



**State of Kuwait  
Ministry of Education  
ELT General Supervision**

**Curriculum and Curriculum Standards for Primary Education**

**(Grade 2)**

**Learning Unit plans  
Based on the new Curriculum  
*New fun with English***

*2016-2017*

**Grade two**  
*New Fun with English (2 A)*  
**Unit (1)      Number of teaching periods ( 8 )**

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit one pupils are expected to	Suggested Learning activities	Resources	Assessment tools
<b>My day</b>	<p>1.2.2. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences.</p> <p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others) responding orally to questions and greetings.</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</p> <p>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects</p> <p>4.3 Writing from left to right neatly</p>	<p>1.2.2. Listening to and reacting correctly to spoken or recorded instructions formulated in simple words, phrases or sentences</p> <p>2.1. Express themselves orally when talking to others initiating and responding to simple clear statements in simple familiar topics: (going shopping/going to school/going to the zoo..., etc</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds in words with one syllable; discriminate words that begin with similar problematic sounds such as: b/p - f/v – t/d - m/n</p> <p>3.4. Read words and phrases related to topics learned in other subjects with the help of pictures</p> <p>4.3. Write sentences neatly and legibly</p>	<ul style="list-style-type: none"> <li>• Respond to instructions related to simple, well defined actions specific to school life.</li> <li>• Role play: short exchanges in pairs about everyday routine.</li> <li>• participate in short unrehearsed interactions (mini-dialogues) in the classroom on familiar topics that happen to appear during the lesson such as interacting with a first time visitor to the class. (critical thinking)</li> <li>• Use simple replies and greetings.</li> <li>• Exercises of listening sounds and finding corresponding letters in a set of cards.</li> <li>• Read CVC words that begin with the same initial sound "can - cat – car" Exercises to discriminate words that begin with similar problematic sounds such as: b/p - f/v – t/d - m/n               <ul style="list-style-type: none"> <li>• Read words and phrases related to daily routine;</li> <li>• "Read" geometrical shapes of objects and numbers 10-100 in 10s;</li> <li>• Solve an odd man out work sheet buy reading words and marking an x over the word unrelated to the theme. (critical thinking)</li> <li>• Read and match numbers with objects in pictures</li> </ul> </li> <li>• Trace and copy simple words.</li> <li>• Re- order a simple picture story by numbering the pictures clearly and early. (critical thinking)</li> <li>•</li> </ul>	<p>Grouping (individual work, pair work, etc.)          - Materials/ (visual and audio aids etc.)</p>	<ul style="list-style-type: none"> <li>▪ Worksheets O</li> <li>▪ Projects O</li> <li>▪ Quizzes O</li> <li>▪ Portfolio O</li> <li>▪ Questions O</li> <li>▪ Observation O</li> <li>▪ ICT tools O</li> <li>▪ Oral presentation O</li> </ul>

