



Teacher's Guide



Social Studies

East & West

Teacher's Book 4

Saudi Arabia

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Saudi Arabia



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>)

“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
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 Alouds. ...
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?

How to Use Role Play?

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 what 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, then elaborate on their answers.

How to teach the Skills Builder activity

Skills Builder: Primary and Secondary Sources

Let the students try to define the primary sources and the sources of information.

From the pictures, encourage them to make predictions based on what they Know.

Discuss the terms 'primary" and "secondary".

Let the students think of other examples of primary and secondary sources."


Answer to the questions on page 73:

"It's a primary source because it's the original description of what was found in the records and accounts of the Spanish observer, Motolinia in the 16th century who witnessed the process."

"Yes, it is accountable to be used as a source of information about blade production in the 16th century."

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

Civilization and Culture

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

Civilization

In this lesson, your students will learn about civilization.

Learning Objectives

Students should be able to

- define what a civilization is.
- identify the reasons of developing ancient civilizations.
- list the rivers where the four ancient civilizations grew up.
- realize the importance of farming in the development of civilization.
- list the effects of farming in humans' lives.
- recognize the tools used by people in ancient civilizations.
- realize the effects of the inventions on people's lives.

Introduction (5 minutes)

- Ask your students about what they know about civilizations in general.
- See if the students can name some civilizations they learnt about (in Arabic).
- See if your students understand the concept of civilization, discuss the concept.
- Show some pictures that represent civilizations.
- Tell your students that today they will learn more about civilization development.

Explicit instruction/Teacher modeling (10 minutes)

Teach the students the new vocabulary presented in the lesson.

Teach the key words and the sentences by repeating them orally many times.

Words: Civilization, governments, tribes, archeological, alluvial, trade, villages, goods, bartering

Sentences: "The first civilizations that were founded in the fertile valleys of great rivers were Mayas, Incas, Shang and Mesopotamia."

"The history of farming is the story of humankind's development by the systematic raising of plants and animals."

Write them on the board in a small box for the students to read.

Explain the purpose of a civilization, how it is made, what skills people needed to develop to survive and how farming and bartering developed through the years.

- Use the map to answer the questions, teach your students to navigate through the map to answer.

Model questions:

“Which river did Ancient Egypt grow along?”

“Which river did Ancient China grow along?”

“What did ancient people do before they started to farm?”

Model answers:

“Nile Valley.”

“Huang He River Region.”

“They were hunters.”

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)


- Encourage your students to talk about some civilizations they learnt about.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that represent tribes, archaeological, early farming villages and trading as it makes it easier for them to follow up with information they learn about civilization.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly, like presenting a video and then asking your students to summarize what they learnt.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 5, 6 & 7). 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 putting down.
- Check by asking individuals questions. Move around and listen to 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.
- 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 them homework to do at home.
- For example: Point out the location of civilizations on a map.

Lesson 2 (pages 11 & 12) Communities

In this lesson, your students will learn about communities.

Learning Objectives

Students should be able to

- realize that community members share many traditions and customs.
- mention some of the traditions and customs in Saudi Arabia.
- recognize the role of the government.
- realize the importance of the laws.

Introduction (5 minutes)

- Ask your students about what they know about communities in general, what is a community to them.
- Show some pictures that represent communities.

shared customs and traditions.

- Tell your students that today they will learn about communities.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: Community, customs, traditions, laws

Sentences: "People living in a community together develop some shared customs and traditions."

"Governments developed laws to help people get along, protect them and keep them safe and secure."

- Write them on the board in a small box for the students read.
- Explain the purpose of having different communities, how people lived after they settled, what people developed as a community and why laws were developed.
- Explain how communities vary around the world using pictures.

Model questions:

“What is the national dish in Saudi Arabia?”

“How do communities around the world differ?”

“Compare these two pictures on page 17.”

Model answers:

“Kabsa.”

“They speak different languages, live in different houses, eat different types of food and dress differently.”

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Encourage your students to speak about different cultures, tell them to be specific as much as possible in describing what they know about a culture from food, houses and clothes.
- Let the students point out the differences.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences as it makes it easier for them to follow up with information they learned.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 8 & 9). 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 putting down.



- Check by asking individuals questions. Move around and listen to 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.
- 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 (5 minutes)

- Ask your students to recap what they took in the lesson today.
- Give homework: Write a paragraph about your ideal community, use pictures to support your thoughts. Read it in class.

Lesson 3 (pages 13, 14, 15, 16 & 17)

Culture

In this lesson, your students will learn about cultures.

Learning Objectives

Students should be able to

- realize that people around the world have different cultures.
- feel proud of the Saudi culture, traditions and customs.
- respect other people's culture, traditions and customs.

Introduction (5 minutes)

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

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: culture, values, norms, hospitality, solidarity, charity and artifacts

Sentences: "People around the world have different cultures."

"The three components of culture are: values, norms and artifacts."

"Norms are social rules of the acceptable and the unacceptable behavior in each culture."

"Artifacts are products of human art derived from the culture's values and norms."

- Write them on the board in a small box for the students to read.
- Explain the purpose of cultures, how they are made, what components they have and what makes the Jordanian culture unique.
- Use the main vocabulary to start a conversation with the students; check what they already know and add to it.

Model questions:

“Give examples on some shared values between communities.”

