



Al-Azhar Al-Sharif
Presidency of Al-Azhar Institutes

MAGIC MINDS

for Al-Azhar Treetops

KG 1 Teacher's Guide



2024 - 2025

غير مصرح بتداول الكتاب خارج معاهد الأزهر الشريف

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Unit (1)

General Aims of the Unit:

By the end of this unit, kids will:

1. communicate basic personal information such as name and age using simple sentence frames (e.g., "My name is...", "I am... years old.") with visual and verbal support.
2. understand and use basic greetings like "Hi," "Hello," and "Goodbye" in everyday classroom interactions through listening, repetition, and role-play.
3. develop early literacy skills by recognizing and saying letters of the alphabet, listening for letter sounds, and beginning to trace and form letters and words correctly.
4. use key vocabulary related to themselves and their world (e.g., boy, girl, man, woman, toys, food, colors) to express preferences using simple phrases such as "I like...".
5. follow directionality and develop fine motor control through pre-writing tasks like tracing lines and completing simple paths from left to right.
6. participate in interactive tasks and songs that build listening, speaking, and comprehension skills using gestures, repetition, and visual cues.
7. demonstrate understanding of kindness and social behavior by recognizing kind actions and expressing them through role-play or classroom activities.
8. create a personal poster combining drawing and guided writing to introduce themselves and begin forming a self-identity in English.

Lesson (1)

ILOs: By the end of this lesson, kids will:

1. recognize and respond to common greetings: “Hi,” “Hello,” and “Goodbye” through listening and repetition.
2. practice using greetings in simple role-play with gestures and visual support.
3. begin to recognize alphabet sounds and names through the ABC song and repetition.
4. develop pre-writing skills by tracing lines from left to right with finger or pencil.
5. identify and say vocabulary words: boy, girl, man, woman with picture support.
6. match and draw pictures to reinforce understanding and recall of vocabulary.
7. trace and say the word “Hello” using visual and verbal modeling.
8. demonstrate understanding of the greeting by coloring and connecting it to facial expressions (happy face).

Vocabulary:

Greetings

- Hi
- Hello
- Goodbye

People

- Boy
- Girl
- Man
- Woman

Character Names (for context and recognition)

- Omar
- Maha
- Hoopoe (الهدد) – class mascot

Materials:

Student Book pages -

Audio Files

1. Listening & Speaking

Objective:

- To help children recognize and say basic greetings: "Hi," "Hello," and "Goodbye"

Materials:

- Audio Recording

Instructions:

1.Warm-up

- Greet the class cheerfully: "Hi!" and wave. Encourage children to wave back and say "Hi!"
- Repeat with "Hello!" and "Goodbye!" Let them copy you with gestures (wave for "Hello" and "Goodbye").



2. Listening:

- Show the page with the pictures of Omar, Maha, and the hoopoe.
- Point to Omar and say, "Look, this is Omar. He says, 'Hi.'"
- Point to Maha and say, "This is Maha. She says, 'Hello.'"
- Point to the hoopoe and say, "The hoopoe says, 'Goodbye!'"
- Play the audio track. Say: "Let's listen!" (Point to the speaker icon).
- After listening, ask children to repeat each word: "Hi," "Hello," "Goodbye" (chorally and individually).

3. Speaking Practice:

- Point to the speech bubbles with "Hi," "Hello," and "Goodbye." Say each phrase clearly and slowly.
- Ask children to repeat each one. Practice as a class and in pairs (e.g., one child says "Hi," the other replies "Hello").
- Use the pictures of Omar and Maha to model. Let students role-play with the pictures.

4. Practice box:

- Show the three colored word boxes: "Hi," "Hello," and "Goodbye."
- Ask children to point to each word and say it aloud.
- Have them trace the word with their finger or say it to a partner.

5. Wrap-up:

- Ask: "Who can say 'Hi' like Omar?" "Who can say 'Hello' like Maha?"
- Say "Goodbye!" and wave to end the task.. Encourage children to wave back and repeat the word.

Teacher Tips:

- Use gestures and real-life tone to support meaning.
- Encourage shy learners with praise and group repetition.
- Always use the hoopoe as a friendly mascot who models good language and manners.

2. Phonics :

Objective:

- To help children begin recognizing the alphabet sounds through song.
- To build pre-writing skills through tracing.

Materials:

- audio track of the ABC song
- colored pencils or crayons

Instructions:

1. Warm-up:

- Show the children the hoopoe character and say: "Look! It's the hoopoe! He's going to help us learn the alphabet!"
- Let children wave at the hoopoe and say "Hello!"



2. **ABC Song:**

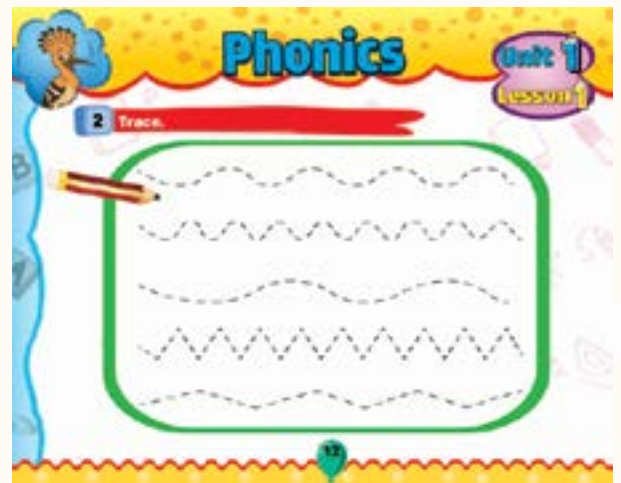
- Point to the alphabet chart or song area in the book. Say: "Let's sing the ABC song with the hoopoe!"
- Play the audio track and sing along. Encourage children to listen and clap.
- Sing it again, this time asking children to say or hum the letters they know.

3. **Repeat and join in:**

- Repeat the song one more time and point to the letters while singing.
- Use your finger or a pointer to follow the letters in the book.
- Encourage children to join in slowly, even if they only say a few letters.

4. **Trace the lines:**

- Point to the tracing activity and say: "Now we help the hoopoe! Let's trace the lines!"
- Model tracing from left to right with your finger first.
- Give children crayons or pencils. Monitor as they trace. Praise neat tracing.



5. **Wrap-up:**

- Say: "Great job! You sang the ABC song and traced like the hoopoe!"
- Ask children to wave "Goodbye" to the hoopoe.

Teacher Tips:

1. Use the hoopoe as a friendly helper in every phonics lesson.
2. Sing the ABC song regularly for repetition.
3. Encourage children to trace slowly and carefully.
4. If time allows, ask children to sing or hum their favorite part of the song.

3.Vocabulary :

Objective:

- To introduce and practice vocabulary: "boy, girl, man, woman".
- To help children recognize, say, and match these words to pictures.
- To support vocabulary recall through drawing and speaking.

Instructions:

1. Look and Say with the Hoopoe

- Point to the small hoopoe image and say: "The hoopoe wants to teach us new words!"
- Point to each picture (boy, girl, man, woman). Say the word slowly and clearly: "This is a boy."
- Ask children to repeat the word after you. Do the same for each image.
- Say: "Point to the girl... point to the man..." to check understanding.
- Repeat all four words together with the class, using gestures if helpful.

2. Match

- Show the matching activity. Say: "Now let's help the hoopoe! Match the words to the right pictures."
- Point to each word and help children say it aloud: boy, girl, man, woman.
- Model one example on the board or by drawing a line in the book.
- Let children draw lines to connect each picture with the correct word.



3. Read and Draw

- Show the faces with no features. Say: "Let's read the word and draw a face!"
- Point to the word girl. Read it together and say: "Draw a girl's face here."
- Repeat with man, boy, and woman. Encourage creativity and expression.
- Walk around, give feedback, and praise effort.

Wrap-up

- Say: "Well done! You know the words: boy, girl, man, and woman!"
- Ask simple questions: "Where is the boy?" "Can you say 'woman'?"
- Wave and say "Goodbye" with the hoopoe.

Teacher Tips:

- Use the hoopoe character to keep children engaged and give simple instructions through him.
- Repeat vocabulary daily through chants or games.
- Let children show their drawing to a partner and say the word.

4. Writing :

Objective:

- To help children practice early writing by tracing the word Hello
- To support understanding of greetings through a fun coloring activity

Materials:

- crayons or colored pencils

Instructions:

1. Trace the word

- Show the dotted word Hello and say: "Let's say the word together: Hello!"
- Point to the picture of the waving



hand and say: "We say 'Hello' when we wave!"

- Model tracing the word in the air or on the board with your finger.
- Say: "Now trace the word Hello on the line. Use your pencil."
- Walk around and support children while they trace. Praise neat effort.

2. Color a Happy Face

- Point to the happy child's face waving and say: "This boy/girl is happy and says 'Hello!'"
- Ask: "Can you color the happy face?"
- Encourage children to choose their favorite colors.
- While they color, say: "Say 'Hello' to your friend like the happy face!"
- Ask volunteers to show their work and say "Hello" to the class.



Wrap-up

- Say: "Great job! You traced Hello and colored a happy face!"
- Ask the class to wave and say "Hello" to the hoopoe.

Teacher Tips:

- Remind children to hold the pencil properly while tracing.
- Reinforce the greeting "Hello" throughout the day with actions and gestures.
- Keep the hoopoe involved as a fun guide in writing too.

Lesson (2)

ILOs: By the end of this lesson, kids will:

- listen to and repeat simple sentences introducing a name and age (e.g., "My name is Omar. I am 5 years old.").
- recognize and respond to modeled speech using the sentence frame: "My name is _____. I am _____ years old."
- take turns speaking with a partner using the same sentence frame, with the support of visuals and Hoopoe the bird.
- develop fine motor skills by tracing a dotted line to help an animal reach its home (left to right).
- color along a double-dotted line to complete a path from a car to a garage, promoting directionality and pencil control.
- name and say common words related to colors, food, and toys using the phrase "I like..." (e.g., "I like apples.").
- complete simple personal information sentences ("My name is...", "I am...", "I like...") and draw a picture of a liked item.
- trace and complete short personal information sentences using models and dotted letter guidance.
- write their own name and age in short sentences using the structure: "I am _____. I am _____ years old."
- write about a friend's name and age using the sentence: "My friend's name is _____. He/She is _____ years old."

