

Book 1



Teacher's Guide



Social Studies

East & West

Teacher's Book 1

Saudi Arabia

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Introduction

Social Studies: AERO’s curriculum writers have reviewed the Social Studies Framework (2019) and identified the Critical Areas for grades K-6, and have developed three sample units for each grade built on the critical areas. These units have been designed to guide teachers develop students into global citizens. We start with a quote from the National Council for the Social Studies, the largest professional association for social studies educators in the world, it defines social studies as:

“... the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.”

(the National Council of the Social Studies,

[https://www.socialstudies.org/standards/national- curriculum-standards-social-studies-introduction](https://www.socialstudies.org/standards/national-curriculum-standards-social-studies-introduction))

“The civic mission of social studies demands the inclusion of all students addressing cultural, linguistic, and learning diversity that includes similarities and differences based on race, ethnicity, language, religion, gender, sexual orientation, exceptional learning needs, and other educationally and personally significant characteristics of learners. Diversity among learners embodies the democratic goal of embracing pluralism to make social studies classrooms laboratories of democracy.”

(the National Council of the Social Studies,
<https://www.socialstudies.org/standards/national- curriculum-standards-social-studies-introduction>)

From this general quote we can derive the following general outcomes of teaching Social Studies in primary levels (1 – 6):

1. State facts of what students should learn at each level in the social studies curriculum.
2. Teach the language of Social Studies (in English) that is aimed at teachers and seeks to capture the expectations of the comprehensive, long-range outcomes.
3. Define the Learning outcomes at each level, present key questions and answers for exploration related to each theme.
4. Identify the types of purposes, knowledge, and intellectual processes that students should demonstrate in student products.
5. Identify and elaborate on the reasons why it is important to study each theme.
6. Build knowledge to integrate new information into existing cognitive constructs.

7. Engage in processes that develop students' abilities to think, reason, conduct research and attain understanding as they encounter new concepts.
 8. Represent what students learn in products that demonstrate their ability to use information accurately, and that reflect the thinking and research skills acquired in the process of learning.
 9. Develop students' ability both to conceive and implement self-directed projects and to participate in group projects. The development of the writing skills of students is an important objective of the products, which also include audio visual presentations.
- As a whole, the above outcomes are standards that are the framework for education for citizenship to provide students with the democratic dispositions, values, and attitudes needed for good and useful civic engagement.

So we can generally use the above standards to:

- deal with East & West curriculum with a view toward long-range outcomes.
- provide a framework for 1-6 curriculum development.
- provide ideas for instruction and assessment.
- serve as the basis for professional development experiences.


Individual teachers can use the standards to:

- Evaluate current curriculum, instruction, and assessment practices.
- Provide learning expectations for units and course books that are consistent with long-range social studies goals within and across grade levels.
- Acquire ideas and examples for alignment of learning outcomes, instruction, and assessment.

General Instructional Strategies needed for teaching Social Studies:

1. Brainstorming and discussion
2. Drawing and artwork
3. Field trips
4. Games
5. Graphic organizers, semantic maps and word webs
6. Humor
7. Manipulatives, experiments, labs, and models
8. Metaphors, analogies and similes
9. Mnemonic devices
10. Movement
11. Music, rhythm, rhyme and rap
12. Project-based and problem solving-based instruction
13. Reciprocal teaching and cooperative learning
14. Roleplays, drama, pantomimes and charades
15. Story-telling
16. Technology
17. Visualization and guided Inquiry
18. Visuals



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19. Work-study and apprenticeships
 20. Writing and journals
 21. Use PowerPoint lessons and guided notes. ...
 22. Go Digital – Use a WebQuest with your students. ...
 23. Integrate reading passages. ...
 24. Use Social Studies interactive notes. ...
 25. Incorporate FUN homework or social studies projects! ...
 26. Use historical fiction read aloud. ...
 27. Create an immersive history experience.

How to execute the pretend role-play with the students:

For a good role play session, let the students immerse themselves fully in the role that they are portraying. Set up a pretend scenario with necessary props to let them play it out. Keep it simple and easy.

How do you conduct a role-play in the classroom?

Step 1: Identify the Situation: To start the process, gather students, encourage an open discussion to uncover all of the relevant issues.

Step 2: Add Details: Teach the new vocabulary and sentences that will be used; write some on the board.

Step 3: Assign Roles: Divide the groups into information seekers who ask the questions and information providers who answer them.

Step 4: Pose and Act: Pose and act out the scenario with good students to help the class do the same.

Step 5: Discuss: Ask questions to assess what the students have learned.