“Why do Arabs share the same culture although they live in different parts of the world?”

“Why is family important to Saudis?”

Model answers:

“Honor, Honesty, cooperation, equality, truthfulness, kindness and mercy.”

“Because they have the same language, religion, traditions and customs.”

“Because they share each other’s pain and joys.”

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Encourage your students to speak about their culture.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences as it makes it easier for them to follow up with information they learn about culture.
- At this stage, give tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 10, 11, 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 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.
- Listen to the students while presenting 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 about a culture you know, read it to your classmates in the class.

Glossary

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 2

Geography and Maps

Lesson 1(pages 23, 24, 25, 26, 27, 28, 29, 30, 31, 32 & 33)

Geography

In this lesson, your students will learn about geography and maps.

Learning Objectives

Students should be able to

- define the term geography.
- identify the main topics covered by the subject of geography.
- give examples on each topic covered by the subject of geography.
- describe areas in terms of location, place and region.
- distinguish between transportation and communication.
- distinguish between physical, economic and cultural regions.

Introduction (5 minutes)

- Ask your students about what they know about geography in general.
- Show some pictures that represent different places where people live (in Saudi Arabia).
- Tell your students that today they will learn about geography.

Explicit instruction/Teacher modeling (10 minutes)

Teach the students the new vocabulary presented in the lesson.

Teach the key words and the sentences by repeating them orally many times.

Words: geography, place, boundaries, human/environment interaction, landforms, dams, movement, transportations, communication and region

Sentences: "Geography is a Greek word which means "Earth."

"The four main topics that are covered by geography are: Place, Human, movement and regions."

Write them on the board in a small box for the students to read.

Explain the purpose of studying geography, the main topics related to it, what landforms exist and the transportations used.

Use the map to answer the questions, teach your students to navigate through the map to answer questions.

Model questions:

"Define the term geography."

"What are the four modes of transportation?"

"What is a region?"



“How can people change the geography of the places where they live?”

“What is communication?”

“How do people communicate ideas?”

“Give one example on economic regions.”

Model answers:

“It is a Greek word which means.”

“Earth description.”

“Road, rail, air and water transportation.”

“A region is an area that shares common natural and human characteristics.”

“They change it by building houses, building skyscrapers, shopping mall, stores, roads and highways.”

“Communication is the exchange of information between individuals.”

“People communicate ideas using speaking, writing, signs and body language.”

“European Union.”

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Encourage your students to notice the difference between the main topics covered by Geography and help them state reasons for the importance of each kind.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain each topic of Geography as it makes it easy for them to follow up with information they learned.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 15, 16, 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 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 putting down.
- Check by asking individuals questions. Move around and listen to 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.
- 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 about what transportation you would take to go to a certain place.

Lesson 2 (pages 34, 35, 36, 37, 38, 39, 40 & 41) Elements of a Map

In this lesson, your students will learn about using and reading map elements.

Learning Objectives

Students should be able to

- define maps, symbols, compass rose, cardinal directions.
- realize that maps have different uses.
- list the elements of a map and their functions.
- identify some frequently used symbols in political and landform maps.
- obtain information from a map by referring to the map key.
- tell how cardinal and intermediate directions relate to each other.
- realize the importance of the compass rose on maps as a direction tool.
- locate the cardinal and intermediate directions on a compass rose.


Introduction (5 minutes)

- Ask your students about what they know about maps in general.
- Show some pictures that represent maps.
- Tell your students that today they will learn about maps and its' elements.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.





Words Map, symbols, titles, compass rose, cardinal directions, intermediate direction, map legend, general reference map, political maps, landform farm, thematic map, scale, ratio fraction scale, large scale maps and small scale maps

Sentences: "A map is a micro drawing that uses symbols to represent a real place on Earth."

"Every map must have the following elements: Title, Compass Rose, Map Legend and a map scale."

- Write them on the board in a small box for the students to read.
- Explain the purpose and meaning of maps, what the elements are and what do we use each element for.
- Use the map to answer the questions and teach your students to navigate through the map elements to answer the questions.

Model questions:

"What does the title of the map show?"

"What is the direction between two cardinals is known as?"

"What does a map legend do in a map?"

"How to read a landform map?"

"What do large scale maps aim to show?"

Model answers:

"The title of a map shows what information you will find on the map."

"The direction is known as an intermediate direction."

"It tells us what each symbol is used for on the map that represents on Earth."

"Trace the different colors that represent different features."

"Large scale maps aim to show objects relatively large with great details, but can show only a small area."

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Encourage your students to notice the difference between all kinds of maps.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the symbols a map has as it makes it easier for them to follow up with information they learned.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 19, 20, 21, 22 & 23). 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.

Guided Practice (20 minutes)

- Encourage your students to notice the difference between all kinds of maps.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the symbols a map has as it makes it easier for them to follow up with information they learned.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Draw a pirate map hunting for a treasure using all the map elements you learned.

Lesson 3 (pages 42, 43, 44 & 45)

Graphs and Charts

In this lesson, your students will learn about graphs and charts.

Learning Objectives

Students should be able to

- realize the importance of using graphs.
- differentiate between the three types of graphs: line graph, bar graph and pie chart and their uses.