Vocabulary:

My name is

I am

- boy / girl
-
- years old
-
- happy / sad
-

- I like
-
- Hoopoe
-
- name / friend
-
- car / apple / red

Materials:

Student Book pages -
Audio Files

1. Listening & Speaking

Objective:

- help children recognize and repeat simple self-introductions
- develop confidence using the sentence frame:
- "My name is _____. I am _____ years old."
- Materials:
- audio recording



Instructions:

1. Listen

Speak with Hoopoe

- Point to the picture of Omar and Maha. Say: "Let's listen to what they say!"
- Play the audio. Let students hear the sentences:
- "My name is Omar. I am 5 years old."
- "My name is Maha. I am 4 years old."
- Then point to the hoopoe and say: "Listen to the hoopoe!"
- Play: "My name is Hoopoe. I am 2 years old."
- Play the audio again. Encourage students to repeat each sentence.

- Use gestures (point to self, show number with fingers) while repeating.

2. Speak with Hoopoe

- Show the speech boxes with the sentence frame:
- "My name is _____. I am _____ years old."
- Read it aloud and model it with your own name and age:
- "My name is Mr. Ahmed. I am 6 years old!" (Say it playfully.)
- Invite children one by one or in pairs to say their name and age.
- Encourage them to point to themselves when saying their name.
- Pair students to practice: "My name is _____. I am _____ years old."
- Praise all efforts warmly.

Wrap-up

- Say: "Now we can say our name and age like Omar, Maha, and the hoopoe!"
- Let a few children share aloud: "My name is _____."
- End with everyone saying: "My name is Hoopoe. I am 2 years old!" while waving.

Teacher Tips:

1. Always model the full sentence first.
2. Use puppets or soft toys to make the practice more playful.
3. If time allows, play a simple game like "Name Circle" where each child says: "My name is _____."

2. Phonics :

Objective:

- develop children's fine motor skills through tracing activities
- build left-to-right visual tracking for early reading and writing
- support directionality using engaging visuals

Materials:



- crayons

Instructions:

1. Trace the lines

- Point to the animal and its home. Say: "The animal wants to go home! Let's help it."
- Use your finger to model tracing the dotted line left to right.
- Say: "Start here and go all the way to the house."
- Ask children to trace the line with their finger first, then with a pencil.
- While tracing, say together: "Go, go, go... home!"

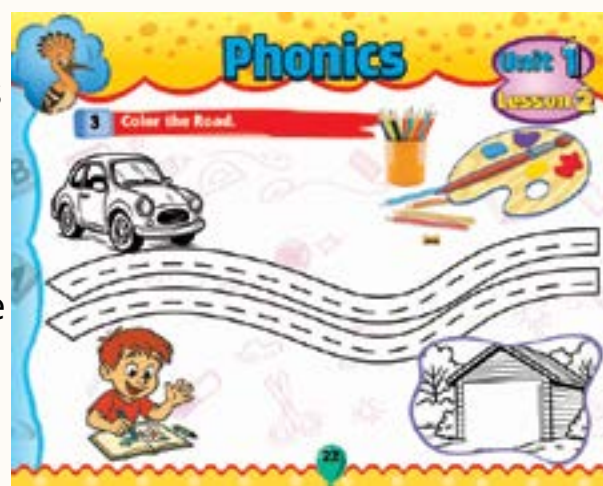


Language support (optional chant):

"Trace, trace, trace the line,
Go back home, feel just fine!"

2. Color the road

- Show the car on the left and the garage on the right. Say: "The car wants to go to the garage!"
- Point to the double dotted line and say: "This is the road. Let's color it."
- Ask students to use a crayon to trace and color the road from left to right.
- Encourage use of different colors: "Red road? Green road? Your choice!"
- Once finished, ask students color the car and the garage.
- While coloring, remind them: "We move from left to right!"



to

Wrap-up

- Say: "Great job! The animals are home, and the cars are in the garage!"
- Ask: "Where do we start tracing? (Left!) Where do we go? (Right!)"

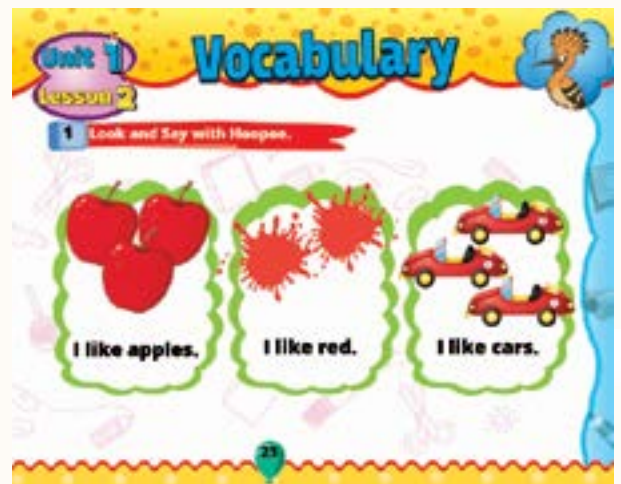
Teacher Tips:

- Encourage correct pencil grip during tracing.
- Walk around to help left-handed students with direction.
- Add hoopoe to the page as a fun observer with a speech bubble: "Go this way!"

3.Vocabulary :

Objective:

- To introduce key vocabulary using familiar and fun items
- To help students express preferences using "I like..."
- To encourage personal expression through drawing



1. Look and say with Hoopoe

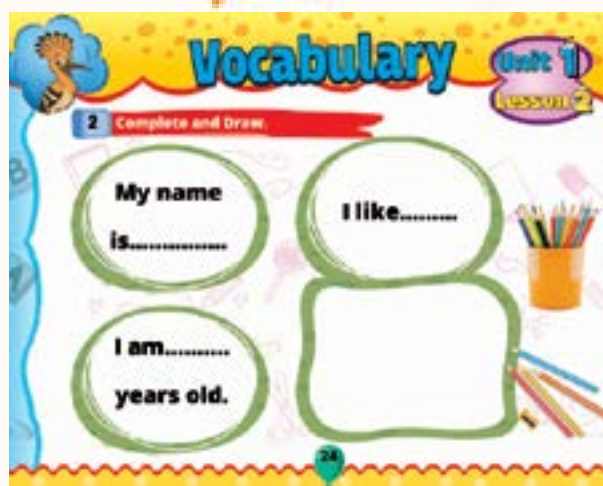
- Point to the hoopoe and say: "Let's see what he likes!"
- Show each image one by one. Say the full sentence clearly:
- "I like apples." (point to apple)
- "I like red." (point to red color)
- "I like cars." (point to toy car)
- Have students repeat each sentence after you. Use gestures: pretend to eat an apple, point to something red, pretend to drive a car.
- Ask children: "Do you like apples? Yes? Say: I like apples!"

Optional mini-activity:

Hold up real objects or flashcards and ask:
"What is this? Do you like it? Say: I like ____."

2. Complete and draw

- Read the sentence frame:
- "My name is ____."
- "I am ____ years old."
- "I like ____."
- Model the task: write your name, age, and draw something you like. Say aloud: "My name is Mr. Ahmed. I am 6 years old. I like bananas." (Draw a banana.)
- Let each child write (or trace) their name and age with support.
- In the blank box, they draw something they like (e.g., a ball, a cat, pizza).
- Walk around and ask: "What did you draw? Say: I like ____."



Wrap-up

- Invite a few children to show and tell:
- "My name is Omar. I am 5. I like cats."
- Praise their work and say: "You're all great artists and speakers!"

Teacher Tips:

- Help students who can't write yet by writing their name lightly in pencil to trace.
- Allow them to choose from classroom objects or pictures to get drawing ideas.
- Use positive encouragement like: "Wow! That's a great drawing!"

4. Writing :

Objective:

- To develop early writing skills through tracing and independent writing
- To help students write their own name and age
- To encourage writing about a friend using simple sentences



Instructions:

1. Read and complete

- Show the speech bubble: "My name is _____."
- Tell the child you wrote their name with dots. Say:
"This is your name. Trace the dots carefully."
- Model tracing on the board or a large page.
- Then point to: "I am _____." and say: "Now you write your age here."
- Help students say aloud: "My name is ____." and "I am ____."
- Encourage tracing first, then writing the age independently.



2. Write

- Show the second speech bubbles:
- "I am _____. I am _____ years old."
- "My friend's name is _____. He/She is _____ years old."
- Explain: "First, write your name and age again."
- Then say: "Now, write your friend's name and age."
- Help students if needed by saying the friend's name slowly or writing it lightly for tracing.
- Practice pronouncing the sentences together to reinforce meaning.
- Encourage students to write on their own but support tracing or copying if needed.

Wrap-up

- Ask a few volunteers to read their sentences aloud:
- "My name is _____. I am _____."
- "My friend's name is _____. He/She is _____ years old."
- Praise all efforts: "Well done! You are great writers!"

Teacher Tips:

- Use positive reinforcement for attempts, not just accuracy.
- Make writing fun by using colourful pencils or stickers for completed work.
- Allow pair work so students can ask friends for help with names.

Lesson (3)

ILOs: By the end of this lesson, kids will:

- say how old they are using the sentence frame: "I am ___ years old."
- ask and answer about age using the question: "How old are you?"
- recognize and say letters of the alphabet.
- listen to and identify specific letter sounds.
- count and distinguish letters and words in simple sentences.
- identify and say basic vocabulary: man, woman, toys, hat, hand.
- demonstrate understanding of a song through actions and repetition.
- trace and write simple sentences about themselves and a friend.
- express personal information (name, age, gender) using sentence starters.
- practice kind behavior by identifying and acting out simple acts of kindness.
- create a personal poster to introduce themselves using drawings and words.

Vocabulary:

man

woman

How old are you?

toys

kind

apple

car

red

Materials:

Student Book pages -

Audio Files

1. Listening & Speaking

Objective:

- To practice asking and answering age questions
- To develop listening skills with simple Q&A
- To encourage students to speak and use numbers 10-1

Materials:

- audio recording



Listen and Speak:

1. Introduce the numbers

- Show the number pictures 1 to 10.
- Say each number clearly, encouraging students to repeat.
- Use fingers or objects to count for reinforcement.