DID YOU KNOW: Read this piece of information in every unit with your students and explain it. Elicit answers from the students first and then elaborate on their answers.

Glossary: At the end of each unit you will find a “Glossary” It has the key words from the topics discussed in the lessons. Read the glossary with your students and their meanings in English and see if they remember the meaning when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English. The same words are highlighted in the lessons.

Unit 1

My Character

Lesson 1 (pages 7, 8, 9 & 10)

All about Myself

In this lesson, your students will talk about themselves.

Learning objectives

Students should be able to

- know the concept of name, age and gender.
- introduce themselves.

Introduction (5 minutes)

- Ask your students to introduce themselves. Introduce yourself to them and call out some children to do the same.
- Tell the students that they should respect peoples' names and gender.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the concepts of name, age, gender, height and weight.
- Teach new vocabulary, particularly the ones presented in their lesson.

Words: citizen, blond, same, different, age, gender, height and weight

Sentences: "My name is _____."

"I am _____ years old."

"I'm in grade _____."

"I am a _____."

- You can write the new words on the board in a separate box to check understanding (name, age, grade, weight, height and gender).
- Separate the class into four groups at a pretend of first-time meeting.
- Explain the purpose of introducing oneself. Remind students that these are true information about themselves. Encourage students to ask and answer questions about meeting someone for the first time.
- Model asking and answering questions with a few student volunteers so that each of them plays the role of an information seeker and provider.

Model questions:



“What is your name?”

“How old are you?”

“Which grade are you in?”

“Are you a boy or a girl?”

Model answers:

“My name is Yara.”

“I am 6 years old.”

“I’m in grade 1”

“I am a girl.”

- Teach the key sentences by repeating the key sentences many times with the class orally.
- Divide the students into two groups: group 1 (information providers) and group 2 (information seekers).
- Have group 1 and group 2 sit in different corners of the classroom.
- Instruct group 1 members to take on the roles of the information providers. For example, if a student is trying to introduce himself, he will be the one providing information.
- Instruct group 2 members to take on the roles of the information seekers. For example, if a student is sitting right in front of student 1, he will be the one asking questions to the student in group 1.
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Use Hashim's and Yara's model for the students to practice.
- Write the practice model on the board:
My name is _____.
I am _____.
I am in grade _____.
I am a _____.
- Walk around the room, acting as a speaker in group 1 and group 2 at various times.
- Have the students change groups so that they practice both asking and answering questions.

- Now ask the students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct answers.

Independent working time (5 minutes)

Do the workbook exercises (pages 5, 6, 7 & 8). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap the role play.
- Have your students repeat the questions they asked and the answers that were given.
- Give homework: Write your name, age and gender in your notebook, then read them in class.

Lesson 2 (pages 11 & 12)

My Family

In this lesson, your students will learn the question word “Who”, to ask about family members: “Who is this?”

Learning objectives

Students should be able to

- realize the concept of the family.
- realize the importance of the family.



- name the members of their families.
- classify members of their families based on their gender.

Introduction (5 minutes)

- Ask your students about their families. Show some pictures of their families.
- Have the students describe their family members, names and numbers.
- Tell your students that today they will practice asking and answering questions and give information about their families.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary particularly the ones presented in their lesson; write them on the board (key words); make sure they can read them from the board and that they understand the meaning.

Words: family, father, mother, sister, brother

Sentences: “This is a picture of my family.”

“I love my family.”

- Use the family pictures presented in the book to explain the meanings or pictures from other sources.
- Explain the purpose of having a family. Remind students that you can do activities with them. Encourage students to ask and answer questions about the activities they do with their families.
- Model asking and answering questions with a few student volunteers so that each of them plays the role of information seeker and provider. • Help your students to ask using the questions in the book.

Model questions:

”What is your father’s / mother’s / brother’s / sister’s name?”

“What do you and your family do together?”

Model answers:

“Majed…….”

“We watch television together.”

Let them give more real answers.

- Let a student pretend to take us to his/her home, he/she will be the one providing information to the class. Let him/her introduce his/her family to us.
- Observe the way the rest of the students are acting with that student.
- Keep checking understanding of the new vocabulary and words.
- Teach the key sentences by repeating them many times with the class orally, (I love my family. / We watch TV together.)

Guided practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Encourage your students to speak about their responsibilities at home.

- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly, like showing a video and then asking your students questions about what they learnt.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 9, 10, & 11). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Have the students repeat the questions they asked and their answers.
- Ask your students about the meaning of the new words.
- Give homework: Stick photos of your family members in your activity notebook, write the name of each member under his/her picture.