Introduction (5 minutes)

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





Introduction (5 minutes)

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

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: graph, charts, bar graph, line graph and pie chart Sentences:

"Graphs and charts help us understand complicated information; they impress people by getting your point across quickly and visually."

"The most important graphs are: the bar graphs, line graphs and the line charts."

- Write them on the board in a small box for the students to read.
- Explain the purpose of graphs and charts, make sure to explain that there are different kinds but, in this Lesson, we will only discuss a few of them, explain each graph and chart while showing a picture that represents each one.
- Use the map to answer the questions, teach your students to navigate through the chart or graph to find answers.

Model questions:

"Why are graphs and charts great?"

"What is the importance of line graph?"

"What is a pie graph?"

Model answers:

"They are great because they communicate they communicate information visually."

"It gives estimates of the values between the points over time."

"It is a circular chart in which the circle is divided into sectors."

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Encourage your students to speak about charts and help them state reasons for choosing a particular chart or graph and for what purpose should they use it.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the charts and graphs with different examples as it makes it easier for them to follow up with information they learned.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 24& 25). 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 putting down.
- Check by asking individuals questions. Move around and listen to 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.
- 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: Draw a pie chart of food types.

Glossary

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 3

The Arab World – The Asian Part

Lesson 1 (pages 53, 54 & 55)

Location and Boundaries

In this lesson, your students will learn about Location and Boundaries.

Learning Objectives

Students should be able to

- recognize the location and boundaries of the Arab world.
- name the Asian Arab country.
- list the countries of each geographical area in the Asian part of the world.
- locate the countries of the Arab world on the map.
- locate the boundaries of each geographical region in the Asian part of the Arab world on the map.

Introduction (5 minutes)

- Ask your students what they know about boundaries in general.
- Show some pictures that represent of different locations.
- Tell your students that today they will learn about locations and boundaries.

Explicit instruction/Teacher modeling (10 minutes)

Teach the students the new vocabulary presented in the lesson.

Teach the key words and the sentences by repeating them orally many times.

Words: continents, peninsula and regions

Sentences: "The Arab World is comprised of 22 countries, 12 in Asia and 10 in Africa."

"The Arab world is bordered by the Atlantic Ocean in the west, the Gulf of Oman and the Arabian Gulf in the east, the Mediterranean Sea in the north and the Arabian Sea and the Indian Ocean in the south."

Explain the purpose of boundaries and locations.

Use the pictures to answer the questions.

Model questions:

"Define the Arab world."

"What is the smallest Arab country?"

"What are the five geographical regions the Arab world is divided into?"

Model answers:

"It is a political and cultural region located in the middle of the world, on the continents of Asia and Africa. It is comprised of 22 countries, 12 in Asia and 10 in Africa."

“Bahrain”

“They are: The Arabian Peninsula and the Fertile Crescent on the Southwest Asia, the Nile Valley, the African Horn and Northwest African Countries in Africa.”

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Encourage your students to speak about locations.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain that having boundaries helps in deciding the size of a location as it makes it easier for them to follow up with information they learned.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 27, 28 & 29). 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 putting down.
- Check by asking individuals questions. Move around and listen to 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.
- 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: Prepare a worksheet “Color the geographical regions of the Arab world on a map and their flags.”



Lesson 2 (pages 56, 57, 58 & 59)

The Arabian Peninsula

In this lesson, will learn about the Arabian Peninsula (Arab Countries).

Learning Objectives

Students should

- be able to recognize the flags of the Arab countries in Asia.
- be familiar with the capitals of the Arab countries in Asia.
- be familiar with the independence days of the Asian Arab countries.
- be familiar with the currencies of the Asian Arab countries.

Introduction (5 minutes)

- Ask your students if they know about a desert in the Arabian Peninsula and check understanding of the concept “Peninsula”. Is there a desert the Arabian Peninsula? See if they can guess what it means.
- Show some pictures that represent the Arabian Peninsula.
- Tell your students that today they will learn about the Arabian Peninsula.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: Independence, currency, strategic

Sentences: "The Arabian Peninsula is comprised of Saudi Arabia , Kuwait, Qatar, Bahrain, the United Arab Emirates , Oman and Yemen."

"Saudi Arabia is the largest Arab country."

- Write them on the board in a small box so for the students to read.
- Explain which countries the Arabian Peninsula is bordered by and what it is comprised of.
- Use the map to answer the questions, teach your students to navigate through the map to get answers.

Model questions:

“Define the Arabian Peninsula.”

“What are the three water sides that surround the Arabian Peninsula?”

“Why does the Arabian Peninsula have a strategic position?”

“What is the religious importance of the desert?”

Model answers:

“It is a huge desert in southwest Asia. It is bordered by Jordan and Iraq in the north but has water boundaries from the other three sides.”

“They are: the Red Sea and the Gulf of Aqaba from the northeast, the Gulf of Oman and the Arabian Gulf from the northeast and the Arabian Sea and the Gulf of Aden from the southeast.”

“Because it is a trade route both in the past and the present.”

“It is the birthplace of Islam.”

- Check understanding of the new vocabulary and words; repeat every now and then.

Guided Practice (20 minutes)

- Encourage your students to speak about what they learned in class.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences as it makes it easier for them to follow up with information they learned.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 30, 31 & 32). 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 putting down.
- Check by asking individuals questions. Move around and listen to 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.
- 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: Draw the Arabian Peninsula flags or stick their pictures in your notebook.