2. Listen and watch the dialogue

- Show the picture of the boy and girl.
- Say: "The boy asks the girl: 'How old are you?'"

- Play or read aloud:
- Boy: "How old are you?"
- Girl: "I am four years old."
- Repeat a few times. Ask students to listen carefully.

3. Ask the Hoopoe

- Show the picture of the hoopoe.
- Say: "Now the boy asks the hoopoe: 'How old are you?'"
- Encourage students to answer for the hoopoe:
- "I am two years old." (or let them choose a number 10-1)
- Invite students to take turns answering the question using the structure:
- "I am ___ years old."

Wrap-up (2 mins)

- Ask a few students to ask and answer with their partner:
- "How old are you?"
- "I am ___ years old."
- Praise their speaking: "Good job! You speak very well!"

Teacher tips:

1. Model clear pronunciation and slow pace.
2. Encourage full sentences, not just numbers.
3. Use gestures (point to yourself, hold up fingers) to support meaning.
4. Make it fun by using the hoopoe puppet or picture as a "speaker."

2 . Phonics :

Objective:

- To help children connect vocabulary to physical actions and improve pronunciation through rhythm.
- To learn and recognize key vocabulary: boy, girl, man, woman
- To practice listening and repeating through a song
- To develop sentence completion skills with simple words



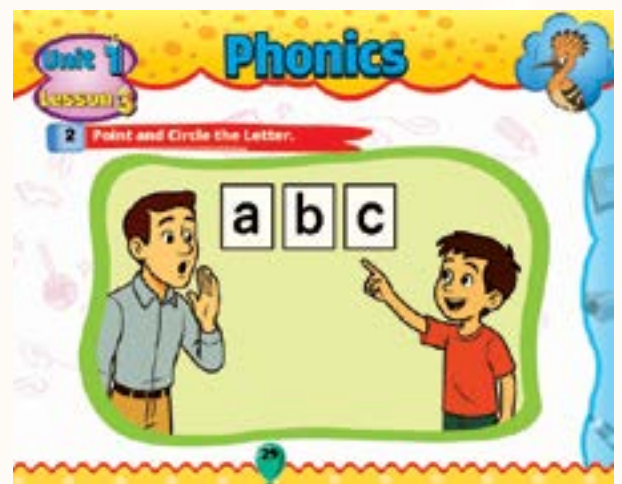
Instructions:

1. Sing with Hoopoe

Preparation: Show the class a colorful picture of a hoopoe bird to engage interest and introduce the character.

Step 1 – Teach keywords:

- Show flashcards or use gestures for the key words.
- Pronounce each word clearly and ask students to repeat.
- Model each action:
 - look so high □ point up
 - say goodbye □ wave
 - open your hand □ show open palm
 - touch your hat □ touch your head or hat



Step 2 – Listen and act:

- Sing the song slowly or play a recording.
- Do the actions as you sing and ask students to copy you.
- Emphasize the bold, colored words through your gestures and voice.

Step 3 – Repeat and perform:

- Sing the whole rhyme again together.
- Divide the class into groups. Let each group act out one line.
- Encourage students to sing and move confidently.

2. Circle

- Introduce the first sentence:
- “My _____ is Ali.”
- Options: (am – name)
- Guide students to choose “name” to complete the sentence.
- Show the picture of a child with the number 4 next to it.
- Read the second sentence:
- “I am _____.”
- Options: (5 – 4 – 2)
- Help students circle 4, matching the picture.
- Read the third sentence:
- “I _____ toys.”
- Options: (say – like)
- Help students circle like.
- Read sentences aloud, ask students to repeat each sentence after you before circling the answer.

Wrap-up (2 mins)

- Review vocabulary words by showing the pictures again.
- Praise students: “Great job! You know the words boy, girl, man, and woman.”

Teacher tips:

1. Use gestures or mime actions for the song (e.g., wave goodbye, open hand) to engage students.
2. Encourage students to read the sentences aloud with you for fluency.
3. Make the circling activity interactive by letting students come to the board or circle on their own papers.

3.vocabulary :

Objective:

- To recognize letters and their sounds
- To identify letters visually
- To practice counting letters and simple words in short sentences

Instructions:

1. Say the letter

- Show the picture of all letters.
- Point to each letter and say its name and sound clearly: "A /a/, B /b/, C /c/..."
- Have students repeat after you, one by one or together.

2. Point and circle the letter

- Show the picture with mixed letters.
- Say a letter sound aloud, for example, "/b/."
- Ask students to point to or circle the correct letter on their page.
- Repeat with different letters.
- Encourage careful listening and looking.

3. Count the letters and words



- Show the two sentences:
- "I sing a song."
- "We are kids."
- Read each sentence aloud slowly.
- Ask students: "How many letters are in the word 'sing'?" (Help count aloud if needed.)
- Then ask: "How many words are in the sentence 'We are kids'?"
- Use fingers or objects to count letters and words together.
- Encourage students to say the numbers aloud.

Wrap-up (2 mins)

- Review the sounds and letters learned.
- Praise students for their participation: "Great listening and pointing!"

Teacher Tips:

- Use clear, slow pronunciation of letter sounds.
- Encourage students to say the sound, not just the letter name.
- Use gestures or flashcards to support visual recognition.
- Repeat activities often to build confidence.

4. Writing :

Objective:

- To practice tracing and writing simple sentences about age
- To encourage free drawing and writing
- To develop ability to write about self and friend using simple sentences
- To recognize and choose appropriate words (boy/girl) to complete sentences



Instructions:

-1 Trace and Copy

- Show the speech bubble with:
- "I am 4 years old." (with the number 4 dotted for tracing)
- "I am ____ years old." (blank space for student to write their own age)
- Explain the task:
- Students trace the dotted number 4.
- Then write their own age in the blank space.
- Encourage neat writing.
- After this, give a lined space for free writing or drawing, allowing students to write or draw anything related to themselves.



-2 Write about you and your friend

- Read the sentences aloud with the class:
- "I am ____."
- "I am ____ years old."
- "My friend's name is ____."
- "He/She is ____ years old."
- Model filling in the blanks on the board using your name and age. Then give another example using a student in the class.
- Help children write their name and age inside the speech bubbles.
- Ask children to choose a classmate, ask them their name and age, then write the second sentence using he/she correctly.
- Support with vocabulary as needed: boy, girl, years old.
- Walk around to provide individual support and check writing direction and letter formation.

-3 Draw and complete

- Ask children to draw themselves in the space provided. Say: “Draw you! Are you a boy or a girl?”
- Point to the sentence frame:
- “I am a ____ (boy/girl).”
- “I am ____ years old.”
- Say each sentence and let students repeat after you.
- Guide them to choose “boy” or “girl” and write it in the blank.
- Help them count and write their age correctly in the second sentence.
- Make sure each child’s writing is placed inside the speech bubbles.
- Encourage children to color their drawings after writing.

Teacher’s Tips:

- Explain that in the “Draw and complete” activity, the child identifies their gender by selecting the correct word (boy/girl) and practices speaking and writing simple sentences about themselves.
- Emphasize supporting shy or struggling students by guiding them with examples.
- Encourage neat handwriting and clear pronunciation.
- Suggest using praise and positive reinforcement to motivate students.

5. Islamic Values:

Objective:

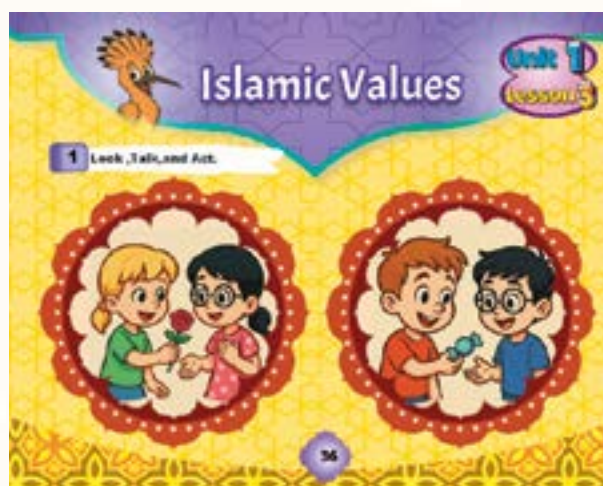
- To recognize kind actions and their value in Islam
- To describe simple actions using short sentences
- To encourage learners to imitate acts of kindness in class

1. Look, Talk, and Act

Instructions:

1. Look

- Ask students to look at the pictures.



- Point to the first one and say:
- "Look! What is the boy doing?"
- (Let students answer: "He is giving candy.")
- Point to the second one and say:
- "Look! What is the girl doing?"
- (Let students say: "She is giving a flower.")

2. Talk

- Use the pictures to model full sentences:
- "The boy is kind. He gives candy."
- "The girl is kind. She gives a flower."
- Ask questions to check understanding:
- "Is this kind?"
- "What can you give your friend to be kind?"
- Encourage students to repeat:
- "I am kind. I give my friend a flower."
- "I am kind. I share my toys."

3. Act

- Let children role-play the scenes.
- Provide small paper flowers or wrapped candy.
- Ask one child to say: "Here you are."
- The other replies: "Thank you!"
- Guide students to say:
- "I am kind. I help my friend."
- Reinforce Islamic values by saying:
- "Allah loves kind people."
- "The Prophet (peace be upon him) was always kind."

Notes for teacher:

1. Always connect the action with the value in Islam (kindness).
2. Encourage students to practice kindness during the school day (e.g.,

helping, sharing).

3. Praise kind actions to build a caring classroom environment.

6. Project:

Objective:

- To help children express basic personal information.
- To support oral language through presentation.
- To encourage creativity and confidence in using English.

Instructions:

1. Preparation (before the activity)

- Print or display the black-and-white picture.
- Provide crayons or colored pencils for each child.
- Prepare space on the classroom wall to hang posters.

2. In-class activity steps:

Step 1: Talk about “All About Me”

- Say and model:
- “My name is Omar.”
- “I am 5 years old.”
- “I like apples.”
- “I have a ball.”

