



State of Kuwait  
Ministry of Education  
ELT General Supervision



## Curriculum and Curriculum Standards for Primary Education

(Grade 1)

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

2017 - 2018



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**Grade One**  
*New Fun with English*

(1 A)

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

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>Hello</b>	<p>1.1 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations</p> <p>1.2.2. Following simple instructions given by the teacher in the classroom</p> <p>1.3. Listening respectfully to the speaker</p> <p>1.4 Identifying numbers from 1-20 in a listening text</p> <p>2.2 Responding to simple communicative situations in mini dialogues related to every day topics</p> <p>3.2 Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials</p> <p>3.3 Handling books respectfully and appropriately</p> <p>4.2 Staying on topic while writing words and drawing pictures related to an assigned topic with the support of the teacher</p> <p>4.3. Following a simple written pattern and handling project tools neatly with teacher's support and guidance</p>	<p>1.1 Recognize words ,phrases, instructions heard from natural sources (e.g. different persons' speech,recorded material)</p> <p>1.2.2. Listen to and follow simple instructions related to classroom routines</p> <p>1.3.Listen attentively and respond politely to speakers in different situations</p> <p>1.4 Identify numbers from 1 to 20 and reproduce them in digits</p> <p>2.2 Use simple language related to everyday topics communicatively in mini dialogues</p> <p>3.2 Read illustrations, pictures, signs and words in written and visual materials.</p> <p>3.3 Handle books appropriately holding them right-side-up and turning pages one at a time from front to back</p> <p>4.2 Stay on topic while performing writing tasks related to a given topic.</p> <p>4.3. Follow a simple written pattern and handle project tools neatly and in an organized manner on their own ( pencils , papers, colours, glue, plastic scissors, pictures)</p>	<ul style="list-style-type: none"> <li>• Using TPR “Total Physical Response “activities e.g. (Please, stand up! Sit down! Open please your notebooks!).</li> <li>• 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.</li> <li>• Discriminate English letters from other shapes and symbols using worksheets or IPads</li> <li>• Pre-writing exercises: e.g. Draw and colour shapes; trace and draw zigzag lines; copy, draw and close shapes from left to right.</li> </ul>	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources (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> </ul>

## Grade One

### *New fun with English*

(1 A)

Unit (2)      Number of teaching periods (   )

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit two pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
<b>My body</b>	<p>1.1 Listening to and recognizing simple words, phrases, sentences as well as oral instructions heard in everyday life situations</p> <p>1.2.2. Following simple instructions given by the teacher in the classroom</p> <p>1.4 Identifying numbers from 1-20 in a listening text</p> <p>2.1. Using simple words, expressions and sentences to express themselves about self , family, food and other items in short conversations or individual speech</p> <p>3.2 Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials</p> <p>4.2. Staying on topic while writing words and drawing pictures related to an assigned topic with the support of the teacher</p>	<p>1.1 Recognize words, phrases, instructions heard from natural sources (e.g. different persons' speech recorded material)</p> <p>1.2.2. Listen to and follow simple instructions related to classroom routines</p> <p>1.4 Identify numbers from 1 to 20 and reproduce them in digits</p> <p>2.1 Use appropriate simple vocabulary to indicate / name objects , people and places, food items and other things in short conversations or individual speech</p> <p>3.2 Read illustrations, pictures, signs and words in written and visual materials.</p> <p>4.2. Stay on topic while performing writing tasks related to a given topic</p>	<ul style="list-style-type: none"> <li>• Students (Sis) raise their hands when they hear initial/ final sounds in simple words "3-4 letters" said by the teacher.</li> <li>• Some pictures of body parts are distributed among groups. Parts of the body are cut into pieces and Sis are asked to collect the parts and name them</li> <li>• Recognize letters of English in a picture with different shapes , they circle just the letters and read them</li> <li>• Sis write first initial missing letters in words under pictures provided by the teacher</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> </ul>