**Note: Activities chosen by the teachers should develop the given competences for each learning unit .**

**Grade two**  
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**Unit (2)      Number of teaching periods ( 8 )**

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit two pupils are expected to	Learning activities	Resources	Assessment tools
<b>My home</b>	<p>1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults</p> <p>2.2. Responding to simple communicative situations in mini dialogues, describing grade level topics</p> <p>2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers presenting their native place/ region</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers</p> <p>3.4. Reading familiar words and associating them to images, based on their knowledge from other subjects</p> <p>4.3 Writing from left to right neatly</p> <p>4.4. Completing a picture on a grade related topic and labeling it</p>	<p>1.1. Understand simple words and phrases spoken by others and respond appropriately to simple instructions given by the teacher</p> <p>2.2. Use words learned to describe grade level topics in a communicative situation.</p> <p>2.3 Maintain a conversation showing confidence and as well as respect to others using the appropriate speech acts (polite requests , etc</p> <p>3.3. Show   curtsey and positive attitudes to others while reading simple texts by respecting turn taking with minimum interruptions</p> <p>3.4. Read words and phrases related to topics learned in other subjects with the help of pictures</p> <p>4.3. Write sentences neatly and legibly</p> <p>4.4. Complete pictures on a specific topic and use words to label it.</p>	<ul style="list-style-type: none"> <li>• Recognise and use familiar sounds, words, simple phrases and simple sentences.</li> <li>• Raise hands when listening to certain words naming rooms of the house, body parts etc.</li> <li>• Create small groups and describe in turns rooms of the house. – with the help of pictures or other resources (critical thinking)</li> <li>• Exercises related to the use of politeness formulas (in addressing somebody; listening carefully and maintaining the conversation).</li> <li>• Participate in different oral activities about himself, his country (role playing).               <ul style="list-style-type: none"> <li>• Present their town/region in a poster by using photos, maps, drawings etc. and using words and simple phrases.</li> <li>• Read simple text "two to three words" in turns and observe turn taking.</li> </ul> </li> <li>• Write names of colours and colouring pictures from Kuwait folk art.</li> <li>• Draw missing parts of a picture and write the word ( E.g.: Draw the missing parts of a house and write door/window, etc</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources (visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets   O</li> <li>▪ Projects       O</li> <li>▪ Quizzes        O</li> <li>▪ Portfolio       O</li> <li>▪ Questions     O</li> <li>▪ Observation   O</li> <li>▪ ICT tools       O</li> <li>▪ Oral presentationO</li> </ul>

**Grade two**  
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**Unit (3)      Number of teaching periods ( 8 )**

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit three pupils are expected to	Learning activities	Resources	Assessment tools
<b>Let's find it !</b>	<p>1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults</p> <p>1.4. Identifying Arabic words related to Islam in a listening text.</p> <p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings</p> <p>3.1. Reading simple sentences aloud using correct intonation and identifying high frequency words associated with images or symbols</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers</p> <p>4.3 Writing from left to right neatly</p> <p>4.4. Completing a picture on a grade related topic and labelling it.</p>	<p>1.1 Understand simple words and phrases spoken by others and respond appropriately to simple instructions given by the teacher</p> <p>1.4 Identify Arabic words related to Islam when listening to different sources with teacher's guidance</p> <p>2.1. Express themselves orally when talking to others initiating and responding to simple clear statements in simple familiar topics: (going shopping/going to school/going to the zoo..., etc</p> <p>3.1. Read aloud simple sentences and texts appropriate to their age identifying high frequency words associated with images and using correct intonation</p> <p>3.3. Show respect and positive attitudes to others while reading simple texts by respecting turn taking with minimum interruptions</p> <p>4.3. Write sentences neatly and legibly</p> <p>4.4. Complete pictures on a specific topic and use words to label it.</p>	<ul style="list-style-type: none"> <li>• Recognize and use familiar sounds, words, simple phrases and simple sentences.</li> <li>• Listen to the recorded material and tick pictures related to prepositions.</li> <li>• Listen to circle the correct picture in a series of pictures when listening to a text about prepositions and clothes. (critical thinking)</li> <li>• Role play: short exchanges in pairs about everyday routine.</li> <li>• Participate in short unrehearsed interactions (mini-dialogues) in the classroom on familiar topics that happen to appear during the lesson such as interacting with a first time visitor to the class. (critical thinking)</li> <li>• Use simple replies and greetings.</li> <li>• Identify pictures of common objects and read the words under the pictures.</li> <li>• Segment simple words into sounds.</li> <li>• Read a sheet of paper with the most common letter sounds "long vowel sounds" and combinations (e.g., the, sh, ch, ing).</li> <li>• Read high frequency words provided by the teacher from different sources (e.g. newspapers).</li> <li>• Read simple text "two to three words" in turns and observe turn taking</li> <li>• Trace and copy simple words.</li> <li>• Re- order a simple picture story by numbering the pictures clearly and neatly. (critical thinking)</li> <li>• Draw missing parts of a picture and write the word ( E.g.: Draw the missing parts of a house and write door/window, etc</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources (visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets ○</li> <li>▪ Projects ○</li> <li>▪ Portfolio ○</li> <li>▪ Questions ○</li> <li>▪ Observation ○</li> <li>▪ ICT tools ○</li> <li>▪ Oral presentation ○</li> </ul>