Repeat with other names and examples, using classroom items or realia.

Step 2: Color the Picture

- Ask students to color the picture of the classroom and the children.
- Encourage them to choose colors they like for clothes, hair, and classroom items.

Step 3: Make the Poster

- Provide each child with a blank “All About Me” template (you can prepare a simple layout with: Name, Age, Favorite Color, Favorite Toy).
- Guide students to fill it in with your help:
- Trace dotted words if needed
- Paste or attach the colored picture to the poster

Step 4: Share and Present

- Ask students to come up one by one and say simple sentences with support:
- "My name is ____."
- "I am ____ years old."
- "I like ____."
- Clap and encourage all efforts.

Teacher's Notes:

- Pair students for peer support: one child presents, another points to the picture.
- Accept varied pronunciation; this is for fluency and confidence-building.
- Praise effort, creativity, and kindness in listening to each other.

Unit (2)

General Aims of the Unit:

By the end of this unit, kids will:

- recognize and respond to common classroom questions such as "What is this?" and "What do you have?"
- repeat and use simple spoken phrases using basic sentence patterns:
- "This is a...", "I have a...", "This is my/his/her/your..."
- identify familiar classroom and home objects when listening to short sentences or prompts
- begin using possessive adjectives (my, your, his, her) to describe items verbally

- engage in guided repetition, matching, and visual response tasks with spoken input
 - recognize and pronounce the sounds: /b/, /c/, /t/, /n/, /p/, /a/
 - associate each sound with familiar CVC words and images (e.g., book, cat, pen, sun)
 - blend simple -3letter CVC words by segmenting and saying each sound
 - trace and form uppercase and lowercase letters with directionality and guided support
 - say and recognize essential nouns related to classroom and home life, such as:
 - book, pencil, chair, desk, bed, door, table, cat, dog, sun, hat, pen
 - build confidence using these words through listening, matching, and guided speaking activities
 - begin identifying nouns within short phrases and early reading sentences
-
- trace and write classroom-related sentences such as “This is a book.”
 - develop fine motor and pencil control skills through structured tracing tasks
 - participate in songs and chants with actions to reinforce meaning and rhythm
 - begin to understand social language (e.g., greetings, polite expressions, personal belongings)
 - connect vocabulary and actions with personal experience (e.g., my bag, his hat) through projects and guided discussion

Lesson 1:

ILOs: By the end of this lesson, kids will:

- recognize and respond to the question “What is this?” by pointing to the correct classroom object.
- listen to and repeat short phrases: “This is a book,” “This is a pencil,” etc.
- identify common classroom items through visual prompts and verbal

input.

- recognize the sounds /b/, /c/, and /t/ at the beginning of words.
- say and trace the letters B b, C c, and T t using guided arrows and dotted lines.
- associate each sound with familiar words and pictures (e.g., book, cat, tie).
- say and repeat key classroom vocabulary: book, pencil, chair, desk.
- name familiar school objects when prompted visually.
- trace and copy simple classroom-related sentences:

“What is this?” / “This is a book.”

- begin developing fine motor skills through tracing and copying letters and words with pencil control.
- Vocabulary:
 - book
 - pencil
 - chair
 - desk

Materials:

Student Book pages -

Audio Files

1. Listening & Speaking

Objectives:

- To develop students' listening comprehension skills
- To introduce classroom vocabulary: book, pencil, chair, desk
- To reinforce the use of basic question and answer structure: “What is this?” / “This is a ...”

Instructions for teachers:

1. Pre-teach Vocabulary



- Show each image and say the word slowly and clearly:
- “book”, “pencil”, “chair”, “desk”
- Ask the class to repeat each word.
- Use gestures and real classroom objects if possible.

2. Model the Question and Answer

- Say: “What is this?” (point to one picture or object)
- Answer: “This is a book.”
- Repeat with the other items.

3. Listening Activity (Listen and Point)

- Tell students: “Listen and point to the correct picture.”
- Use a clear, friendly tone. Read the following slowly and repeat if needed:

“What is this? ... This is a book.”

“What is this? ... This is a pencil.”

“What is this? ... This is a chair.”

“What is this? ... This is a desk.”

- After each question and answer, allow students time to point to the correct image.

4. Check and Repeat

- After going through all four, repeat in a different order.
-
- Walk around and check students’ pointing. Praise correct answers.

Tips for teachers:

- Encourage students to repeat the phrase “This is a ...” after they point.
-
- Play the game in pairs: one child asks using realia, the other answers.
-
- You may also use puppets or the hoopoe character to make it more engaging.

2. Phonics :

objectives:

- To recognize and pronounce the sounds /b/, /c/, and /t/
- To connect sounds to pictures and beginning letters
- To trace uppercase and lowercase letters following correct stroke direction

1. Sound /b/

Say the words and trace the "b" sound

- Show and name the following images:
- book – bus – bee – crab – web
- Beside each image, the word is printed clearly with the letter "b" dotted for tracing.
- Ask students to say the words aloud. Emphasize the /b/ sound.
- Example: "/b/...book", "/b/...bus"

Trace B & b

- Get the kids to look at the writing line with the uppercase B dotted 5 times, followed by a second line with lowercase b dotted 5 times.
- The first letter on each line should show directional arrows.
- Teacher models air-writing or board-writing before students trace.



2. Sound /c/

Say the words and trace the "c" sound

- Show and name these images:
- cap – cat – car – music – garlic
- Beside each image, the word appears with the letter "c" dotted for tracing.
- Teacher pronounces clearly: "/c/...cap", "/c/...cat"
- Highlight that /c/ can be at the beginning (cat) or inside a word (garlic).



Trace C & c

- Get the kids to look at the line of uppercase C dotted 5 times, and another of lowercase c dotted 5 times.
- The first letter on each line should have stroke direction arrows.
- Encourage proper pencil grip and curved movement.



3. Sound /t/

Say the words and trace the "t" sound

- Show and name these images:
- bat – hat – tiger – tie – tea
- Beside each image, the full word is printed with the letter "t" dotted for tracing.
- Model sound pronunciation: "/t/...tiger", "/t/...tie"



Trace T & t

- Get the kids to look at the line with uppercase T dotted 5 times, and another with lowercase t dotted 5 times.
- Show the writing stroke for T (top to



bottom, then across) and t (down then small cross).

Teacher notes:

- Always say the sound before the word to build sound recognition.
- Model sound formation using actions (e.g., tapping for /t/, buzzing for /b/).
- Emphasize only the sound, not the letter name at first.
- Use songs, chants, or Hoopoe character voice to repeat sounds.



3. Vocabulary :

Objectives

- To learn and recognize key vocabulary: boy, girl, man, woman
- To practice listening and repeating through a chant
- To develop early sentence completion using picture cues and key words



Instructions for the teacher

1. Sing with Hoopoe

- Show the Hoopoe picture to gain attention.
- Read or chant the following lines with rhythm:
 - "Boy, boy, look so high!"
 - "Girl, girl, say goodbye!"
 - "Man, man, open your hand!"
 - "Woman, woman, touch your hat!"
- Point to each word as you sing and emphasize bold colorful vocabulary.



- Use gestures for each line:
- look high (point up), say goodbye (wave), open hand (show palm), touch hat (touch head)
- Invite students to repeat after you or sing together.

2. Circle the correct word

Guide students through each sentence. Read aloud first and model the correct answer.

- My _____ is Ali.
- Options: (am – name) □ correct: name
- Explain: “We say My name is Ali.”
- Point to the picture and guide them to circle the correct word.
- I am _____.
- Options: (5 – 4 – 2)
- Show picture of a child with the number 4. Ask: “How old is he?” □ correct: 4
- I _____ toys.
- Options: (say – like)
- Ask: “Do we say toys or like toys?” □ correct: like

Encourage students to:

- read the sentence aloud after you
- circle the correct word on their book/page

Wrap-up (2 mins)

- Show the four vocabulary pictures again: boy, girl, man, woman
- Ask students to say each word aloud.
- Praise them: “Great job! You know the words boy, girl, man, and woman.”

Teacher tips

- Use gestures/mime for the chant to support meaning and memory.
- Keep a positive tone and encourage group repetition for confidence.
- Allow students to circle on the board or use large flashcards if available.

- If time allows, sing the chant again for extra repetition.

4. Writing :

Objectives

- To trace and write simple question and answer forms
- To recognize key classroom objects and match them with their names
- To practice fine motor skills through tracing

Instructions for the teacher

1. Trace and copy

Instructions for students:

- Look at the two speech bubbles.
- The first one shows the question:
□ What is this? □ trace the question in the bubble.
- The second bubble shows the answer:
□ This is a book. □ trace the sentence.
- Then copy each sentence on the lines next to the bubble:

Book layout example:

Speech bubble (trace) Writing line (copy)

What is this? _____

This is a book. _____



2. Match and trace the word (10-7 mins)

Instructions for students:

- Look at the pictures:
- Draw a line from each picture to its correct dotted word .
- Then trace each word carefully.

Wrap-up (2–1 mins)

- Ask students to point to each picture and say the word aloud after you.
- Praise them: “You can write and say book, desk, chair, and pencil!”

Teacher tips

- Use real objects in the classroom if available to demonstrate.
- Monitor pencil grip and tracing direction.
- Provide support for students who need help matching or tracing.
- Encourage proper spacing when copying.

Lesson 2:

ILOs: By the end of this lesson, kids will:

- recognize and respond to the question “What do you have?” by pointing to the correct object.
- understand and repeat short responses such as “I have a pencil / bed / table / door.”
- identify familiar household and classroom objects through visuals and teacher modeling.
- nics
- recognize and say the beginning sounds /n/, /p/, and /a/ in common words.
- trace uppercase and lowercase letters Nn, Pp, and Aa using dotted-line guidance.
- associate each sound with key vocabulary and images (e.g., net, pencil, apple).
- identify and say new words: bed, table, door.
- build confidence using everyday nouns in spoken and visual tasks.