Lesson 3 (pages 13 & 14)

I Am Polite

In this lesson, your students will learn about the importance of being polite.

Learning objectives

Students should be able to

- use appropriate words when talking to others
- show respect and good manners in daily life

Introduction (5 minutes)

- Ask your students to mention ways of being polite. What does being polite mean?
- Tell your students that today they learn how to use polite words on daily bases.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary, particularly the ones presented in their lesson:

Words: Good morning, sorry, please, thank you

Sentences: “Thank you.” “Good morning.” “Yes, please.”

- Write them on the board in a small box for the students to read.
- Explain the purpose of being polite and how it is important to be nice to all the people around us even the bus driver.

Teach your students to say please if they want to go somewhere outside the classroom or to ask permission-in general and to say thank you.

Model questions:

“May I go to the bathroom, please?”

“May I borrow a pencil, please?”

“You can go to the nurse.”

Model answers:

“Yes, you may.”

“No, you may not.”

“Thank you, my teacher.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.

- Instruct your students to act in their role of an information seeker and information provider.
- Have the students talk about multiple situations. For example, meeting the bus driver in the morning on the way to school, what should they say to him?
“Good morning!”
“How are you?”

Independent working time (5 minutes)

Do the workbook exercises (pages 12 & 13). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Have the students repeat the questions they asked and their answers.
- Ask your students about the meaning of the new words and sentences.
- Give homework: Create a worksheet for the students to do at home on their own and check it with them the next day in class.

Glossary

Read the glossary with your students and their meanings in English and see if they remember the meanings when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English. The same words are highlighted in the lessons.



Unit 2

My Health and Safety

Lesson 1 (pages 19 & 20)

My Face

In this lesson, your students will learn how to take care of their personal hygiene routine and apply this on cleaning their faces.

Learning objective

Students should be able to

- learn basic hygiene of one's face and how to keep it clean.

Introduction (5 minutes)

- Ask your students about ways of keeping their faces clean.
- Show some pictures of good health habits related to the face.
- Have the students describe their own health routine of cleaning their faces.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the key vocabulary and the key sentences particularly the ones presented in their lesson; write them on the board and make sure they can read and understand them. You can write the new words and sentences on the board in a separate box to check understanding.

Words: health, wash, blow nose, tissue, brush, comb, sneeze, cough, spread germs

Sentences: “ I wash my face/eyes/ears/hair with soap and water.”

“I dry my face/eyes/ears/hair.”

“I sneeze/cough into a tissue.”

“I cover my nose/mouth when I sneeze/cough.”

- Teach the key sentences by repeating them many times with the class.
- Separate the class into four groups at a pretend of the sequence of cleaning that is mentioned in the lesson.
- Explain the purpose of each part of the cleaning. Remind students that taking care of your face health is important. Encourage the students to ask and answer questions that have to do with their face.
- Model asking and answering questions with a few student volunteers so that each of them plays the role of an information seeker and provider.

Model questions:

“What do you do when you first wake up in the morning?”

“Do you remember to clean your ear?”

Model answers:

“I wash my face.”

“No, I don't.”

- Divide students into two groups: group 1 (information providers) and group 2 (information seekers).
- Have group 1 and group 2 sit in different corners of the classroom.
- Instruct group 1 members to take on the roles of the information providers. For example, if a student is in the bathroom preparing to start cleaning his face, he will be the one providing information. Instruct group 2 members to take on the roles of the information seekers. For example, “How do you clean your face?” to the student in group 1.
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Pose a scenario, such as presenting the right way to take care of your face. Instruct your students to act in their role of an information seeker and information provider.
- Encourage your students to ask questions. For example, **"Why do we wash our faces?"** tell the speaker to answer the question or provide students with model answers.
- Walk around the room, acting as a speaker in group 1 and group 2 at various times.
- Have the students change groups so that they practice in both asking and answering questions.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 15 & 16). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.



- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap the role play.
- Have the students repeat the questions they asked and the answers that were given.
- **Give homework:** Create a worksheet for the students to do at home and check it with them the next day in class.

Lesson 2 (pages 21 & 22)

My Body

In this lesson, students will learn about their bodies' health, hands and feet.

Learning objectives

Students should be able to

- learn how to keep their hands and feet clean .
- understand why they should clean their hands and feet.

Introduction (5 minutes)

- Ask your students about their body and how they usually clean it. Ask how they keep their hands and feet clean.
- Show some pictures (or show a video) of people taking care of their body and talk about them with your students.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the vocabulary particularly the ones presented in their lesson; write them on the board with the key sentences and make sure they can read and understand them. You can write the new words on the board in a separate box to check understanding:

Words: nails, fingers, toes, regularly, sick, garbage bin

Sentences: "I cut my long nails of my fingers and toes regularly (Why?)."