Lesson 3 (pages 60, 61, 62 & 63)

The Fertile Crescent

In this lesson, your students will learn about the Fertile Crescent.

Learning Objectives

Students should be able to

- recognize the importance of the Fertile Crescent's history.
- list some ancient civilizations of the Fertile Crescent.
- name some rivers in the Fertile Crescent.
- take pride in being an Arab.

Introduction (5 minutes)

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

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: rich soil, crescent-like shape

Sentences: "The Fertile Crescent is comprised of Jordan, Palestine, Syria, Lebanon and Iraq."

"Some of the world's earliest complex societies and ancient civilizations founded in the Fertile Crescent were the: Sumarians, Babylonians, Akkadians, Chaldeans, Assyrians and the Phoenicians."

- Write them on the board in a small box for the students to read.
- Explain the Fertile Crescent term, what it is bordered by and what it is known as.
- Teach your students about the table presented in the book.

Model questions:

"Why is the region named the Fertile Crescent?"

"What are the river valleys in the Fertile Crescent?"

"Who produced the first alphabet in the world?"

Model answers:

"It is named the Fertile Crescent due to its rich soil and crescent-like shape."

"The Tigris, the Euphrates, the Jordan River, the Yarmouk River, the Barada, the Litani and the Orontes."

"Ugaritic Alphabet"

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Encourage your students to speak about what they learned in class.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences as it makes it easier for them to follow up with information they learned.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 33, 34 & 35). 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 putting down.
- Check by asking individuals questions. Move around and listen to students

Review and closing

- Ask your students to recap what they took in the lesson today.
- Give homework: Copy the table on page 61 into your notebook.

Glossary

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 4

The Pre-historic Era

Lesson 1(pages 69, 70 & 71)

What is archeology?

In this lesson, your students will learn about the pre-historic ages.

Learning Objectives

Students should be able to

- acknowledge the pre-historic ages.
- identify the study of archeology.
- differentiate between the primary source and the secondary source.

Introduction (5 minutes)

- Ask your students about what they know about archeology.
- Show some pictures that represent archeology.
- Tell your students that today they will learn what is archeology.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: Artifacts, archeologists, culture, excavate

Sentences: "People who lived thousands of years ago left us artifacts; as a result , we knew that they used to hunt to survive."

"They also left paintings in the caves they lived in."

- Write them on the board in a small box for the students to read.
- Explain what archeology is, how it is studied and how historic sites were created.

Model questions:

"Define the term "Archeologists".

"Why do we need to understand archeology?"

"Why do archeologists dig in the dirt or excavate?"

Model answers:

"They are the people who tell us about the past."

"To know more about past cultures and the way people lived in the past."

"Over time, soil builds up and covers things left on the ground that is why they dig to find the artifacts."

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Encourage your students to speak about what they learned in class.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that show the tools that were used as it makes it easier for them to follow up with information they learned.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 37 & 38). 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 putting down.
- Check by asking individuals questions. Move around and listen to 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.
- 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: Search the net to write about artifacts. Read what you found in class.



Skills Builder (pages 72 & 73)

Skill: Primary and Secondary sources

Go to the introduction and read it there.

Lesson 2 (pages 74, 75, 76 & 77)

Early Human Migration

In this lesson, your students will learn about human migration.

Learning Objectives

Students should be able to

- distinguish between the pre-historic and the historic Eras.
- trace the early human migration.

Introduction (5 minutes)

- Ask your students about what they know about the human migration in general.
- Show some pictures that represent the trace of the human migration.
- Tell your students that today they will learn about the human migration.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: Middle east, native Americans, land bridge

Sentences: "Human migration began when the first human decided to move to a different location either to find food or to find a better climate."

"The first people who lived in America are called "Native Americans."

Write them on the board in a small box for the students to read.

- Explain the whole story of human migration.
- Teach your students how humans followed the migration patterns.

Model questions:

"How did the Nomadic tribes migrate?"

"What did humans first follow when they left Africa?"

"When did the early people reach Australia?"

"What happened during the Ice Age?"

Model answers:

"They followed the migration patterns of the herd animals they hunted."

"They followed the coasts, where resources were abundant."

"Between 40,000 and 12,000 years ago."

"There was no water in what is known now as the Bering Strait."

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Encourage your students to speak about what they learned in class.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to how humans started living until how eventually humans spread as it makes it easier for them to follow up with information they learned.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 39 & 40). 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 putting down.
- Check by asking individuals questions. Move around and listen to 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.
- 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 the information you find on Google about the Bering Strait.



Lesson 3 (pages 78, 79 & 80)

The Old Stone Age

In this lesson, your students will study the Old Stone Age.

Learning Objectives

Students should be able to

- determine the characteristics of the Old Stone Age.
- determine the most important discovery at that time.
- know the old form of arts called cave art.

Introduction (5 minutes)

- Ask your students about what they know about the Old Stone Age.
- Show some pictures that represent the Old Stone Age.
- Tell your students that today they will learn about the Old Stone Age.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: historians, Paleolithic Age, Stone Age, hunters, gatherers, nomadic
Sentences: "Prehistory is the period that begins with the appearance of human beings 5 million years ago and finishes with the invention of writing 6000 years ago."