- trace and write simple CVC words (e.g., cat, dog, sun, bed, hat, pen) using picture-word support.
- complete CVC words by filling in missing letters (e.g., c__t, d__g, __ed, p__n).
- begin developing decoding skills by reading simple sight word sentences and recognizing key nouns.
- Vocabulary:
 - pencil
 - bed
 - table
 - door
 - cat
 - dog
 - sun

Materials:

Student Book pages -

Audio Files

1. Listening & Speaking

Objectives

- To listen and recognize familiar classroom and household objects
- To respond by pointing to correct pictures

Instructions for the teacher

1. Listen and point

Instructions for students:

- Look at the four pictures in your book:
1. a pencil



2. a bed

3. a table

4. a door

- Listen to the teacher and point to the picture that matches.

Teacher script:

Say the question clearly:

"What do you have?"

Then model the answer for each picture:

- "I have a pencil."
- "I have a bed."
- "I have a table."
- "I have a door."

Tips:

- Point to each item as you say it.
- Repeat each line twice for reinforcement.
- Ask students to repeat the sentence after pointing.

Tips:

- Use gestures (e.g., point to the object, mime holding a pencil).
- Invite children to mime or use classroom objects if available.

Wrap-up (2 mins)

- Show each picture again and ask: "What do you have?"
- Let students answer freely: "I have a ____."
- Praise all attempts and encourage full sentence responses.

2. Phonics :

Objectives

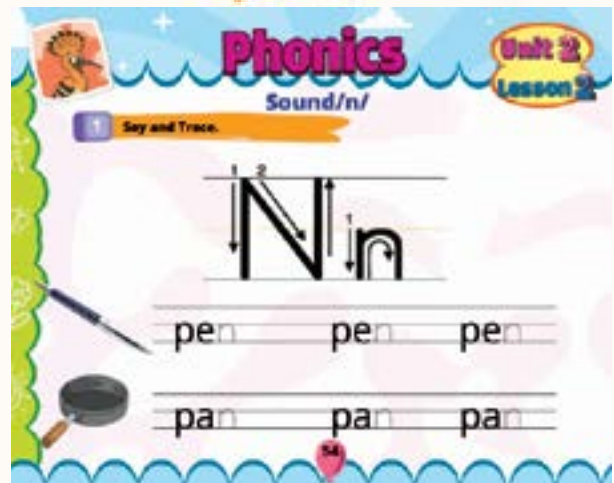
- To recognize and pronounce the sounds /n/, /p/, and /a/
- To associate each sound with familiar words and pictures
- To practice tracing uppercase and lowercase letters

Instructions for the teacher

1. Sound /n/

1.1 Say the words and trace the sound Instructions:

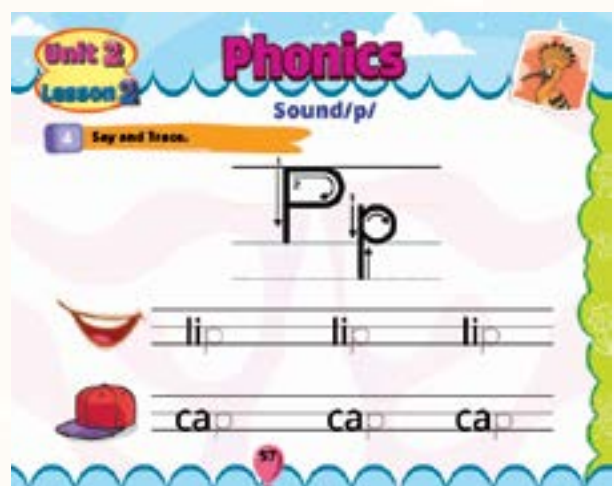
- Say each word slowly, stressing the /n/ sound.
- Point to the letter n in the word (dotted for tracing).
- Ask students to repeat each word and trace the n in the word.



1.2 Trace N & n

Instructions:

- Use one line for N N N N N (dotted)
- Use a second line for n n n n n (dotted)
- Show arrows on the first N and n to guide stroke order.
- Model tracing on the board or with your finger in the air.



2. Sound /p/

2.1 Say the words and trace the sound

Instructions:

- Emphasize the /p/ sound at the beginning or end of each word.
- Ask students to say and trace the p in each word.

2.2 Trace P & p

- Line 1: P P P P P (dotted)
- Line 2: p p p p p (dotted)
- Include stroke direction on first letter of each line.

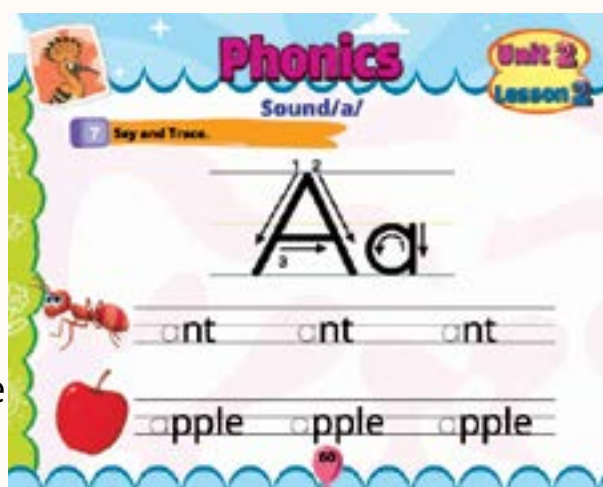


3. Sound /a/

3.1 Say the words and trace the sound

Instructions:

- Focus on the short vowel /a/ in each word.
- Encourage students to repeat and trace the a in each word.



3.2 Trace A & a

- Line 1: A A A A A (dotted)
- Line 2: a a a a a (dotted)
- Include directional arrows on the first letter of each row.



Teacher tips

1. Model each sound with actions (e.g., touch nose for /n/, pop lips for /p/, open mouth wide for /a/)
2. Let students say the sound and then whisper the word to reinforce

phonemic awareness

3. Use real objects if possible (apple, pencil, pan) for a tactile experience

3.Vocabulary :

Objectives

- To recognize and name classroom and home objects: bed, table, door
- To develop vocabulary recall through speaking and matching tasks

Materials needed

- student book page with:
- three labeled pictures (bed, table, door) in the top row
- three unlabeled room scenes in the bottom row:
- □ room 1: missing a door
- □ room 2: missing a bed
- □ room 3: chairs but no table

Instructions for the teacher

1. Look and say (7-5 mins)

Instructions:

- Show the first row of pictures (bed, table, door).
- Point to each picture and say the word clearly:
- "This is a bed."
- "This is a table."
- "This is a door."
- Ask students to repeat after you as you point.
- Use gestures and mime (e.g., pretend to open a door or lie on a bed) to support meaning.



- □ Visual layout:
- Top row with three clear images:
- □ bed □ table □ door
- Words appear below each image in large font.

2. Say and match (10–7 mins)

Instructions:

- Explain the activity: "Let's find which room needs a bed, table, or door."
- Describe each room scene:
- Room 1 has no door
- Room 2 has no bed
- Room 3 has chairs but no table
- Ask: "What is missing in this room?"
- Let students say the word and draw a line to match it with the correct picture above.

- □ Visual layout:
- Top row: horizontal pictures of door, table, bed
- Bottom row (under each):
- room missing door
 - room missing bed
 - room missing table

Students draw lines to match the missing item to each room.

Teacher tips

- Use realia or classroom objects if possible to reinforce word meaning
- Repeat the vocabulary using different sentence frames:
- "What do you see?" – "I see a door."
- "What's missing?" – "The room needs a bed."

4. Writing :

Objectives

- To trace and write simple CVC words
- To identify missing letters in familiar words
- To read and match short sentences to pictures

Instructions for the teacher

1. Trace and copy (10-7 mins)

Instructions:

- Point to each picture and say the word.
- Ask students to trace the dotted word and then copy it below.
- Help them sound out each letter.

2. Look and complete (7-5 mins)

Instructions:

- Show the picture and ask: "What's this?"
- Say the word aloud and let students write the missing letter.

3. Look and Match (7-5 mins)

Instructions:

- Point to each word and picture.
- Say the word, then help students draw lines to the correct image.

4. Read and match (5 mins)

Instructions:

- Read each sentence slowly and clearly.
- Let students match it to the correct picture.



Teacher tips

- Repeat each word with students while pointing to the picture.
- Use phonics cues: "/k/ /æ/ /t/ – cat!"
- Encourage neat tracing and celebrate effort, not perfection.



Lesson 3:

ILOs: By the end of this lesson, kids will:

- listen to and repeat short possessive sentences using my, his, her, your with familiar nouns (e.g., This is my pencil.)
- recognize and respond to simple spoken sentences using familiar vocabulary and pronouns.
- match spoken phrases to the correct image using key vocabulary items.
- blend -3letter CVC words by saying each sound and tracing the word (e.g., c-a-t → cat)
- begin to read and pronounce short words by blending individual phonemes.
- reinforce recognition of letter sounds within whole words.
- understand and sing short action phrases in context through the chant/ song with Hoopoe.
- identify common classroom and home items (e.g., book, pencil, chair, desk) in picture-based tasks.
- find and write the missing object from a visual maze to develop recall and early spelling skills.
- trace and write simple CVC words (e.g., cap, cat, dog, pen, hat, bed) using visual prompts.
- match short possessive phrases (e.g., my cat, his bag) with corresponding images to support comprehension.
- Vocabulary:

- book
- pencil
- chair
- desk
- cat
- dog
- pen
- hat
- bed
- my
- his
- her
- your

Materials:

Student Book pages -

Audio Files

1. Listening & Speaking

Objectives

- To listen and repeat simple sentences using "I have a..."
- To recognize and match spoken sentences to corresponding pictures
- To begin to sing and personalize simple repetitive phrases



Target language:

- This is my pencil.
-

- This is her cat.
-
- This is his cap.
-
- This is your dog.
-
- I have a pencil / cat / cap / dog.

Characters: Omar and Maha (for voice modeling)



Instructions for the teacher

1. Listen and repeat

Instructions:

- Show each flashcard (pencil, cat, cap, dog).
- Say the sentence clearly using Omar or Maha's voice (optional use of puppet or character cards).
- Example: "This is my pencil." (spoken by Omar)
- Have the whole class repeat after you.
- Display the sentence in a large speech bubble near the picture.
-
- Repeat each sentence 3–2 times.
-
- Encourage students to point to the matching object while speaking.