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#### Unit (4)      Number of teaching periods ( 8 )

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit four pupils are expected to	Learning activities	Resources	Assessment tools
<b>Let's have fun</b>	<p>1.2.1 Distinguishing words in phrases and simple sentences by focusing attention while and after listening</p> <p>1.3. Listening respectfully to others and observe turn taking when they talk</p> <p>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers</p> <p>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects</p> <p>4.1. Building correct simple sentence structure</p>	<p>1.2.1. Recognize words in phrases and simple sentences by focusing attention while and after listening</p> <p>1.3. Listen to and show respect to others when communicating and conversing</p> <p>2.1. Express themselves orally when talking to others initiating and responding to simple clear statements in simple familiar topics: (going shopping/going to school/going to the zoo.., etc</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds in words with one syllable; discriminate words that begin with similar problematic sounds such as: b/p - f/v – t/d - m/n</p> <p>3.3. Show courtesy and positive attitudes to others while reading simple texts by respecting</p> <p>3.4. Read words and phrases related to topics learned in other subjects with the help of pictures</p> <p>4.1 Write simple meaningful sentences with proper Capitalization and punctuation marks correctly</p>	<ul style="list-style-type: none"> <li>• listen and circle theme related pictures/words (critical thinking)</li> <li>• Role play: students are asked to create groups of three; one student is asked to talk about sports.”.</li> <li>• Role play: short exchanges in pairs about everyday routine.</li> <li>• participate in short unrehearsed interactions (mini-dialogues) in the classroom on familiar topics that happen to appear during the lesson such as interacting with a first time visitor to the class. (critical thinking)</li> <li>• Use simple replies and greetings.</li> <li>• Exercises of listening sounds and finding corresponding letters in a set of cards.</li> <li>• Read CVC words that begin with the same initial sound "can - cat – car"               <ul style="list-style-type: none"> <li>• Exercises to discriminate words that begin with similar problematic sounds such as: b/p - f/v – t/d - m/n</li> </ul> </li> <li>• Read simple text "two to three words" in turns and observe turn taking.</li> <li>• Read words and phrases related to daily routine;</li> <li>• "Read" geometrical shapes of objects and numbers 10-100 in 10s.</li> <li>• Solve an odd man out work sheet by reading words and marking an x over the word unrelated to the theme. (critical thinking)</li> <li>• Copy and write words and sentences.</li> <li>• Re-order words to form sentences               <ul style="list-style-type: none"> <li>• Write proper names e.g. "classmates “ , days of the week” in a sheet of paper using correct punctuation marks</li> </ul> </li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources (visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets ○</li> <li>▪ Projects ○</li> <li>▪ Portfolio ○</li> <li>▪ Questions ○</li> <li>▪ Observation ○</li> <li>▪ ICT tools ○</li> <li>▪ Oral presentation ○</li> </ul>