"I put cut nails in a garbage bin."

- Teach the key sentences by repeating them many times with the class.

- Separate the class into four groups and discuss the importance of washing hands/feet/hair.
- Explain the purpose of each section of cleaning your body. Remind students that it is important to wash face/nose/mouth every day. Encourage students to ask and answer questions that have to do with taking care of their bodies.
- Model asking and answering questions with a few student volunteers so that each of them plays the role of an information seeker and provider.

Model questions:

“Do you cut your nails regularly?”

“Why is it important to wear clean socks every day?”

Model answers:

“Yes, I do.”

“To keep my feet healthy and clean.”

- Instruct students to take on the roles of the information seekers. Encourage them to ask questions, for example, “What do you do when you sneeze?”
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Pose a scenario, such as presenting the right way to take care of your body. Instruct your students to act on their role of an information seeker and information provider.
- Encourage your students to ask questions. For example, **“What should I do when my hands get dirty?”** tell the speaker who is answering the questions to answer the question as they see fit, or provide students with a model answer.
- Have the students change groups so that they practice in both asking and answering questions.
- At this stage, give new tasks to make sure that the students are producing the new words and sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.





Independent working time (5 minutes)

Do the workbook exercises (pages 17 & 18). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the student do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap the scenario.
- Have the students repeat the questions they asked and the answers that were given.
- **Give homework:** Let the students answer these two questions in their notebooks: "What is your body cleansing routine? What products do you use?"

Lesson 3 (pages 23 & 24)

Safety at Home

In this lesson, your students will learn about safety at home.

Learning objectives

Students should be able to

- give examples on how to take care of one's home.
- realize the importance of safety in all aspects of life.
- gain correct habits to keep one's safe.

Introduction (5 minutes)

- Ask your students what they know about safety in general.
- Show some pictures that represent safety measurements.
- Tell your students that today they will learn about safety.

Explicit instruction /Teacher modeling (10 minutes)

Teach the students the new vocabulary. The new word that is presented is:

Word: Accident

Sentences: “Don’t play with medicine.”

“Don’t use sharp knives.”

- Write them on the board in a small box so that students can read them.
- Explain the purpose of safety and how it is applied in houses. Talk about the Do’s and don’ts when we stay home alone.
- Use the pictures to teach your students the importance of listening and carefully applying these rules.
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Encourage your students to speak about their favorite safety rules at home.
“What will happen if we put water on an electrical fan?”
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly, like showing a video and then asking your students questions about what they learnt.
- Correct the mistakes and ask the students to repeat the correct statements.


Independent working time (5 minutes)

- Do the workbook exercises (pages 19, 20 & 21). Follow this procedure:
- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.



- 
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
 - Check their workbooks and write down notes about how they answered the exercises.
 - Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Make a poster with the correct actions to keep safe at home.

Glossary

Read the glossary with your students and their meanings in English and see if they remember the meanings when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English. The same words are highlighted in the lessons.

Unit 3

Special Times

Lesson 1 (pages 29 & 30)

Eid al-Fitr

In this lesson, your students will learn about Eid al-Fitr.

Learning objectives

Students should be able to

- recognize the concept of Eid.
- explain the concept of Eid to Muslims.
- distinguish between Eid al-Fitr and Eid al-Adha.
- recognize the importance of Eid al- Fitr.
- expound the features of Eid al- Fitr.

Introduction (5 minutes)

- Ask your students what they know about the Eid in general.
- Show some pictures that represent Eid al- Fitr.
- Tell your students that today they will learn about the Eid.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary, particularly the ones presented in their lesson.

Words: celebrate, fasting, mosque, relatives and charity

Sentences: “I am given sweets and gifts by my family.”

“I buy new clothes to wear.”

- Write them on the board in a small box for the students to read.
- Explain the purpose of Eid and how it is celebrated.
- Use the pictures to teach your students the joy Eid holds.
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Encourage your students to talk about Eid. “Do you like going to the mosque in Eid?”
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly, like showing a video and then ask your students to answer questions about what they learnt.



- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 23 & 24). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- **Give homework:** Bring your favorite Eid decoration to hang in the class.

Lesson 2 (pages 31 & 32)

Eid al- Adha

In this lesson, your students will learn about Eid al- Adha.