Teacher tip: Use your finger to trace the sentence from left to right as you say it.

Say the sentence, then ask: "Can you say it with me?"

2. Point and match

Instructions:

- Provide each student with a worksheet showing 4 pictures (pencil, cat, cap, dog).
- Read each sentence aloud:

- "I have a pencil."
- "I have a cat."
- "I have a cap."
- "I have a dog."
- Ask students to draw a line from each picture to its matching sentence.
- Monitor and assist as needed.

Teacher tip: Pause between sentences and use gestures (point to ears and say "Listen") to keep attention.

2. Phonics :

Objectives:

- To blend individual letter sounds to read CVC words
- To trace and read simple words with guidance

Instructions for the teacher:

1. Say each word slowly, emphasizing the individual sounds (e.g., /c/ /a/ /t/).
2. Ask students to repeat the sounds and then blend them together.
3. Show the picture and let them say the word.
4. Students trace the dotted word on each line.
5. Use different colors for each row to help students visually separate the tasks.



3. Vocabulary :

Objectives:

- To learn and say vocabulary: book, pencil, chair, desk
- To practice listening and repeating through a song
- To develop problem-solving skills by finding the correct path

Materials needed:

- pencil or crayon for tracing

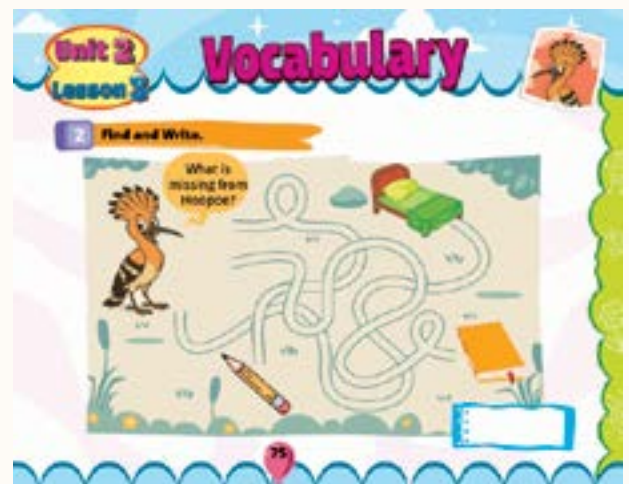
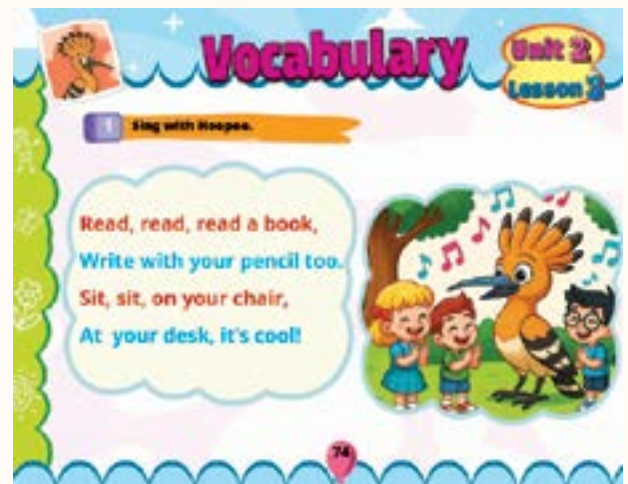
Instructions for the teacher:

1. sing with hoopoe

- Show the picture of the hoopoe to focus attention.
- Sing the chant slowly and clearly:
"Read, read, read a book,
Write with your pencil too.
Sit, sit, on your chair,
At your desk, it's cool!"
- Use hand gestures for actions (pretending to read, write, sit).
- Encourage students to repeat each line after you.
- Repeat 3-2 times to build confidence.

2. introduce the maze

- Show the maze picture on the page or board.
- Point to the hoopoe at the start and say:
"Hoopoe wants to find the book."
-



- Explain some paths are blocked and only one leads to the book.
- Ask students to look carefully to find the correct path.

3. find the path and write

- Let students trace the correct path with their finger or pencil.
- Ask: "Which path leads to the book?" and have them say "book."
- Ask students to write the word "book" in the box under the maze. Help as needed.

4. review and praise

- Review the chant quickly, asking students to say the vocabulary words.
- Praise their effort: "Great job! You found the path and learned new words."

Teacher tips:

- Use clear, slow speech when singing.
- Encourage children to use gestures to make the song fun.
- Assist students individually if they struggle with writing.

4. Writing :

Objective:

- practice tracing simple words related to common objects
- develop fine motor skills by coloring pictures
- practice reading and matching possessive phrases with objects

Materials needed:

- crayons or colored pencils
- prepared picture-word cards/stickers for matching



Instructions for the teacher:

1. trace and color

- Show the pictures and dotted words clearly to students:

- bed, cap, dog, cat, hat, pen
- Say each word aloud slowly and clearly.
- Ask students to trace the dotted letters of each word carefully.
- After tracing each word, let students color the matching picture.
- Encourage neatness and praise their efforts.



2. read and match

- Prepare picture-word cards or stickers with the following phrases:
- my cat, her bed, his bag, your pen
- Shuffle the cards and show both pictures and words separately.
- Ask students to match the possessive phrase to the correct picture by drawing lines or placing stickers.



Read the phrases aloud with students and explain the meaning briefly.

3. review and praise

- Review the words traced and colored by showing pictures again.
- Have students say the phrases aloud as they match.
- Praise all students for their hard work.

Teacher tips:

- Monitor students while tracing to support correct letter formation.
- Use clear pronunciation of the words and phrases.
- Make matching interactive by involving movement or group work.

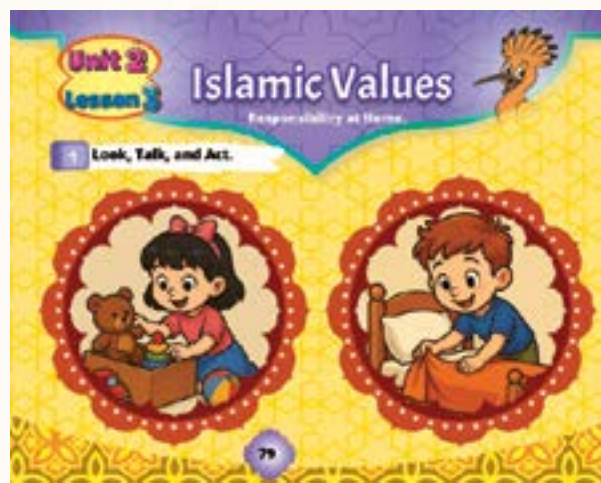
5. Islamic Values:

Objective:

- To understand the importance of responsibility at home.
- To talk about everyday actions that show responsibility.
- To encourage students to act responsibly in their own homes.

Materials needed:

- pictures of a boy making his bed and a girl tidying toys
- student book page with images and prompts for talking and acting



Instructions for the teacher:

1. look

- Show the picture of a boy making his bed.
- Show the picture of a girl tidying toys.
- Ask students what they see in each picture.
- Teach key words: bed, toys, tidy, clean, responsibility.

2. talk

- Ask simple questions:
- What is the boy doing?
- What is the girl doing?
- Why is it important to keep our rooms clean?
- Encourage students to answer in short sentences or words.

3. act

Ask students to talk about one thing they can do at home to be responsible.

If possible, assign a small responsibility task as homework (e.g., tidying their desk or helping with dishes).

Encourage students to share their experiences in the next lesson.

Teacher tips:

1. Use positive reinforcement when students share their responsibilities.
2. Relate responsibility to Islamic teachings about caring for family and home.

6.Project:

Objectives:

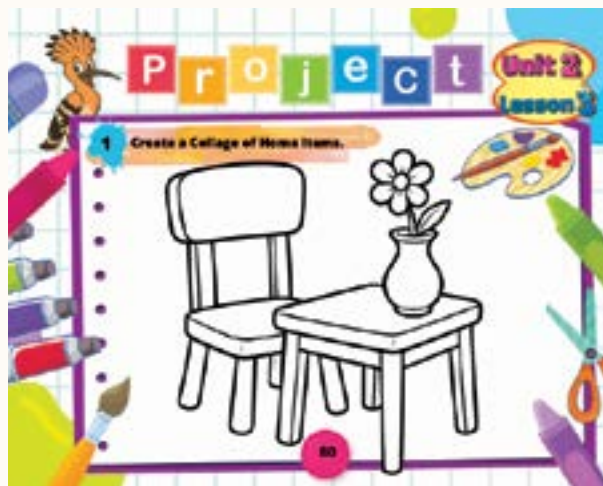
- To practice vocabulary related to home items
- To develop fine motor skills by coloring and cutting
- To encourage creativity through collage making

Materials needed:

- scissors (if cutting is part of the task)
- glue and a large sheet of paper for the collage

Instructions for the teacher:

1. show the students the black-and-white pictures of the chair, table, and vase on the table.
2. ask the students to color each picture carefully.



3. if possible, have students cut out the pictures after coloring.
4. guide the students to arrange and glue the pictures on a large sheet of paper to make a collage of home items.
5. encourage students to say the names of the items while working.
6. praise their creativity and efforts.

Teacher Tips:

- provide extra coloring materials for students who finish early.
- use this activity to review the vocabulary: chair, table, vase.
- adapt the task for younger learners by focusing only on coloring if cutting is difficult.

Unit (3)

Lesson 1:

Lesson objectives:

Vocabulary:

Materials:

Student's Book pages -

1. Listening & Speaking

objectives:

- To identify basic subject pronouns (he/she)
- To recognize and name boy/girl
- To practice listening comprehension and pointing

materials needed:

- audio recording or teacher model of the sentences



instructions:

1. show the picture of the hoopoe pointing at the boy.
2. say clearly or play the recording:
"He is Omar. He is a boy."
3. ask the students to point to the boy in the picture.
4. repeat and encourage students to say the sentence after you.
5. show the second picture of a girl pointing at the girl.
6. say or play the recording:
"She is Maha. She is a girl."
7. ask the students to point to the girl in the picture.
8. repeat and encourage students to say the sentence with you.