**Grade two**  
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**Unit (5) - Number of teaching periods ( 8 )**

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit five, pupils are expected to	Learning activities	Resources	Assessment tools
<b>At the restaurant</b>	<p>1.2.2. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences</p> <p>2.2. Responding to simple communicative situations in mini dialogues, describing grade level topics</p> <p>2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</p> <p>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers</p> <p>4.1. Building correct simple sentence structure</p> <p>4.2. Writing from left to right using basic punctuation marks correctly</p>	<p>1.2.2. Listening to and reacting correctly to spoken or recorded instructions formulated in simple words, phrases or sentences</p> <p>2.2. Use words learned to describe grade level topics in a communicative situation.</p> <p>2.3 Maintain a conversation showing confidence and as well as respect to others using the appropriate speech acts (polite requests , etc</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds in words with one syllable; discriminate words that begin with similar problematic sounds such as: b/p - f/v – t/d - m/n</p> <p>3.3. Show courtesy and positive attitudes to others while reading simple texts by respecting</p> <p>4.1 Write simple meaningful sentences with proper Capitalization and punctuation marks correctly</p> <p>4.2. Write simple sentences between four lines using basic punctuation marks</p>	<ul style="list-style-type: none"> <li>• - Respond to instructions related to simple, well defined actions.</li> <li>• Create small groups and describe in turns places of food, – with the help of pictures or other resources (critical thinking)</li> <li>• Identify with famous companies “MacDonald’s, KFC and Hardees “</li> <li>• Exercises related to the use of politeness formulas (in addressing somebody; listening carefully and maintaining the conversation).</li> <li>• Participate in different oral activities about himself, his country (role playing).</li> <li>• Exercises of listening sounds and finding corresponding letters in a set of cards.</li> <li>• Read CVC words that begin with the same initial sound "can - cat – car"</li> <li>• Exercises to discriminate words that begin with similar problematic sounds such as: b/p - f/v – t/d - m/n</li> <li>• Read simple text "two to three words" in turns and observe turn taking.</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources (visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets O</li> <li>▪ Projects O</li> <li>▪ Portfolio O</li> <li>▪ Questions O</li> <li>▪ Observation O</li> <li>▪ ICT tools O</li> <li>▪ Oral presentation O</li> </ul>

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#### Unit 6 - Number of teaching periods ( 8 )

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit six, pupils are expected to	Learning Activities	Resources	Assessment tools
<b>Let's go shopping</b>	<p><b>1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults</b></p> <p><b>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings</b></p> <p><b>2.2. Responding to simple communicative situations in mini dialogues, describing grade level topics</b></p> <p><b>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</b></p> <p><b>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers</b></p> <p><b>4.1. Building correct simple sentence structure</b></p>	<p>1.1. Understand simple words and phrases spoken by others and respond appropriately to simple instructions given by the teacher</p> <p>2.1. Express themselves orally when talking to others initiating and responding to simple clear statements in simple familiar topics: (going shopping/going to school/going to the zoo..., etc</p> <p>2.2. Use words learned to describe grade level topics in a communicative situation.</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds in words with one syllable; discriminate words that begin with similar problematic sounds such as: b/p - f/v – t/d - m/n</p> <p>3.3. Show curtsey and positive attitudes to others while reading simple texts by respecting turn taking with minimum interruptions</p> <p>4.1 Write simple meaningful sentences with proper Capitalization and punctuation marks correctly</p>	<ul style="list-style-type: none"> <li>• Recognize and use familiar sounds, words, simple phrases and simple sentences.</li> <li>• Raise hands when listening to certain words naming places and things they can buy.</li> <li>• Role play: short exchanges in pairs about everyday routine.</li> <li>• participate in short unrehearsed interactions (mini-dialogues) in the classroom on familiar topics .Use simple replies and greetings.</li> <li>• Create small groups and describe in turns places and things they can buy. – with the help of pictures .</li> <li>• Describe some pictures of places(shops) in Kuwait.</li> <li>• Exercises of listening sounds and finding corresponding letters in a set of cards.</li> <li>• Exercises to discriminate words that begin with similar problematic sounds such as: the (three) th (the).</li> <li>• Read simple text "two to three words" in turns and observe turn taking.</li> <li>• Copy and write words and sentences.</li> <li>• Re-order words to form sentences.</li> <li>• Write proper names e.g. "classmates " , days of the week" in a sheet of paper using correct punctuation marks.</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources (visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets ○</li> <li>▪ Projects ○</li> <li>▪ Portfolio ○</li> <li>▪ Questions ○</li> <li>▪ Observation ○</li> <li>▪ ICT tools ○</li> <li>▪ Oral presentation ○</li> </ul>

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**Unit (7)    Number of teaching periods    ( 8)**