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

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit three pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
<b>My Family</b>	<p>1.2.2. Following simple instructions given by the teacher in the classroom</p> <p>1.3 Listening respectfully to the speaker</p> <p>1.4 Identifying numbers from 1-20 in a listening text</p> <p>2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in short conversations or individual speech</p> <p>2.2. Responding to simple communicative situations in mini dialogues related to every day topics</p> <p>2.3. Building up positive personal motivation to speak with peers and adults using simple phrases and sentences</p> <p>3.4. Reading English letters, frequent words, and Arabic digits they come across in familiar contexts</p> <p>4.2. Staying on topic while writing words and drawing pictures related to an assigned topic with the support of the teacher</p>	<p>1.2.2. Listen to and follow simple instructions related to classroom routines</p> <p>1.3. Listen attentively and respond politely to speakers in different situations</p> <p>1.4 Identify numbers from 1 to 20 and reproduce them in digits</p> <p>2.1 Use appropriate simple vocabulary to indicate / name classroom objects, people and places, food items and other things in short conversations or individual speech</p> <p>2.2 .Use simple language related to everyday topics communicatively in mini dialogues</p> <p>2.3 Use simple words to speak clearly with a positive attitude about different simple topics such as oneself, others, family, school and country</p> <p>3.4. Reading letters, numbers in digits from 1-20, and grade level words</p> <p>4.2 Stay on topic while performing writing tasks related to a given topic</p>	<ul style="list-style-type: none"> <li>• Sts raise their hands when they hear certain sounds in words “ c” in camera</li> <li>• Distribute some pictures of family members among groups, name “father group”, brother group” etc... say the name of the family member and groups with the member raise their hands saying the name “ father”</li> <li>• Sts in pairs ask “ who is this “ holding pictures , this is my mother” –</li> <li>• Holding picture of a family and asking “How many brothers, sisters...etc..? ”</li> <li>• Sts draw and colour shapes, trace and draw zigzag lines ; draw close shapes from left to right ; trace and copy letters by moving from left to right</li> <li>• Pre-writing exercises: e.g. Draw and colour shapes; trace and draw zigzag lines; copy, draw and close shapes from left to right.</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> </ul>

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**Unit (4)      Number of teaching periods (   )**

Unit title	Specific Competences to be developed	Standards to be achieved by the end of unit four pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
<b>My house</b>	<p>1.4. Identifying numbers from 1-20 in a listening text</p> <p>2.1. Using simple words, expressions and sentences to express themselves about self, family, food and other items in short conversations or individual speech</p> <p>2.3. Building up positive personal motivation to speak with peers and adults using simple phrases and sentences</p> <p>3.2 Reading and viewing illustrations, pictures and signs in order to recognize common and unique characteristics of different written and visual materials</p> <p>3.3 Handling books respectfully and appropriately</p> <p>4.3. Following a simple written pattern and handling project tools neatly with teacher's support and guidance</p>	<p>1.4. Identify numbers from 1 to 20 and reproduce them in digits</p> <p>2.1 Use appropriate simple vocabulary to indicate / name classroom objects, people and places, food items and other things in short conversations or individual speech</p> <p>2.3. Use simple words to speak clearly with a positive attitude about different simple topics such as oneself, others, family, school and country</p> <p>3.2 Read illustrations, pictures, signs and words in written and visual materials.</p> <p>3.3 Handle books appropriately holding them right-side-up and turning pages one at a time from front to back</p> <p>4.3. Follow a simple written pattern and handle project tools neatly and in an organized manner on their own ( pencils , papers, colours, glue, plastic scissors, pictures)</p>	<ul style="list-style-type: none"> <li>• Sts raise their hands when they hear initial/ final sounds in simple words "3-4 letters" said by the teacher.</li> <li>• Some pictures of body parts are distributed among groups. Parts of the body are cut into pieces and Sts are asked to collect the parts and name them.</li> <li>• Sts recognize letters of English in a picture with different shapes , they circle just the letters and read them</li> <li>• Sts write first initial missing letters in words under pictures provided by the teacher</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> </ul>

