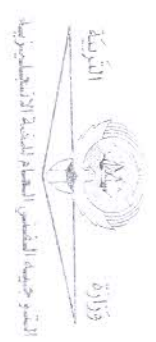


6/6/2018



State of Kuwait
Ministry of Education
ELT General Supervision

**Curriculum and Curriculum Standards for Primary Education
(Grade 3)
Learning Unit plans
Based on the new Curriculum
New fun with English
2017 - 2018**



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Grade Three
New Fun with English (3 A)

Unit (1) Number of teaching periods (12)

Unit title	Specific Competences to be developed	Curriculum standards to be achieved by the end of unit one pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
All about Kuwait	<p>1.1. Listening to simple (narrative or descriptive) oral messages and identifying the main information they convey</p> <p>1.2.2. Listening to simple instructions given by the teacher and peers; understanding and reacting properly to the meaning of the main prepositions indicating location</p> <p>1.3. Listening respectfully to others and maintain attention and eye contact</p> <p>1.4 Identifying simple references to Islamic events and occasions in a clearly articulated listening text</p> <p>2.1. Talking about grade level topics using simple language, and responding verbally to queries and instructions addressed clearly by adults or peers</p> <p>2.2. Using simple conversational strategies (such as questions, answers and role play in order to share ideas</p> <p>2.4.Using their knowledge and abilities acquired in other subjects for making a presentation about Kuwait</p> <p>3.1. Reading and understanding short paragraphs appropriate to the age group following simple instructions/signs/directions to perform a task</p> <p>3.3. Showing interest for reading and relating a text to personal experience</p> <p>3.4. Reading and understanding short texts about places in Kuwait/Islamic events</p> <p>4.2. Writing simple sentences and phrases using spelling strategies with legible handwriting</p> <p>4.3. Showing interest and pride in presenting neat written work.</p>	<p>1.1. Listen to and understand the main information from a simple (narrative or descriptive) oral message</p> <p>1.2.2. React to simple instructions by means of understanding the meaning of common prepositions of place: "in – on – under" etc. used in an oral text</p> <p>1.3 Show respect to others while listening to them by using verbal and non-verbal cues (nodding, eye contact, umm, yes, etc.</p> <p>1.4. Identify and understand phrases and sentences about, Islamic events and occasions when delivered clearly and slowly</p> <p>2.1. Use simple words and phrases to talk about grade level topics; correctly use greetings, queries, instructions</p> <p>2.2. Actively participate in simple dialogues using appropriate conversational strategies and other forms of expression in order to communicate with adults and peers</p> <p>2.4. Use simple sentences to talk about different places or traditions in Kuwait</p> <p>3.1. Read and understand simple short texts appropriate to the age group following simple instructions, signs and directions to perform different tasks</p> <p>3.3. Show interest and motivation for reading simple texts aloud, relating them to own experience and expressing personal opinions</p> <p>3.4. Read simple texts and comprehend facts about places in Kuwait/ Islamic events</p> <p>4.2 Write simple words and sentences between four lines neatly with teacher's guidance using adequate spacing between words and spelling strategies</p> <p>4.3. Write simple guided sentences between four lines neatly.</p>	<ul style="list-style-type: none"> • Listen to a text and – from a set of cards all students have – show up the one that corresponds to the information communicated by the text. (E.g.: listen to a text about Kuwait and raise the picture/word show when they hear the word show, etc) • Listen to the texts and answer questions related to their topic/main ideas. • Discuss in groups and present what they know about Kuwait. Each group chooses one topic that reflects something important about Kuwait. Read an open ended simple text and try to predict the ending. (critical thinking) • Read and express opinions about the text. (critical thinking) • Complete a sequence of pictures in a grid provided on a worksheet by drawing and writing what will happen next. (such as a picture of people getting ready for going out then pupils guess and draw what happens next (critical thinking) • Different groups create a poster about Kuwait 	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources</p> <p>(visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> • Written tasks • Projects • Quizzes • Portfolio • Questions • Observation • ICT tools • Oral presentation • Oral response • Games • Self assessment • Peer assessment

Grade Three
New fun with English (3 A)

Unit (2) Number of teaching periods (12)