Learning objectives

Students should be able to

- recognize the concept of "al-Adha".
- explain the concept of Eid to Muslims.
- distinguish between Eid al-Fitr and Eid al-Adha.
- recognize the importance of Eid al- Adha.
- expound the features of Eid al- Adha.

Introduction (5 minutes)

- Ask your students what they know about Eid in general.
- Show some pictures that represent Eid al- Adha.
- Tell your students that today they will learn about Eid al- Adha.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary, particularly the ones presented in their lesson.

Words: Hajj, the poor

Sentences: “Eid al- Adha is a reward for performing Hajj.”

“Muslims show gratitude to Allah.”

- Write them on the board in a small box for the students to read.
- Explain the purpose of Eid and how it is celebrated.
- Use the pictures to teach your students the joy the Eid holds.
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Encourage your students to speak about Eid-al-adha.
“Do you like taking money or gifts on Eid al- Adha?”
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly, like showing a video and then asking your students to talk about what they saw and answer questions.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)


Do the workbook exercises (pages 25 & 26). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.



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- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
 - Check their workbooks and write down notes about how they answered the exercises.
 - Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today. Give homework: Make a DIY sheep.

Glossary

Read the glossary with your students and their meanings in English and see if they remember the meanings when you discussed it in the lesson with their them; explain again if needed and make certain your students can understand meanings in English. The same words are highlighted in the lessons.

Unit 4

My Places

Lesson 1 (pages 37 & 38)

Houses

In this lesson, your students will learn about their houses.

Learning objective

Students should be able to identify different types of houses.

- determine the type of house they live in.

Introduction (5 minutes)

- Ask your students what they know about houses in general.
- Show some pictures that represent different types of houses.
- Tell your students that today they will learn about house types.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary, particularly the ones presented in their lesson.

Words: tents, villas, apartments, city, district and building **Sentences:**

“I live in a villa.”

“I like small houses.”

Encourage your students to speak about their house addresses.

“I live in:

City:_____ **District:**__ **Street:** _____ **Building Number:** __ **Phone Number:**__”

Model answers:

“Amman

Dahiet al Rasheed University


street

117

0780000000”

- Write them on the board in a small box for the students to read.
- Explain the purpose of having a house for both humans and animals, explain uses of houses and from what houses are made of.
- Use the pictures to teach your students house types.
- Ask more questions to cover the main points in the lesson and let the students answer.



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- Read the lesson with the class from the book while asking some comprehension questions about the text.
 - Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- At this stage, give tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 29, 30 & 31). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Give out a worksheet.

Lesson 2 (pages 39, 40 & 41)

My House

In this lesson, your students will learn about their houses.

Learning objectives

Students should be able to

- talk about the rooms in their houses.
- talk about the activities the family do in each of the house parts.

Introduction (5 minutes)

- Ask your students about their houses. Show some pictures of house types and let the students try to name them.
- Ask: "Why do we need houses?" Elicit some answers.
- Tell your students that having and living in a house is important to maintain love between family members.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary particularly the ones presented in their lesson; write them on the board and make sure they can read and understand them.

Words: villas, apartments, tents and couch"

Sentences: "I live in a villa/apartment/small house/tent."

"My house is my shelter."

- Teach key sentences by repeating the key sentences many times with the class.
- Explain the purpose of each section of the house. Remind students that a house is a shelter. Therefore, encourage students to ask and answer questions that have to do with each one and her/his house.
- Teach the different rooms and what things (furniture) they have in the room: (table, plant, couch, television, painting, desk, bed, chair, closet, drawers, vase, etc.)
- Model asking and answering questions with a few student volunteers so that each of them plays the role of an information seeker and provider.

Model questions:

"What type of house do you live in?"

"What do we do in the kitchen?"

"What is your favorite room of the house?"

"What do you have in your bedroom?"

Model answers:

"Villa...."

"We sit and eat in the kitchen."

"My favorite room is my bedroom."

"I have a closet, a bed and some drawers."





Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Encourage your students to ask questions. For example, "What do you do in your bedroom?" tell the speaker (the friend here) to answer, or provide students with model answers.
- At this stage, give new tasks to make sure that the students are producing the new words and the sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 32, 33 & 34). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Have the students repeat the questions they asked and the answers that were given.
- Give homework: Take photos of your house to show other students and talk about the photos to your friends in the class.

Lesson 3 (pages 42, 43 & 44)

My Kitchen

In this lesson, your students will learn about a kitchen.

Learning Objectives

Students should be able to name objects in the kitchen.

- recognize the safety rules in the kitchen.