"Prehistory is divided into four ages: The Mesolithic age, the Neolithic age and the Metal age."

- Write them on the board in a small box for the students to read.
- Explain about the Old Stone Age.
- Teach your students about the people who couldn't write, how they survived and how they lived.

Model questions:

"When did the Paleolithic Age begin?"

"Why was it called the Stone Age?"

"Who discovered fire?"

"Where did the nomadic people live?"

Model answers:

"It began with our first ancestors and finished about 10,000 years ago."

"It was called the Stone Age because most objects were made of stone, in addition to wood and animal bones."

"Nomadic people"

"They lived in caves, outdoors or in cabins."

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Encourage your students to speak about what they learned in class.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences as it makes it easier for them to follow up with information they learned.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 41, 42 & 43). 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.

Guided Practice (20 minutes)

- Encourage your students to speak about what they learned in class.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences as it makes it easier for them to follow up with information they learned.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are putting down.
- Check by asking individuals questions. Move around and listen to 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.
- 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 a description of the Mammoth.



Lesson 4 (pages 81 & 82)

The Middle Stone Age

In this lesson, your students will study the Middle Stone Age.

Learning Objectives

Students should be able to

- determine the characteristics of the Middle Stone Age.
- Identify the weapons the Middle Stone Age people used at that time.

Introduction (5 minutes)

- Ask your students about what they know about the Middle Stone Age in general.
- Show some pictures that represent the Middle Stone Age.
- Tell your students that today they will learn about the Middle Stone Age.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary present ed in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: Mesolithic Age, microliths, canoes, fishing tackle

Sentences: "The Mesolithic people made tools like microliths from small composite of flint."

"They used the small pieces of flint to make arrows and spear heads for hunting and fishing."

- Write them on the board in a small box for the students to read.
- Explain the Middle Stone Age.
- Teach the students the characteristics of this age.

Model questions:

"Define the Mesolithic

"What are microliths?"

Model answers:

"It was the period in the development of human technology between the Paleolithic and Neolithic periods of the Stone Age."

"Small tools made of flint or rock."

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Encourage your students to speak about what they learned in class.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences as it makes it easier for them to follow up with information they learned.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (page 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.

Assessment (5 minutes)

- During independent working time, go around the room, checking to see what information your students are putting down.
- Check by asking individuals questions. Move around and listen to 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.
- 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: Draw in your notebook three bone fish hooks of the Mesolithic Period.

Lesson 5 (pages 83, 84 & 85)

The New Stone Age

this lesson, your students will study the New Stone Age.

Learning Objectives

Students should be able to

- determine the characteristics of the New Stone Age.
- realize the importance of the inventions at that time.
- realize the effects of these inventions on people's lives at that time.

Introduction (5 minutes)

- Ask your students about what they know about the New Stone Age in general.
- Show some pictures that represent the New Stone Age.
- Tell your students that today they will learn about the New Stone Age.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: Neolithic Age, Neolithic revolution, sedentary, division of work

Sentences: "The Neolithic Age people used more specialized tools which were made of stone such as hoes, sickles and hand mills to grind the grain."

"There was a division of work between men and women living in villages; some cultivated fields, others looked after the animals and others made weapons and fabrics."



- Write them on the board in a small box so for the students to read.
- Explain more about the New Stone Age.
- Teach the students the characteristics of this age.

Model questions:

“What does the term Neolithic mean?”

“What is the Neolithic Age?”

“What is the Neolithic Revolution?”

“What were the first cultivated plants?”

“What were the two important technical innovations in the Neolithic Age?”

Model answers:

“It means New Stone.”

“People used more specialized tools which were made of stone.”

“The process of agriculture and cattle raising.”

“They were cereals and wheat.”

“They were Fabric and Pottery.”

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Encourage your students to speak about what they learned in class.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences as it makes it easier for them to follow up with information they learned.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 45, 46 & 47). 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 putting down.

- Check by asking individuals questions. Move around and listen to 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.
- 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: Prepare a work sheet for the students.

Lesson 6 (pages 86, 87 & 88)

The Metal Age

In this lesson, your students will study the Metal Age.

Learning Objectives

Students should be able to

- determine the characteristics of the Metal Age.
- realize the importance of the inventions at that time.
- realize the effects of these inventions on people's lives at that time.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: Bronze, Bronze Age, Iron Age

Sentences: "Human made the first metal objects 7,000 years ago."

"With bronze and iron, people could make weapons, jewels and statues."

"The wheel, the sail and the plough were invented in Mesopotamia and Egypt 5000 years ago and we still use them today."

- Write them on the board in a small box for the students to read
- Explain the Metal Stone Age with its parts.
- Teach your students the characteristics of this age.

Model questions:

"When did humans make the first metal object?"

"How is bronze made?"

"What is the Metal Age?"

"What did people use in the Iron Age?"

"Why was the sail used in ships?"

Model answers:

"It was made about 7000 years ago."

"It is made by smelting copper and tin together."



“It is when humans beings made the first metal objects about 7,000 years ago.”

“People began to use iron tools.”

“It was used to make a better use of the wind.”

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Encourage your students to speak about what they learned in class.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences as it makes it easier for them to follow up with information they learned.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 48 & 49). 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 putting down.
- Check by asking individuals questions. Move around and listen to 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.
- 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: Prepare a work sheet.