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit seven pupils are expected to	Learning activities	Resources	Assessment tools
<b>At school</b>	<p><b>1.3. Listening respectfully to others and observe turn taking when they talk</b></p> <p><b>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings</b></p> <p><b>2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers</b></p> <p><b>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</b></p> <p><b>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects</b></p> <p><b>4.1. Building correct simple sentence structure</b></p> <p><b>4.3 Writing from left to right neatly</b></p>	<p>1.3 Listen to and show respect to others when communicating and conversing</p> <p>2.1. Express themselves orally when talking to others initiating and responding to simple clear statements in simple familiar topics: (going shopping/going to school/going to the zoo..., etc</p> <p>2.3 Maintain a conversation showing confidence and as well as respect to others using the appropriate speech acts (polite requests , etc</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds in words with one syllable; discriminate words that begin with similar problematic sounds such as: b/p - f/v – t/d - m/n</p> <p>3.4. Read words and phrases related to topics learned in other subjects with the help of pictures</p> <p>4.1 Write simple meaningful sentences with proper Capitalization and punctuation marks correctly</p> <p>4.3. Write sentences neatly and legibly</p>	<ul style="list-style-type: none"> <li>• Role play: short exchanges in pairs about school.</li> <li>• participate in short unrehearsed interactions (mini-dialogues) in the classroom on familiar topics that happen to appear during the lesson such as interacting with a first time visitor to the class. (critical thinking)</li> <li>• Respond to instructions related to simple, well defined actions specific to school life.</li> <li>• Exercises related to the use of politeness formulas (in addressing somebody; listening carefully and maintaining the conversation).</li> <li>• Exercises of listening sounds and finding corresponding letters in a set of cards.</li> <li>• Read words and phrases related to daily routine;</li> <li>• "Read" geometrical shapes of objects and numbers 10-100 in 10s;</li> <li>• Solve an odd man out work sheet buy reading words and marking an x over the word unrelated to the theme. (critical thinking)</li> <li>• Read and match numbers with objects in pictures</li> <li>• Re-order words to form sentences.</li> <li>• Write proper names e.g. "classmates “ , days of the week” in a sheet of paper using correct punctuation marks</li> <li>• Write simple words between four lines from left to right.</li> <li>• Complete /correct sentences with punctuation marks. Use finger spacing between words when writing a simple sentence.</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials / Resources (visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheet s O</li> <li>▪ Projects O</li> <li>▪ Portfolio O</li> <li>▪ Questions O</li> <li>▪ Observatio n O</li> <li>▪ ICT tools O</li> <li>▪ Oral presentatio n O</li> </ul>



**Grade two**  
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**Unit (8) (Time) 8 " periods**

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit eight pupils are expected to	Learning activities	Resources	Assessment tools
<b>I like animals</b>	<p><b>1.1. Understanding familiar high frequency words, phrases and instructions when spoken by peers or adults</b></p> <p><b>1.2.2. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences</b></p> <p><b>2.2. Responding to simple communicative situations in mini dialogues, describing grade level topics</b></p> <p><b>2.3. Showing confidence and respect when speaking using simple sentences with the teacher and peers</b></p> <p><b>3.2. Reading words, phrases and short sentences by associating letters and sounds, recognizing and discriminating words that begin with similar initial sounds.</b></p> <p><b>3.4. Reading familiar English words and associating them to images, based on their knowledge from other subjects</b></p> <p><b>4.1. Building correct simple sentence structure</b></p> <p><b>4.3 Writing from left to right neatly</b></p>	<p>1.1. Understand simple words and phrases spoken by others and respond appropriately to simple instructions given by the teacher</p> <p>1.2.2. Listening to and reacting correctly to spoken or recorded instructions formulated in simple words, phrases or sentences</p> <p>2.2. Use words learned to describe grade level topics in a communicative situation.</p> <p>2.3 Maintain a conversation showing confidence and as well as respect to others using the appropriate speech acts (polite requests , etc</p> <p>3.2. Reading words, phrases and short sentences by associating letters and sounds in words with one syllable; discriminate words that begin with similar problematic sounds such as: b/p - f/v – t/d - m/n</p> <p>3.4. Read words and phrases related to topics learned in other subjects with the help of pictures</p> <p>4.1 Write simple meaningful sentences with proper Capitalization and punctuation marks correctly</p> <p>4.3. Write sentences neatly and legibly</p>	<ul style="list-style-type: none"> <li>• Recognize and use familiar sounds, words, simple phrases and simple sentences.</li> <li>• Raise hands when listening to certain words naming or describing animals.</li> <li>• Create small groups and describe in turns animals – with the help of pictures or other resources (critical thinking)</li> <li>• Describe some pictures of places in Kuwait.</li> <li>• Exercises related to the use of politeness formulas (in addressing somebody; listening carefully and maintaining the conversation).</li> <li>• Participate in different oral activities about personal experience (role playing).</li> <li>• Read words and phrases related to the zoo.</li> <li>• Solve an odd man out work sheet by reading words and marking an x over the word unrelated to the theme. (critical thinking)</li> <li>• Trace and copy simple words and sentences.</li> <li>• Re- order a simple picture story by numbering the pictures clearly and neatly. (critical thinking)</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources (visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets ○</li> <li>▪ Projects ○</li> <li>▪ Portfolio ○</li> <li>▪ Questions ○</li> <li>▪ Observation ○</li> <li>▪ ICT tools ○</li> <li>▪ Oral presentation ○</li> </ul>