Introduction (5 minutes)

- Ask your students what they know about kitchens in general.
- Show some pictures of kitchens.
- Tell your students that today they will learn about kitchens.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the key vocabulary and sentences, particularly the ones presented in their lesson:

Words: Appliances, inflammable, bill, fridge, oven, microwave, cooler, coffee maker, squeezer, blender and grill.

Sentences: “A kitchen is where we sit and eat.”

“We use the coffee maker to make coffee.”

- Write them on the board in a small box for the students to read.
- Explain the purpose of having a kitchen room, what supplies is in it and what is the use of every supply.
- Use pictures to teach your students about appliances in a kitchen.
- Make sure to keep the flow of information easy and steady, this will make it easier for students to comprehend what every tool does in a kitchen.
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Encourage your students to talk about the appliances they have in the kitchen at home.
“What do we use the grill/oven/squeezer/coffee maker/microwave for?”
- At this stage, give tasks to make sure that the students are producing the new words and the key sentences correctly, like presenting pictures of each appliance and let the students tell you its name and use.



- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 35, 36 & 37). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Take a picture of your kitchen, stick it in your activity book and name the objects in the kitchen.

Lesson 4 (pages 45, 46 & 47)

My Room

In this lesson, your students will learn about their bedrooms.

Learning objectives

Students should be able to

- name objects in the bedroom.
- realize the importance of keeping all places tidy and clean.

Introduction (5 minutes)

- Ask your students what they know about a bedroom in general.
- Show some pictures that represent bedrooms.
- Tell your students that today they will learn about their own rooms.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary.

Words: toys, crayons, knock

Sentences: “This is my bedroom where I sleep, play and study.”

“I keep my room clean and tidy.”

- Write them on the board in a small box for the students to read.
- Explain the purpose of having a bedroom room and what is in it.

Ask more questions to cover the main points in the lesson and let the students answer.

- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.

Encourage your students to speak about their rooms.

Ask: **“What do you do in your room?”**

- Elicit answers from different students.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.





Independent working time (5 minutes)

Do the workbook exercises (pages 38, 39, 40 & 41). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Write in your notebook about three rules that should be observed in the bedroom.

Glossary

Read the glossary with your students and their meanings in English and see if they remember the meanings when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English. The same words are highlighted in the les

Unit 5

My Food

Lesson 1 (pages 53 & 54)

Water

In this lesson, your students will learn about the importance of water.

Learning objectives

Students should be able to

- appreciate the grace of Allah by saving the consumption of water.
- classify the water sources as in the pictures.
- feel grateful for the grace of water.
- drink water habitually but not during meals.
- save the consumption of water.

Introduction (5 minutes)

- Ask your students about the importance of water.
- Show some pictures about water uses.
- Tell your students that today they will learn about the blessings of water and their uses.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary.

Words: resources, waste water

Sentences: “Do not waste your water.”


“Water comprises 70% of human body weight.”

- Write them on the board in a small box for the students to read.
- Explain the importance of water and ways to preserve water.
- Use the pictures, to teach your students the different uses of water.
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Encourage your students to speak about their favorite activity done in water.



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- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
 - Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 43 & 44). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Show a video about ways to save up water and then ask your students to write what they learned from the video; Help them by giving example sentences.

Lesson 2 (pages 55 & 56)

Milk

In this lesson, your students will learn about the importance of milk.

Learning objectives

Students should be able to

- conclude the importance of drinking milk to the body.
- distinguish the taste and color of milk.
- appreciate the national industry for providing multiple products of milk.
- count products of milk.
- recognize the importance of drinking milk on daily bases.

Introduction (5 minutes)

- Ask your students what they know about milk sources in general.
- Show some pictures that represent milk products.
- Tell your students that today they will learn about milk.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary.

Words: dairy products, cheese, butter, yogurt, chocolate, milk shake, cake

Sentences: “Children need four glasses of milk daily for the growth and protection of their teeth and bones.”

“Milk is an important ingredient of many foods and drinks.”

- Write them on the board in a small box for the students to read.
- Explain the source of milk and what can be done using milk.
- Use pictures to teach your students the uses of milk.
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Encourage your students to speak about their favorite milk products.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

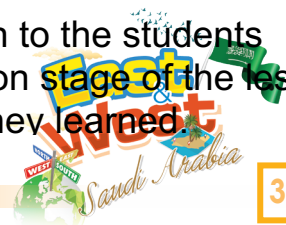
Independent working time (5 minutes)

Do the workbook exercises (pages 45 & 46). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.



- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Write sentences about your favorite milk product, don't forget to stick some pictures.