Teacher Tips:

- repeat the activity to help students remember the sentence patterns.
- use gestures when saying "he" and "she" to reinforce meaning.
- ask follow-up questions: "Who is he?", "Is he a boy or a girl?"

2. Phonics :

Objective:

To help children recognize, say, trace, and write the target sound /d/, /h/, /j/ through visual support, guided pronunciation, and tracing activities.

1. Warm-up

- Say: "Today we will learn a new sound!"
- Show the target letter (both uppercase and lowercase) on the board or flashcard.
- Ask: "What sound does this letter make?"
- Say the sound clearly (e.g., /d/ for "dog"), and have students listen and repeat several times.

2. Say the words and trace the sound

- Show 5 pictures that include the target sound (e.g., dog, doll, desk for /d/).
- Say each word clearly and emphasize the sound at the beginning /end or in the word.
- Example: "This is a dog. Say it with me: D-og."
- Ask students to repeat the words aloud.
- Ask students to trace the target letter



in the dotted word.

3. Letter tracing practice

- Write the uppercase and lowercase form of the letter on the board (e.g., D d).
- Demonstrate how to write each letter using finger-tracing or marker.
- Students trace five dotted uppercase and five lowercase letters in the book.
- The first letter on each line should show the stroke direction.
- Walk around and support students as they trace.

4. Sound blending (optional extension)

- If students have learned multiple sounds, try simple blending.
Example: "Let's blend: d-o-g → dog!"

5. Review and wrap-up

Show the same picture set again and ask:

"Can you hear the /d/ sound in 'dog'?"

Students answer by pointing or repeating.

Praise participation: "You all did a great job tracing and saying the /d/ sound!"



3.Vocabulary :

Objective:

To recognize, say, match, and trace the family words: father, mother, sister, and brother.

1. Look and Say

Materials needed:

– Flashcards or book page with pictures of:

- A father
- A mother
- A sister
- A brother



Instructions:

- Point to each picture one by one.
- Say: "This is a father. Say: father."
- Students repeat: "father."
- Repeat with mother, sister, and brother.
- Say the words slowly and clearly. Use TPR (point to your own father, mother, etc. if possible).



Tip:

Use realia if available (family photos, puppets, or toy figures).

2. Look and Match

Instructions:

Say: "Now let's match the picture to the correct word."

Model one example. Point to the picture of the father. Say: "This is a father. Let's find the word 'father'."

Draw a line to the correct word.

Ask children to complete the rest.

After matching, ask students to trace each word with a pencil.

3. Wrap-up

- Review by pointing at the pictures and asking: "Who is this?"
- Students answer: "This is a mother."
- Give praise: "Well done! You can say and trace family words!"

4. Writing :

Objective:

To trace and recognize family words and correctly match he and she to the correct family members.

1. Look and Trace

Materials needed:

– Worksheet with the following simple sentences:

- This is my father.
- This is my brother.
- This is my mother.
- This is my sister.

The key family words (father, mother, brother, sister) are dotted for tracing.

Instructions:

Read each sentence aloud slowly. Point to each word.



Say: "Let's trace the words."

Show how to trace on the board or on the first line.

Students trace each family word in the sentence.

As they trace, encourage them to say the words: "father", "mother", etc.

Note: Use finger tracing in the air before pencil tracing if needed.

2. Trace and Match: he – she

Instructions:

Say: "Let's trace the words." Help children trace He and She.

Then say: "Let's match 'He' to a boy or a man."

Point to the picture of the father, then the brother, and draw a line from "He" to both.

Lesson 2:

Lesson objectives:

-
-
-

Vocabulary:

Materials:

Student's Book pages -

1. Listening & Speaking

Objective:

By the end of this lesson, students will be able to:

- listen and respond to simple family-related questions,
- use basic pronouns he and she correctly,
- point to family members and say, "He my ____." / "She is my ____."

1. Listen and Point (10 minutes)

Materials needed:

- Picture of Hoopoe asking in a speech bubble:

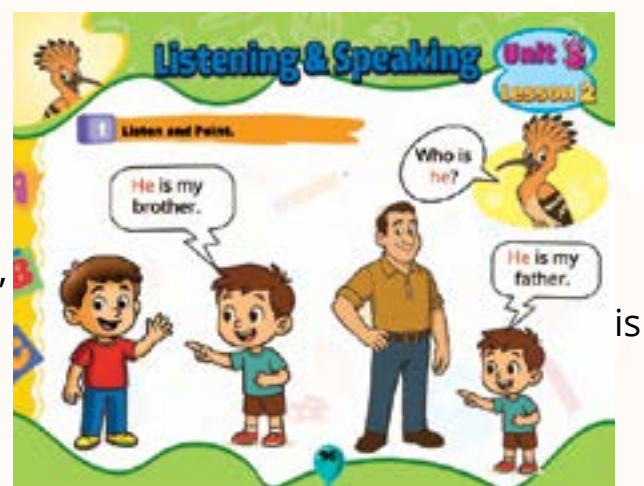
"Who is he?" and "Who is she?"

- Flashcards or large visuals of: father, mother, brother, sister

Steps:

Part A: Using "he"

- Show the picture of Hoopoe asking



"Who is he?"

- Point to the picture of father and say slowly:
- "He is my father."
- Ask students to repeat after you and point to the picture of the father.
- Repeat the same for brother:
- "He is my brother."
- Part B: Using "she"
- Show Hoopoe asking "Who is she?"
- Point to the mother and say:
- "She is my mother."
- Students repeat and point.
- Repeat with sister:
- "She is my sister."

2. Practice with the class (5 minutes)

- Ask students individually or in pairs:
"Who is he?" / "Who is she?"
- Encourage them to answer using:
"He is my brother." / "She is my sister."

3. Wrap-up (5-3 minutes)

- Show each picture one last time, out of order.
- Ask the whole class to answer together.

For example:

- Teacher: (shows picture of a girl)
- "Who is she?"
- Students: "She is my sister."
- Praise correct responses.

Tips for Teachers

- Use gestures to support meaning:

- – Point to yourself when saying my and point to the picture when saying father, mother, etc.
- – Use open hands and friendly body language to encourage shy children.
- Model clearly:
- – Repeat sentences slowly and clearly several times before asking students to repeat.
- – Speak with expression and vary tone to keep attention high.
- Encourage participation:
- – Use names: “Ali, who is he?”
- – Let students come and point to the correct picture on the board.
- Use praise generously:
- – Clap or say: “Well done!” / “Good job!” after correct answers.
- Be inclusive:
- – If some students are unsure, encourage them to repeat with the group. Use thumbs-up signals to build confidence.

2. Phonics :

Objective:

- To recognize and pronounce the sounds /m/ and /e/ correctly,
- To identify the sounds at the beginning or middle of familiar words,
- To trace uppercase and lowercase letters M, m, E, and e following correct formation.

1. Sound /m/

A. Say the words and trace the “m” sound
Instructions:

- Show the picture of the moon and say:
- “This is a moon. Moon starts with /m/.”
- Ask the class to repeat: “/m/ moon”
- Repeat for the other pictures: meat,



jam, arm, milk.

- Ask students to trace the dotted m in each word using their finger first, then with pencil.

B. Trace M & m (5 minutes)

- Provide a tracing line with M (uppercase) repeated 5 times in dotted form.
- Provide a second line with m (lowercase) repeated 5 times.
- The first letter in each line should include direction arrows.
- Walk around as students trace and guide any students who need help.



2. Sound /e/

A. Say the words and trace the “e” sound (10 minutes)

Materials:

- Pictures of: egg, ten, leg, bed, hen
- Under each picture: the word is written with the letter e in dotted form.

Steps:

- Show the picture of the egg and say:
- “This is an egg. Egg starts with /e/.”
- Ask students to repeat: “/e/ egg”
- Repeat for the other pictures: ten, leg, bed, hen.
- Have students trace the e in each word.

B. Trace E & e (5 minutes)

- Provide a tracing line with E (uppercase) repeated 5 times in dotted form.
- Provide another line with e (lowercase) repeated 5 times.
- The first letter in each line should include direction arrows.

Tips for teachers:

Use a gesture or motion for each sound. For example:

- for /m/, rub your tummy and say “/mmmm/” like tasting something yummy.
- for /e/, use both hands to make an egg shape and say “/e/ egg.”

Emphasize clear articulation of each sound.

Say the sounds slowly and exaggerate the mouth movement.

Encourage repetition and student participation.

Let students come to the board to point or trace in the air.

Use positive reinforcement.

Praise effort as well as accuracy: “Good try!” / “Nice tracing!”

Keep it playful and active.

You may play a quick “sound hunt” – show pictures quickly and ask: “Is it /m/ or /e/?”

3. Vocabulary :

Objective:

By the end of the lesson, students will be able to:

- identify and say the prepositions in, on, and under in simple contexts,
- recognize the meaning of these prepositions with the help of pictures,
- circle and color the correct preposition according to the picture.



1. Look and say (10 minutes)

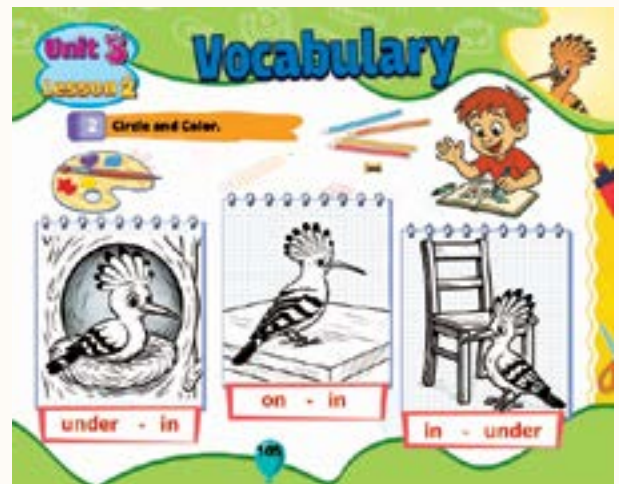
Materials:

- Three pictures showing a ball:
 1. ball in a hat
 2. ball on a hat

3. ball under a hat

Steps:

- Show each picture to the students.
- Say clearly the sentence for each:
"The ball is in the hat."
"The ball is on the hat."
"The ball is under the hat."