**Grade two**  
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**Unit (9) (Time) " 8 " periods**

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit nine pupils are expected to	Learning activities	Resources	Assessment tools
<b>My neighborhood</b>	<p><b>1.3. Listening respectfully to others and observe turn taking when they talk</b></p> <p><b>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings</b></p> <p><b>2.4. Using their knowledge and abilities acquired in other subjects for presenting their native place/ region</b></p> <p><b>3.1. Reading simple sentences aloud using correct intonation and identifying high frequency words associated with images or symbols</b></p> <p><b>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers</b></p> <p><b>4.1. Building correct simple sentence structure</b></p> <p><b>4.3 Writing from left to right neatly</b></p>	<p>1.3.Listen to and show respect to others when communicating and conversing</p> <p>2.1. Express themselves orally when talking to others initiating and responding to simple clear statements in simple familiar topics: (going shopping /going to school/going to the zoo.</p> <p>2.4. Use drawings, maps and words to present their town/region.</p> <p>3.1.Read aloud simple sentences and texts appropriate to their age identifying high frequency words associated with images and using correct intonation</p> <p>3.3. Show curtsey and positive attitudes to others while reading simple texts by respecting turn taking with minimum interruptions</p> <p>4.1 Write simple meaningful sentences with proper Capitalization and punctuation marks correctly</p> <p>4.3. Write sentences neatly and legibly</p>	<ul style="list-style-type: none"> <li>• Role play: short exchanges in pairs about himself and his neighbourhood.</li> <li>• Participate in short unrehearsed interactions (mini-dialogues) in the classroom on familiar topics that happen to appear during the lesson such as interacting with a first time visitor to the class. (critical thinking)</li> <li>• Use simple replies and greetings.</li> <li>• Listen to the recorded material and tick pictures about Kuwait.</li> <li>• Present their town/region in a poster by using photos, maps, drawings etc. and using words and simple phrases.</li> <li>• Segment simple words into sounds.</li> <li>• Read a sheet of paper with the most common letter sounds "long vowel sounds" and combinations (e.g., the, sh, ch, ing).</li> <li>• Read high frequency words provided by the teacher from different sources (e.g. newspapers). Read simple instructions on a worksheet with images of different objects ( E.g.: draw a red circle around food items, put a blue x on things you can wear, etc (critical thinking) Read simple text "two to three words" in turns and observe turn taking.</li> <li>• Copy and write words and sentences.</li> <li>• Re-order words to form sentences Write proper names e.g. "classmates " , days of the week" in a sheet of paper using correct punctuation marks</li> <li>• Trace and copy simple words and sentences.</li> <li>• Re- order a simple picture story by numbering the pictures clearly and neatly. (critical thinking)</li> </ul>	<p>Grouping (individual work, pair work, etc.)            - Materials/            Resources (visual and audio aids etc.)            ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets ○</li> <li>▪ Projects ○</li> <li>▪ Portfolio ○</li> <li>▪ Questions ○</li> <li>▪ Observation ○</li> <li>▪ ICT tools ○</li> <li>▪ Oral presentation ○</li> </ul>

