If correct, they swap places with their “tucher”. If wrong, they sit down again and the tucher has a second go.

**(Numbers) on backs:**
2 children stand at the front of the class, facing each other. The teacher puts a sticker on each child’s back. They have to find out what the other child’s sticker is and say the word. WITHOUT TOUCHING ONE ANOTHER! The first one to say the correct word wins.

**Guessing game 1:**
The teacher holds a flashcard so the children cannot see what it is. Ask the children, “What is it?” and the children guess the word. Whoever gets it right gets to be the teacher.

**Guessing game 2:**
For more advanced children!
As above, the teacher holds a card, and then asks the children “What color is it?” The children then ask, “Is it (yellow)?” When they get the color right, they then ask, “Is it a Yellow (car)”

**What’s missing?:**
Put a number of flashcards on the floor, face up. Children close their eyes and the teacher removes one card. “Open your eyes. What’s missing?”
**Terry's game:**
The teacher holds the cards so that the children can’t see them. Ask one child, “is it a (lion) or a (tiger)?” If the child guesses right, he can keep the card. Go round the whole class, so that everyone gets a turn.

**Memory Matching**
Put two of each flashcard on the floor, face down. Children to have a go, one at a time, to choose one card, turn it over, say the word, then turn over a second card and say that word. Teacher asks, “Are they the same or different?” If they’re the same, the child keeps both cards. If they’re different, he puts both cards back where they were. The next child has a turn, until all the cards have gone.

**Sample of activity-based strategies**

- **Field Trip**
The use of a field trip is an activity-based strategy whereby students, teachers, and volunteers leave the school building to pursue experiential learning opportunities (e.g., in natural settings, museums, businesses, community settings, authentic contexts).

  **Example:**
  Going to the zoo, a park with the teacher and then draw what they saw there and write the corresponding letters related to the drawings.

- **Oral Presentation**
The use of an oral presentation is an activity-based strategy whereby a student makes an age appropriate presentation of material to an audience. Constructing an oral presentation effectively includes selecting and developing a suitable and simple topic "introducing oneself, talk about family members, or express likes and dislikes of food preference" in simple words with the teacher’s assistance if needed, organizing material clearly and using appropriate tone and body language.

- **Puppetry**
The use of puppetry is an arts-based strategy whereby a model of a person or animal is moved either by strings, sticks, or hands (e.g., marionettes, shadow puppets, glove puppets). Puppetry is a rich tradition in many cultures that is used to transmit stories and pass on social values.

  **Example:**
  Teachers use puppets to tell simple stories that have certain values or discuss good and bad behaviors towards classmates, elder people or others to teach good behavior.

- **Role Playing**
The use of role playing is an arts-based strategy whereby a person acts out or performs a particular role in order to explore and dramatize the thoughts, feelings, and experiences of another person in a simulated situation.
Annex IX: Glossary

Assessment The process through which the progress and achievements of a learner or learners is measured or judged.

Assessment for learning Assessment of learner’s progress and achievement, the primary purpose of which is to support and enhance learning by adapting the educational process to meet the learner’s needs whenever required.

Assessment of learning outcomes
Assessment of an individual’s achievement of stated learning outcomes, using a variety of assessment methods (written, oral and practical tests/examinations projects and portfolios) during or at the end of an education programme or a defined part of that programme. (Adapted from: UIS 2012).

Basic skills The fundamental skills needed for learning, work and life. Within the curriculum, literacy and numeracy are normally considered as foundational, essential or basic skills. The term can include a range of skills that individuals need to live successfully in contemporary society.

Competence Within the European Union area a competence is defined as a combination of knowledge, skills and attitudes appropriate to the context. Competence indicates the ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development). Competence is not limited to cognitive elements (involving the use of theory, concepts or tacit knowledge); it also encompasses functional aspects (involving technical skills) as well as interpersonal attributes (e.g. social or organizational skills) and ethical values. (CEDEFOP 2011). Competences can be domain-specific, e.g. relating to knowledge, skills and attitudes within one specific subject or discipline, or general/transversal because they have relevance to all domains/subjects. See also ‘Key competences/competencies or skills’.

Competency-based curriculum A curriculum that emphasizes what the learners are expected to do rather than mainly focusing on what they are expected to learn about. In principle such a curriculum is learner-centred and adaptive to the changing needs of students, teachers and society. It implies that learning activities and environments are chosen so that learners can acquire and apply the knowledge, skills and attitudes to situations they encounter in everyday life.