Glossary

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 5

An Introduction to Economics

Lesson 1 (pages 95, 96 & 97)

What is Economics?

In this lesson, your students will learn about economics.

Learning Objectives

Students should be able to

- define needs and wants.
- define economics.
- explain why economics is considered a social science.
- explain the concept of scarcity and give examples.

Introduction (5 minutes)

- Ask your students about what they know about economics in general.
- Show some pictures that represent needs and jobs.
- Tell your students that today they will learn about economics.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: needs, wants, economics, scarcity, resources Sentences: "People always try to meet their needs and get their wants."

"People have limited resources but have unlimited wants and needs."

- Write them on the board in a small box for the students to read.
- Explain the definition of economics, how people became part of the economy and explain the problem of scarcity.
- Teach your students how economy works.

Model questions:

"What does economics seek to explain?"

"Why is economics considered a social science?"

"How do people become a part of the economy?"

"How does a society deal with scarcity problem?"

Model answers:

"Economics seek to explain how society deals with the scarcity problem."

"Because people are part of the economy in many different situations."

"When they run a business or work a job and when they decide how to spend and save money."





“Every society has some system or process that transforms its scarce resources into useful goods and services.”

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Encourage your students to speak about what they learned in class.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences as it makes it easier for them to follow up with information they learned.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 51 & 52). 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 putting down.
- Check by asking individuals questions. Move around and listen to 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.
- 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 the definition of economics in your notebook.

Lesson 2 (pages 98, 99, 100 & 101)

Production, distribution and consumption

In this lesson, your students learn about production, distribution and consumption.

Learning Objectives

Students should be able to

- define production, distribution and consumptions.
- realize the importance of production, distribution and consumption.
- give examples on production, distribution and consumption.
- differentiate between producers and consumers.

Introduction (5 minutes)

- Ask your students about what they know about production, distribution and consumptions in general.
- Show some pictures of goods and services.
- Tell your students that today they will learn about production, distribution and consumption.

Explicit Instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: goods, services, consumer, production, profit, distribution, raw materials, consumption

Sentence: "Economics is a social science that studies the allocation of limited resources to the production of goods and services used to satisfy the consumer's un limited wants and needs."

- Write them on the board in a small box for the students to read.
- Explain the whole process of having raw materials and ending up with services and products.
- Teach your students examples of production, distribution and consumption.

Model questoins:

"What processes do economics analyze?"

"What do resources mean?"

"What is the purpose of all production of goods and services?"

"What are the raw materials in the chocolate industry?"

Model answers:

"It analyzes three processes: the production, distribution and consumptions of goods and services."





“Raw materials are milk, cocoa and sugar which represents the process of distrusting resources for the production of goods and services.”

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Encourage your students to speak about what they learned in class.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences as it makes it easier for them to follow up with information they learned.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

- Do the workbook exercises (pages 53, 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 putting down.
- Check by asking individuals questions. Move around and listen to 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.
- 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 them homework to do at home.

For example: “Pick a factory system and write it in your notebook.”

Lesson 3 (pages 102 & 103)

Gross Domestic Product (GDP)

In this lesson, your students will learn about Gross Domestic Product

Learning Objectives

Students should be able to

- differentiate between gross domestic product (GDP) and GDP per capita.
- give examples on Gross Domestic Product (GDP) in some countries.
- identify the way we measure Gross Domestic Product (GDP) and GDP per capita and the uses of it.

Introduction (5 minutes)

- Ask your students about what they know about Gross Domestic Product (GDP) in general.
- Show some pictures of growth areas of consumer expenditure.
- Tell your students that today they will learn about Gross Domestic Product (GDP).

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: Tax, economy, GDP per capita

Sentence: *"GDP is one of the primary indicators used to gauge the health of a country's economy."*

"The growth areas of consumer expenditure include leisure services, technology and leisure goods."

"GDP is one of the primary indicators used to gauge the health of a country's economy."

- Explain the measurement of GDP.
- Teach your students about GDP per capita.

Model questions:

"What is GDP per capita?"

"What does it mean that the year-to-year GDP is up 3%?"

Model answers:

"It is the measure of the total output of a country that takes the gross domestic product and divides it by the number of people in the country."

"It thought to mean that the economy has grown by 3% over the last year."

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.





Guided Practice (20 minutes)

- Encourage your students to speak about what they learned in class.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences as it makes it easier for them to follow up with information they learned.
- At this stage give, new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 56 & 57). 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 putting down.
- Check by asking individuals questions. Move around and listen to 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.
- 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: The students explain and write in their notebooks how technology is considered to be a growth area of consumer expenditure. Ask the students to read what they wrote in class.

Lesson 4 (pages 104 & 105)

Economics of the World

In this lesson, your students will learn about economics of the world.

Learning Objectives

Students should be able to

- identify the economic groups in the world.
- give examples on each of the economic groups in the world.
- differentiate between developed and developing countries.
- list the countries of the G8.
- realize the importance of studying economics.

Introduction (5 minutes)

- Ask your students about what they know about economics in the world in general.
- Show some pictures of the group of eight G8.
- Tell your students that today they will learn about the world economy.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: developed countries, developing countries, the group of twenty G20

Sentences: "The developed countries are the high income ones where the living standards are the best in the world and economy depends on industry and services."