## Grade two

### *New fun with English*

#### Unit (10) - Number of teaching periods ( 8 )

Unit title	Specific Competences to be developed	Standards to be achieved By the end of unit ten pupils are expected to	Learning Activities	Resources	Formative Assessment
<b>Kuwait in the past</b>	<p><b>1.2.2. Listening to and understanding spoken or recorded instructions formulated in simple words, phrases or sentences</b></p> <p><b>2.1. Participating in short and simple interactions, in everyday situations, with support from the partner (peer or adults, teacher or others), responding orally to questions and greetings</b></p> <p><b>2.4. Using their knowledge and abilities acquired in other subjects for presenting their native place/ region</b></p> <p><b>3.1. Reading simple sentences aloud using correct intonation and identifying high frequency words associated with images or symbols</b></p> <p><b>3.3. Showing positive attitude towards reading and respecting turn taking when reading with peers</b></p> <p><b>4.1. Building correct simple sentence structure</b></p> <p><b>4.2. Writing from left to right using basic punctuation marks correctly</b></p>	<p>1.2.2. Listening to and reacting correctly to spoken or recorded instructions formulated in simple words, phrases or sentences</p> <p>2.1. Express themselves orally when talking to others initiating and responding to simple clear statements in simple familiar topics: (going shopping/going to school/going to the zoo..., etc</p> <p>2.4. Use drawings, maps and words to present their town/region.</p> <p>3.1. Read aloud simple sentences and texts appropriate to their age identifying high frequency words associated with images and using correct intonation</p> <p>3.3. Show courtesy and positive attitudes to others while reading simple texts by respecting turn taking with minimum interruptions</p> <p>4.1 Write simple meaningful sentences with proper Capitalization and punctuation marks correctly</p> <p>4.2. Write simple sentences between four lines using basic punctuation marks</p>	<ul style="list-style-type: none"> <li>• Respond to instructions related to simple, well defined actions specific to Kuwait in the past.</li> <li>• Role play: short exchanges in pairs about Kuwait in the past.</li> <li>• participate in short unrehearsed interactions (mini-dialogues) in the classroom on familiar topics that happen to appear during the lesson such as interacting with a first time visitor to the class. (critical thinking)</li> <li>• Use simple replies and greetings.</li> <li>• Listen to the recorded material and tick pictures about Kuwait. Present their town/region in a poster by using photos, maps, drawings etc. and using words and simple phrases.</li> <li>• Identify pictures of common objects and read the words under the pictures.</li> <li>• Participate in different oral activities about himself, his country (role playing).</li> </ul> <ul style="list-style-type: none"> <li>• Read a sheet of paper with the most common letter sounds "long vowel sounds" and combinations (e.g., the, sh, ch, ing).</li> <li>• Read high frequency words provided by the teacher from different sources (e.g. newspapers).</li> <li>• Read simple text in turns and observe turn taking.</li> <li>• Copy and write words and sentences.</li> <li>• Re-order words to form sentences</li> <li>• Write proper names e.g. "classmates " , days of the week" in a sheet of paper using correct punctuation marks</li> <li>• Write simple words between four lines from left to right.</li> <li>• Complete /correct sentences with punctuation marks.</li> <li>• Use finger spacing between words when writing a simple sentence</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources (visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> <li>▪ Worksheets ○</li> <li>▪ Projects ○</li> <li>▪ Portfolio ○</li> <li>▪ Questions ○</li> <li>▪ Observation ○</li> <li>▪ ICT tools ○</li> <li>▪ Oral presentation ○</li> </ul>