Lesson 3 (pages 57, 58 & 59)

Fruits and Vegetables

In this lesson, your students will learn about the importance of fruits and vegetables.

Learning objectives

Students should be able to

- differentiate between fruits and vegetables.
- recognize the importance of eating fruits and vegetables on a regular basis.
- wash fruits and vegetables before eating.

Introduction (5 minutes)

- Ask your students what they know about fruits and vegetables importance in general.
- Show some pictures of fruits and vegetables.
- Tell your students that today they will learn about fruits and vegetables.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary.

Words: nutrients, diseases, healthy, germs

Sentences: "Eating fruits and vegetables protects your body from diseases and germs."

"Fruits and vegetables have a lot of nutrients."

"Fruits and vegetables must be washed properly before eating"

- Write them on the board in a small box for the students to read.
- Explain the importance of fruits and vegetables.
- Use pictures to teach your students the different kinds of fruits and vegetables.
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.

- Encourage your students to talk about their favorite fruits and vegetables.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 47, 48, 49 & 50). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises. Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Do Question 2 in the workbook page 48.

Glossary

Read the glossary with your students and their meanings in English and see if they remember the meanings when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English. The same words are highlighted in the lessons.



Unit 6

Community Helpers

Lesson 1 (pages 63)

Money

In this lesson, your students will learn about money.

Learning objectives

Students should be able to

- define money, community and health care.
- conclude why people work.

Introduction (5 minutes)

- Show students some money. Show some money types in Jordan, dinars and piasters.
- Ask students what we need money for and why money is important.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary particularly the ones presented in their lesson; write them on the board and make sure they can read and understand them.

Words: health care, money, community

Sentences: “We pay money to buy what we need, such as food and clothes.”

“We work in different jobs to earn money and help others.”

“We live in a community.”

- Teach the key sentences by repeating them many times with the class.
- Separate the class into four groups at a pretend to sell and buy things with money.
- Explain the purpose of using money. Remind students that it is important to spend money wisely.
- Model asking and answering questions with a few student volunteers so that each of them plays the role of an information seeker and provider.

Model questions:

“When you go to a mall, who do you ask to help you buy things?”

When you buy things, you ask:

“How much does _____ cost?” “How can people make money?”

Model Answers:

“I ask the mall helpers.”

“It costs _____ JD.”

“People work in different jobs to make money.”

- Divide students into two groups: group 1 (information providers) and group 2 (information seekers).
- Have group 1 and group 2 sit in different corners of the classroom.
- Instruct group 1 members to take on the roles of the information providers. For example, if a student is talking about a job, he will be the one providing information.
- Instruct group 2 members to take on the roles of the information seekers. For example, “How much money do you make?” to the student in group 1.
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Pose a scenario, such as a meeting a worker in the supermarket. Instruct your students to act in their role of an information seeker and information provider.
- Encourage your students to ask questions. For example, “**Who helps you when you go to the supermarket/hospital/school?**” tell the speaker to answer the question or provide students with a model answer.
- Walk around the room, acting as a speaker in group 1 and group 2 at various times.
- Have the students change groups so that they practice in both asking and answering questions.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (page 53) .

Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.



Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap the role play.
- Have the students repeat the questions they asked and the answers that were given.
- Give homework: Ask the class how much allowance you take and how you spend it.
- Let the students write the sentences and read it to the class the next day.

Lesson 2 (pages 64 & 65)

Community Helpers at My School

In this lesson, your students will learn about helpers at school.

Learning objectives

Students should be able to

- name some helpers in their school and what they do.
- thank and appreciate helpers for helping their community.
- use polite language when you need a helper to help you.

Introduction (5 minutes)

- Ask your students about the jobs they see in their school. Show some pictures of school helpers.
- Have the students describe community helpers' different jobs in the school by asking them: "What does (name) do?"

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary particularly the ones presented in their lesson; write them on the board and make sure they can read and understand them.

Words: janitor, bus driver, carpenter, painter

Sentences: "The teacher helps us learn."

"The bus driver drives us from home to school and back."

- You can write the new words on the board in a separate box to check understanding.
- Teach the key sentences by repeating them many times with the class.
- Teach the students that they need to ask for help politely:
"Please, can you clean the floor, I spilled my drink!" "Thank You."
- Separate the class into four groups at a pretend so that each group represents a job.

- Explain the purpose of each section of work. Remind students that every job has its own importance. Encourage students to ask and answer questions that have to do with community helpers at school.
- Model asking and answering questions with a few student volunteers so that each of them plays the role of an information seeker and provider.

Model questions:

“What does the school principal do?”