"The developing countries are the low income ones where the living standards are low and economy depends on agriculture."

Write them on the board in a small box for the students to read.

- Explain the difference between developed and developing countries.
- Teach your students about the group of eight. Model questions:

"What is the group of twenty?"

"Which economic group does Saudi Arabia belong to?"

Model answers:

"It is a forum for the leaders of eight of the most industrial nations."

"Low-income economies."

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.





Guided Practice (20 minutes)

- Encourage your students to speak about what they learned in class.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences as it makes it easier for them to follow up with information they learned.
- At this stage, give new tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 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 putting down.
- Check by asking individuals questions. Move around and listen to 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.
- 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: Draw the flags of the countries in the group of eight.

Glossary

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 6

The History of Islam

Lesson 1 (pages 111 & 112)

Prophet Muhammad (peace be upon him) and His Descent

In this lesson, your students will learn about Prophet Muhammad (peace be upon him).

Learning Objectives

Students should

- be introduced to the early life of prophet Muhammad (peace be upon him).
- be able to mention the name of the prophet (peace be upon him), his father, grandfather, uncle and tribe.
- be able to mention the name of the prophet's mother, wet nurse and wife.

Introduction (5 minutes)

- Ask your students about what they know about the prophet in general.
- Show some pictures that represent Makkah (the place where the prophet was born).
- Tell your students that today they will learn about the prophet and his descent.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: al- Kaaba al- Musharrafah, wet nurse, tribe

Sentences: "Prophet Muhammad's (peace be upon him) wet nurse is the kind Halimah."

"Prophet Muhammad's (peace be upon him) was born in Makkah and his tribe is Quraysh."

- Write them on the board in a small box for the students to read. Explain what the native Arab spoke and lived like.
- Teach your students about the prophet's Muhammad (peace be upon him) birth, his mother and his dad.

Model questions:

"Who is the prophet of Islam?"

"Who took care of Prophet Muhammad (peace be upon him)?"

"What is the name of prophet's Muhammad (peace be upon him) mother?"

"What's the name of prophet's Muhammad (peace be upon him) father?"

Model answers are:


"Prophet Muhammad (peace be upon him)."

"Prophet Muhammad's (peace be upon him) grandfather took care of him."

"Aminah."

"Abdullah."



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- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Encourage your students to speak about what they learned in class.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences as it makes it easier for them to follow up with information they learned.
- At this stage, give tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (page 61). 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 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.
- Listen to the students while presenting 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 them homework to do at home
For example: Write the definition of a tribe in your notebook.

Lesson 2 (pages 113 & 114)

The Islamic Da'wah

In this lesson, your students will learn about the Islamic da'wah.

Learning Objectives

Students should

- be familiar with the birthplace of Islamic da'wah.
- be familiar with the secret da'wah and the public da'wah in Makkah al- Mukarramah.
- be familiar with the place the prophet migrated to.
- be aware of the duration of the secret da'wah and the public da'wah in Makkah and al- Madinah respectively.
- be able to mention the cause of the secret da'wah.
- be able to mention the cause of the public da'wah after three years of secret da'wah.
- be able to conclude the cause of migration to al-Madinah al- Munawwarah.

Introduction (5 minutes)

- Ask your students about the Islamic Da'wah.
- Show some pictures that represent al- Madinah.
- Tell your students that today they will learn about the secret and public Da'wah

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: Revelation, Qur'an, Da'wah, Hijra

Sentences: "Islam was ushered upon the revelation of the Holy Qur'an to Prophet Muhammad (peace be upon him)."

"Angel Jibril delivered the Holy Qur'an inside the cave of Hira."

Write them on the board in a small box for the students to read.

- Explain how the secret Da'wah happened, how long it lasted, why the public Da'wah happened and why they had to migrate.
- Teach your students about Da'wah.

Model questions:

"How long did the secret Da'wah last for?"

"Why did Prophet Muhammad (peace be upon him) receive the order to make the Da'wah public?"

"Where did Prophet Muhammad migrate to with his companions?"

Model answers:

"It lasted for three years."

"Upon the Muslims increase in number."





“They migrated to al- Madinah al_ Munawwarah to continue Da’wah until his de- cease.”

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Encourage your students to speak about what they learned in class.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences as it makes it easier for them to follow up with information they learned.
- At this stage, give tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 62 & 63). 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 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.
- Listen to the students while presenting 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 them homework to do at home
For example: Make a comparison between the secret Da’wah and the public Da’wah from: duration and the reason of happening.

Lesson 3 (pages 115 & 116)

The Pioneers of Islam

In this lesson, your students will learn about the pioneers in Islam.

Learning Objectives

Students should

- be familiar with the first woman, man, boy and slave.
- be familiar with the concept of Sahabi (prophet's Muhammad companions).
- be able to mention some of the sahabah.

Introduction (5 minutes)

- Ask your students about what they know about the pioneers of Islam in general.
- Tell your students that today they will learn about the pioneers of Islam

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the
- key words and the sentences by repeating them orally many times.

Words: Idol, mu'athen

Sentences: "Khadeejah bint Khuwaylid (may Allah be pleased with her) became the first believer in Islam of women."