Content standards: Statements describing what learners are expected to know and be able
to do within a particular subject area or discipline at different grade levels, ages, or other criteria.

Core curriculum: The body of knowledge, skills and attitudes expected to be learned by all students, generally related to a set of subjects and learning areas that are common to all students, such as languages, mathematics, physical education, science and social studies.

Curriculum (plural curricula): In the simplest terms, ‘curriculum’ is a description of what, why and how students should learn. The curriculum is therefore not an end in itself. The objective of the curriculum is to provide learners with the knowledge, skills, values and attitudes to be successful in their lives. (Source: UNESCO IBE2011).

Diagnostic assessment: Assessment aimed at identifying a learner’s strengths and weaknesses with a view to taking necessary action to enhance learning. Also used prior to the teaching and learning process to appraise the learner’s readiness or level of achievement.

Formative assessment: Assessment conducted throughout the educational process with a view to enhancing student learning. It implies: eliciting evidence about learning to close the gap between current and desired performance (so that action can be taken to close the gap); providing feedback to students; and involving students in the assessment and learning process. (Source: CCSSO 2008). See also ‘Assessment for learning’.

Interactive teaching and learning: The practice of involving learners in the educational process by encouraging them to bring their own experience and knowledge into the process.

Key competences/ competencies or skills: Within the European Union area key competences are defined as the sum of skills (basic and new basic skills) needed to live in a contemporary knowledge society. In their recommendation on key competences for lifelong learning (2006), the European Parliament and the Council set out eight key competences: communication in the mother tongue; communication in foreign languages; competences in mathematics, science and technology; digital competence; learning to learn; interpersonal, intercultural and social competences, and civic competence; entrepreneurship; and cultural expression. (Source: CEDEFOP 2011).

Learning outcomes: The totality of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours an individual is expected to have mastered upon the successful completion of an education programme. (Source: UIS 2012).

Learning styles: A set of behaviours and attitudes that influence how students learn and interact with teachers and peers. Learning styles are cognitive, affective, and physiological behaviours that serve as indicators of how learners perceive, interact with, and respond to the learning environment.
**Lifelong learning** All learning activity undertaken throughout life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons. *(Source: CEDEFOP 2011).*

**National curriculum** A description – normally set out in a document or series of related documents – of the common goals, objectives and quality and/or content criteria of a national school system. This may take the form of standards (defined objectives and achievement criteria at given levels of education and in specific subjects or learning areas). It may also indicate the extent to which decisions on curriculum content can be made on the local or school level. *(Adapted from: OECD 2004).*

**Performance assessment:** Assessment that is designed to measure and judge what learners know and are able to do based on how they perform certain tasks. *(Source: ASCD).*

**Standard(s)** A In the field of curriculum, the term usually refers to specific criteria for what Students are expected to learn and be able to do. See also ‘Standards-based curriculum’.

**Summative assessment:** Assessment of learner’s achievement at the end of a term, stage, course or programme typically, although not necessarily, involving formal testing or examinations. Summative assessment is most commonly used for ranking, grading and/or promoting students, and for certification purposes.
Annex X: Useful resources

1. Useful Websites:

   https://www.englishclub.com/webguide/Young_Learners/
   http://learnenglishkids.britishcouncil.org/en/
   http://www.eslbase.com/resources/yl/
   http://www.freetech4teachers.com
   http://www.turtlediary.com
   http://mrnussbaum.com
   http://www.funbrain.com/
   http://www.kidsworldfun.com/
   http://www.ssvum.com/online/english.html
   http://www.abcya.com/
   http://www.gamequarium.com/
   http://www.thekidzpage.com/learninggames/
   http://www.playkidsgames.com/
   http://www.primarygames.com/

2. Useful IPad Apps for teachers
References:

- © NSW Department of Education and Training 2007 - Disability Programs Directorate: Learning Assistance Program
- Operational Guidelines for curriculum and standard developers – W.B
- By Emily Liscom, - the author of Education to the Core.
- How to teach English to very young children - Fiona Cooper Asunción, July 2007
- www.about.com
- Northern Ireland Curriculum
- Reference Janette L. Blecha Kindergarten Writing