Unit title	Specific Competences to be developed	Curriculum standards to be achieved by the end of unit two pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
<p align="center">2. My day</p>	<p>1.1. Listening to simple (narrative or descriptive) oral messages and identifying the main information they convey</p> <p>1.2.1 Paying attention while listening to spoken or recorded texts in order to answer simple questions about specific details.</p> <p>1.3. Listening respectfully to others and maintain attention and eye contact.</p> <p>2.1. Talking about grade level topics using simple language, and responding verbally to queries and instructions addressed clearly by adults or peers</p> <p>2.2. Using simple conversational strategies (such as questions, answers and role play in order to share ideas</p> <p>3.1. Reading and understanding short paragraphs appropriate to the age group following simple instructions/signs/directions to perform a task</p> <p>3.2. Reading simple texts with proper intonation related to basic punctuation marks.</p> <p>3.3. Showing interest for reading and relating a text to personal experience</p> <p>4.1. Writing simple and correct sentences to express self, feelings and personal experience with the help of guide words and pictures</p> <p>4.2. Writing simple sentences and phrases using spelling strategies with legible handwriting</p> <p>4.4. Writing words and sentences using simple text formats</p>	<p>1.1. Listen to and understand the main information from a simple (narrative or descriptive) oral message</p> <p>1.2.1. Listen to simple texts and understand them in order to identify the main ideas or some specific details.</p> <p>1.3 Show respect to others while listening to them by using verbal and non-verbal cues (nodding, eye contact, umm, yes, etc.</p> <p>2.1. Use simple words and phrases to talk about grade level topics; correctly use greetings, queries, instructions</p> <p>2.2. Actively participate in simple dialogues using appropriate conversational strategies and other forms of expression in order to communicate with adults and peers</p> <p>3.1. Read and understand simple short texts appropriate to the age group following simple instructions, signs and directions to perform different tasks</p> <p>3.2. Read short sentences and simple texts from different sources (textbook, cards, newspapers, posters, leaflets e-mails, SMS etc.) using proper intonation</p> <p>3.3. Show interest and motivation for reading simple texts aloud, relating them to own experience and</p> <p>4.1. Write simple and correct sentences to express self, feelings and personal experiences</p> <p>4.2 Write simple words and sentences between four lines neatly with teacher's guidance using adequate spacing between words and spelling strategies</p> <p>4.4. Present a simple informative poster about grade appropriate topics</p>	<ul style="list-style-type: none"> • Listen to a text and write down how many times a word is repeated, eg, today (critical thinking) • Answer MCQ questions related to the spoken/recorded text listened to. • Use visual clues (including video clips) for talking about people's day. • Use daily conversational routines appropriately – greetings/introductions (e.g. Hi, how are you? /Fine! What do you usually do? I usually get up at six o'clock). • Circle high frequency words in the text. • Complete writing tasks using correct structures/vocabulary. 	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources</p> <p>(visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> • Written tasks • Projects • Quizzes • Portfolio • Questions • Observation • ICT tools • Oral presentation • Oral response • Games • Self assessment • Peer assessment

Grade Three
New fun with English (3 A)

Unit (3) Number of teaching periods (11)

Unit title	Specific Competences to be developed	Curriculum standards to be achieved by the end of unit three pupils are expected to	Suggested Learning Activities	Resources	Assessment tools
<p style="text-align: center;">3. What's your hobby?</p>	<p>1.2.1 Paying attention while listening to spoken or recorded texts in order to answer simple questions about specific details</p> <p>1.2.2. Listening to simple instructions given by the teacher and peers; understanding and reacting properly to the meaning of the main prepositions indicating location</p> <p>1.2.2. Listening to simple instructions given by the teacher and peers; understanding and reacting properly to the meaning of the main prepositions indicating location</p> <p>2.1. Talking about grade level topics using simple language, and responding verbally to queries and instructions addressed clearly by adults or peers</p> <p>2.2. Using simple conversational strategies (such as questions , answers and role play in order to share ideas</p> <p>2.3. Speaking respectfully and confidently to others in simple situations</p> <p>3.1. Reading and understanding short paragraphs appropriate to the age group following simple instructions/signs/directions to perform a task</p> <p>3.3. Showing interest for reading and relating a text to personal experience</p> <p>4.1. Writing simple and correct sentences to express self, feelings and personal experience with the help of guide words and pictures</p> <p>4.2. Writing simple sentences and phrases using spelling strategies with legible handwriting</p> <p>4.4. Writing words and sentences using simple text formats</p>	<p>1.2.1. Listen to simple texts and understand them in order to identify the main ideas or some specific details.</p> <p>1.2.2. React to simple instructions by means of understanding the meaning of common prepositions of place: " in – on – under " etc. used in an oral text</p> <p>2.1. Use simple words and phrases to talk about grade level topics; correctly use greetings, queries, instructions</p> <p>2.2. Actively participate in simple dialogues using appropriate conversational strategies and other forms of expression in order to communicate with adults and peers</p> <p>2.3. Speak respectfully and confidently to others in simple conversational situations using adequate speech acts (polite requests, gratitude, etc.</p> <p>3.1. Read and understand simple short texts appropriate to the age group following simple instructions, signs and directions to perform different tasks</p> <p>3.3. Show interest and motivation for reading simple texts aloud, relating them to own experience and expressing personal opinions</p> <p>4.1. Write simple and correct sentences to express self , feelings and personal experiences</p> <p>4.2. Write simple words and sentences between four lines neatly with teacher's guidance using adequate spacing between words and spelling strategies</p> <p>4.4. Present a simple informative poster about grade appropriate topics</p>	<ul style="list-style-type: none"> • Participate in group conversations with peers in subjects related to familiar topics with 2-3 properly structured short sentences. • Ask and answer questions about familiar topics (family, friends etc.) • Participate and interact in mini dialogues respectfully with others. • Identify simple key words related to people/ places clearly. • Read and express opinions about the text. (critical thinking) • Write simple guided sentences to express favourites, likes, dislikes and basic feelings. (critical thinking) 	<p>Grouping (individual work, pair work, etc.)</p> <p>- Materials/ Resources</p> <p>(visual and audio aids etc.)</p> <p>ICT tools</p>	<ul style="list-style-type: none"> • Written tasks • Projects • Quizzes • Portfolios • Questions • Observation • ICT tools • Oral presentation • Oral response • Games • Self assessment • Peer assessment