"Abu Bakr As-Siddeeq (may Allah be pleased with him) became the first believer in Islam of men."

- Write them on the board in a small box for the students to read.
- Explain who was the first believer in Islam from women, from the prophet's companions and from the boys.
- Teach your students about the stories of each first believer.

Model questions:

"Who became the first boy believer?"

"Who became the prophet's Muhammad (peace be upon him) mu'athen and the first believer of slaves?"

Model answers:

"Ali bin Abi Talib."


"Bilal."

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Encourage your students to speak about what they learned in class.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences as it makes it easier for them to follow up with information they learned.



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

Independent working time (5 minutes)

Do the workbook exercises (page 64). 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 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.
- Listen to the students while presenting 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 them homework to do at home
For example: Name the pioneers of Islam.

Lesson 4 (pages 117 & 118)

The Prophet's Companions (Sahabah)

In this lesson, your students will learn about the prophet's companions.

Learning Objectives

Students should

- be familiar with the first woman, man, boy and slave.
- be familiar with the concept of Sahabi (prophet's Muhammad companions).
- be able to mention some of the sahabah.

Introduction (5 minutes)

- Ask your students about what they know about the prophet's life before Islam.
- Tell your students that today they will learn about the birth of the prophet Before Islam.

Explicit instruction/Teacher modeling (10 minutes)

- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: Sahabh, Sahabiat, shaheed (martyr)

Sentence: "Salman al-Faresi (may Allah be pleased with him) became the first believer in Islam of foreigners."

- Write them on the board in a small box for the students to read.
- Explain the situation ships between the prophet and his companions.
- Teach your students about the idea to protect al- Madinah al- Munawwarah.

Model questions:

"Who became the first female shaheed?"

"What is the name of the Ghazwah?"

"Define the term sahabah."

Model answers:

"Sumayyah bint Khayyat."

"Ghazwat al- Khandaq."

"The men who believed in Islam at the time of Prophet Muhammad (peace be upon him)."

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Encourage your students to speak about what they learned in class.
- Now ask students to open their books and read the lesson from the book with them, drawing their attention to the pictures that explain the sentences as it makes it easier for them to follow up with information they learned.
- At this stage, give tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

Do the workbook exercises (pages 65, 66 & 67). 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 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.
- Listen to the students while presenting 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 them homework to do at home.
For example: Write the story of Sumayyah bint Khayyat.

Lesson 5 (pages 119, 120 & 121)

The Morality of Prophet Muhammad (peace be upon him)

In this lesson, your students will learn about the morality of Prophet Muhammad's (peace be upon him), helping the poor and mercy.

Learning Objectives

Students should be able to

- realize the importance of learning about Prophet Muhammad's (peace be upon him) moral of helping the poor.
- realize the importance of a mosque in Islam.
- realize why and how we can help the poor.
- understand what mercy is.
- learn about how Allah is the Most Merciful and learn about the mercy of his Prophet Muhammad (peace be upon him).
- elicit from your students how and where from we can learn morals.
- have students describe how they can help the poor and be merciful.

Introduction (5 minutes)

- Ask your students about what they know about the morality of Prophet Muhammad(peace be upon him).
- Tell your students that today they will learn about the morality of Prophet Muhammad(peace be upon him).

Explicit instruction/Teacher modeling (10 minutes)

- Tell the students the story on page 119,120 in the book. Introduce the new words, you can explain them and write them on the board in a separate box to check understanding.
- Explain the purpose of each section of the story. Remind students that if Prophet Muhammad (peace be upon him) helped the poor that we should do the same, too. We should copy and do what our prophet (peace be upon him) said or did.
- Explain to students what basic things poor people need are: money, food, clothes, shelter and sometimes medicine when they are sick.
- Teach the students the new vocabulary presented in the lesson.
- Teach the key words and the sentences by repeating them orally many times.

Words: poor, mercy

Sentences: "The poor are people who have a very small amount of money, clothes or food."

"Mercy is to show kindness to people in need."

- Write them on the board in a small box for the students to read.
- Model asking and answering questions with a few student volunteers so that each of them play the role of an information seeker and provider.

Model questions:

"Why should we help the poor?"

"Did the prophet help the poor?"

"How can you be merciful?"

"What did the prophet say to the man?"

"Can you tell a story of Prophet Muhammad's (peace be upon him) when he helped poor people?"

Model answers:

"Open answers"

"Yes, he did."

"Students' own answers."

"Help collecting food to the poor."

"Allah shows mercy to kind people."

- Check understanding of the new vocabulary and sentences; repeat until they master the new language and information.

Guided Practice (20 minutes)

- Let the students share their own experiences of helping the poor. Instruct your students to act in their role of an information seeker and information provider.
- Encourage your students to ask questions. For example, "What are the basic things poor people need?" 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 students change groups so that they practice in both asking and answering questions.
- Now ask 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 tasks to make sure that the students are producing the new words and the key sentences correctly.
- Correct mistakes and ask students to repeat the correct statements.

Independent working time (5 minutes)

- Do the workbook exercises (pages 68, 69 & 70). 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 putting down.
- Ask them how they found out that information and why they decided to use that information.
- Check by asking individuals questions. Move around and listen to 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 learnt themselves.
- 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 students repeat questions they asked and the answers that were given.
- Give them homework to do at home.

Glossary

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.