“Who cleans our school?” “Who fixes our desks?” Model answers:

“He/she manages our school.”

“The janitor.”

“The carpenter.”

- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Pose a scenario, such as talking to the teacher (let a student play the role of a teacher). Instruct your students to act in their role of an information seeker and information provider.
- Encourage your students to ask questions. For example, **“May I go to the bathroom, please?” “Yes, sure.” “Thank you.”** Tell the speaker who is answering the questions to answer the question as they see fit, or provide students with a model.
- Walk around the room, acting as a speaker in group 1 and group 2 at various times.
- Have the students change groups so that they practice in both asking and answering questions.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct the mistakes and ask the students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 54 & 55). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.



- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don't correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap the role play.
- Have the students repeat the questions they asked and the answers that were given.
- Give homework: Talk to the class about one community helper you know, his name and what he job he does to help us

Lesson 3 (pages 66 & 67)

Community Helpers at My Neighborhood

In this lesson, your students will learn about the community helpers in their neighborhoods.

Learning objectives

Students should be able to

- name some community helpers in their neighborhoods.
- realize the importance of community helpers in their neighborhood.
- describe what jobs the helpers in the neighborhood do.

Introduction (5 minutes)

- Ask your students about community helpers in their neighborhood.
- Show some pictures of the places community helpers work at.
- Have the students describe their favorite community helper and explain why.

Explicit instruction /Teacher modeling (10 minutes)

- Teach the students the new vocabulary particularly the ones presented in their lesson; write them on the board and make sure they can read them from the board and that they understand them.

Words: baker, barber, plumber, doctor, dentist Sentences: “A dentist treats our teeth.”

“A baker makes delicious bread.”

“A barber does nice haircuts.”

“The policeman keeps the neighborhood safe.”

- You can write the new words on the board in a separate box to check understanding.
- Teach of the key sentences by repeating the key sentences many times with the class.
- Separate the class into four groups at a pretend of being community helpers.
- Explain the purpose of each group. Remind students that every community helper has a special work to do. Encourage students to ask and answer questions that have to do with community helper jobs.
- Model asking and answering questions with few student volunteers so that each of them plays the role of an information seeker and provider.

Model questions:

“Who makes delicious bread?”

“Who treats our teeth?”

Model answers:

“The baker.”

“The dentist.”

- Divide students into two groups: group 1 (information providers) and group 2 (information seekers).
- Have group 1 and group 2 sit in different corners of the classroom.
- Instruct group 1 members to take on the roles of the information providers. For example, if a student is in the bakery, he will be the one providing information. Instruct group 2 members to take on the roles of the information seekers. For example, “Do you make bread?” to the student in group 1.
- Ask more questions to cover the main points in the lesson and let the students answer.
- Read the lesson with the class from the book while asking some comprehension questions about the text.
- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Ask students to open their books and read the lesson silently, drawing their attention to the pictures that explain the sentences. Let them underline the words they don't understand and explain them.
- Show pictures that have different jobs on them and ask whose parent works as a (doctor). Instruct your students to raise their hands if it applies to their mother's or father's job.



- Encourage your students to ask questions. For example, “**What is your father’s job?**” tell the speaker to answer the question as they see fit, or provide students with a timeline.
- Walk around the room; make sure that everyone looks at the flashcards.
- Have the students change groups so that they practice in both asking and answering questions.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.

Independent working time (5 minutes)

Do the workbook exercises (pages 56, 57, 58 & 59). Follow this procedure:

- Read the instructions of every exercise and explain the task to the students orally. You can sometimes elicit oral answers from them and write some on the board but then erase it to see if they can do the exercise individually in the class for the sake of assessment.
- Let the students do the exercises individually now.
- Walk around the class and watch the students doing the work on their own.
- Do not give any answers and let the students finish their work.
- Collect their workbooks to correct and assess their understanding and their skills.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are using.
- Check by asking individuals questions. Move around and listen to the students asking and answering. Don’t correct them here in the production stage of the lesson or during assessment because they need to reproduce what they learned.
- Check their workbooks and write down notes about how they answered the exercises.
- Listen to the students while reproducing the sentences you taught and write down the parts you need to teach again but in a new different way.

Review and closing

- Ask your students to recap the role play.
- Have the students repeat the questions they asked and the answers that were given.
- Give homework: Create a worksheet about community helpers and ask the students to do it at home.

Glossary

Read the glossary with your students and their meanings in English and see if they remember the meanings when you discussed it in the lesson with them; explain again if needed and make certain your students can understand their meanings in English. The same words are highlighted in the lessons.