- Have the students repeat after you, focusing on the prepositions.
- Write the words in, on, under under each corresponding picture.

2. Where is Hoopoe? Circle and color (10 minutes)

Materials:

Three black-and-white (uncolored) pictures of Hoopoe:

1. Hoopoe under a chair
2. Hoopoe on a desk
3. Hoopoe in a nest or bag

- Next to each picture, write the prepositions in, on, under as multiple-choice options (each option in a different color).

Steps:

- Show the pictures to the students and say the sentence aloud:
"Where is Hoopoe?"
- Ask students to look carefully at each picture.
- Instruct students to circle the correct preposition word according to where Hoopoe is in the picture.
- After circling, students color the Hoopoe picture.

- Review answers together by asking students to say full sentences, e.g., "Hoopoe is under the chair."

Tips for teachers:

- Use gestures while saying the prepositions:
- Point inside, point on top, point below.
- Use real objects in class (e.g., place a ball in, on, and under a box or hat) for a hands-on demonstration.
- Model the correct pronunciation and sentence structure clearly and slowly.
- Praise students' attempts to say sentences, even if imperfect.
- Make the activity interactive by asking: "Where is the ball?" and encourage students to answer using the prepositions.

4. Writing :

Objective:

By the end of the lesson, students will be able to:

- trace and copy the family words: mother, father, sister, brother,
- trace and recognize the prepositions in, on, and under through coloring and tracing activities.



1. Trace and copy (12-10 minutes)

Materials:

- Worksheet with the words mother, father, sister, brother written in dotted letters on the left and blank lines on the right for copying.
-
- Steps:

- Show the words clearly to the students, pronounce each word slowly.
-
- Model tracing the word “mother” by saying each letter aloud.
-
- Ask students to trace the dotted word carefully with their fingers or pencils.
-
- Then, guide them to copy the same word on the blank line next to it.
-
- Repeat the same steps for father, sister, brother.
-
- Encourage neatness and correct letter formation.



2. Trace and color prepositions (13–10 minutes)

Materials:

- Worksheet with large, bold, dotted preposition words: in, on, under, each next to a corresponding picture:
-
- “in the hat” with a picture of a cat inside a colored hat (cat is uncolored for students to color)
- “on the table” with a picture of a vase on a colored table (vase uncolored)
- “under the chair” with a picture of a cat under an uncolored chair (cat uncolored)

Steps:

- Read each phrase aloud: “in the hat,” “on the table,” “under the chair.”
- Model tracing the dotted word carefully, showing proper pencil grip and slow movement.
- Ask students to trace the dotted word on their worksheet.
- Then, instruct students to color the picture next to the traced word.

- Check for understanding by asking questions like “Where is the cat?” and encourage students to answer using the prepositions.

Tips for teachers:

- Use large-sized fonts and clear dotted letters for easy tracing.
- Demonstrate tracing on the board or with a projector before students begin.
- Remind students to hold their pencils correctly.
- Praise all attempts and gently correct if letters are formed incorrectly.
- Use real objects in class to reinforce prepositions (place a toy cat in, on, or under a hat/table/chair).
- Encourage students to say the full phrase aloud as they trace to connect writing with speaking.

Lesson 3:

Lesson objectives:

-
-
-

Vocabulary:

Materials:

Student's Book pages -

1. Listening & Speaking

Objective:

By the end of the lesson, students will be able to:

- listen carefully and repeat sentences using prepositions in, on, under,
- identify objects and their positions based on the sentences.



Materials:

- Pictures:

1. A pen inside a book
2. A ball on a table
3. A cat under a chair

Steps:

1. Introduction:

- Show the first picture (pen in the book). Say the sentence clearly:
- "The pen is in the book."
- Ask students to listen carefully.

2. Listen and repeat:

- Repeat the sentence slowly, then encourage the class to say it aloud with you several times.
- Point to the picture as you say the sentence.

3. Repeat for the other pictures:

- Show the ball on the table picture, say: "The ball is on the table."
- Have the students repeat the sentence.
- Show the cat under the chair picture, say: "The cat is under the chair."
- Students repeat again.

4. Point and say:

- Mix up the pictures and ask individual students, "Where is the pen?" or "Where is the cat?"
- Students answer using the full sentence or short answers, e.g., "The pen is in the book."

Tips for teachers:

- Use clear, slow pronunciation for the sentences, especially prepositions.
- Use gestures or point to the position words "in," "on," and "under" to reinforce meaning.
- Encourage all students to repeat together before asking individuals.
- Repeat the activity several times for better retention.
- Use real objects if available to make the activity more interactive.
- Praise students' efforts to build confidence.

2. Phonics :

Objective:

By the end of the lesson, students will be able to:

- say the individual sounds in simple words,
- blend the sounds to say the whole word,
- trace dotted letters and words to



practice writing.

-

Materials:

- Pictures of objects for each word:
-
- bed
-
- jet
-
- hen
-
- men
-
- vet
-
- pen
-
- Tracing sheets with:
-
- letters broken down (e.g., b + e + d)
-
- the whole word “bed” in dotted letters
-
- each word with dotted letters in different colored lines for variety

Steps:

1. Introduce the first word:

Show the picture of a bed. Say the word slowly: “b - e - d.”

- Ask students to say each sound with you.
-



- Then blend the sounds together: “bed.”

2. Tracing the word:

- Show the dotted letters b + e + d on the board or worksheet.
- Point to each letter as you say the sound.
- Ask students to trace the letters and then the whole word “bed” on their sheets.
- Encourage careful tracing and correct letter formation.

3. Repeat with other words:

- Show each picture (jet, hen, men, vet, pen) one by one.
- Break down the word into sounds, say them slowly, and blend them.
- Use colored lines for each word’s tracing row to keep students engaged.

4. Practice together:

- After tracing each word, say the word again with the class.
- Encourage students to repeat the blended word confidently.

Tips for teachers:

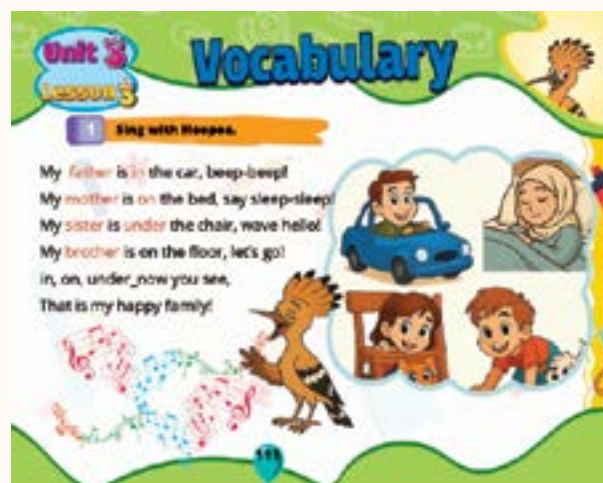
- Model the blending slowly and clearly to help students hear each sound.
- Use fingers or tapping to show the number of sounds in each word.
- Praise students for correct pronunciation and neat tracing.
- Use different colors to make the tracing activity more fun and visually interesting.
- Repeat difficult words multiple times.
- Pair students to say words aloud to each other for extra speaking practice.

3. Vocabulary :

Objective:

By the end of the lesson, students will be able to:

- sing and say sentences using prepositions in, on, and under,
- recognize and understand the meaning of in, on, and under in simple sentences,
- draw and identify objects according to the prepositions used.



Materials:

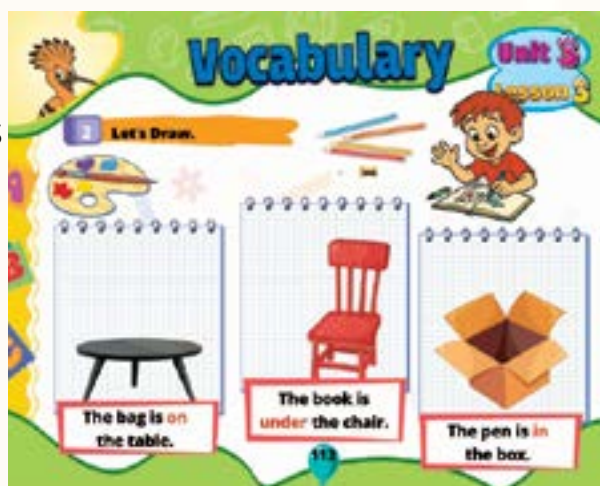
- Visuals or flashcards: father, mother, sister, brother, car, bed, chair, floor
- Drawing paper and crayons or markers
- Pictures of a box (open), chair, and table

Steps:

1. Sing with Hoopoe

- Introduce the song by showing pictures of family members and objects.
- Sing the song aloud slowly and clearly:

My father is in the car, beep-beep!
My mother is in the bed, say sleep-sleep!
My sister is under the chair, wave hello!
My brother is on the floor, let's go!
in, on, under, now you see,
That is my happy family!



- Emphasize the words in, on, and under by singing those words louder

and clearer.

- Ask students to repeat after you line by line.

2. Let's draw

- Show pictures for each sentence.
 - Read each sentence aloud, pointing to the prepositions in bigger, clearer letters:
1. The pen is in the box (show open box).
 2. The book is under the chair (show chair).
 3. The bag is on the table (show table).
- Ask students to draw the sentences on their papers using crayons or markers.
 - Encourage them to focus on where the object is (in, on, or under).

Tips for teachers:

- Use clear visuals to support understanding of prepositions.
 - Use gestures to show "in," "on," and "under" as you say the sentences.
 - Repeat the song multiple times for better retention.
 - Encourage students to point or act out the prepositions when singing.
 - Praise children for using the words correctly in their drawing.
- Provide positive reinforcement to build confidence.

4. Writing :

Objective:

By the end of the lesson, students will be able to:

- recognize and read the words mother, father, sister, brother,
- complete sentences or labels by writing the correct family member word.



Materials:

- A large picture showing a complete family (father, mother, brother, sister)
- Word bank with the words: mother, father, sister, brother inside big boxes
- Writing pencils or crayons

Steps:

1. Introduce the family picture

- Show the large family picture clearly to the students.
- Point to each family member and say their name slowly: mother, father, sister, brother.
- Ask students to repeat after you.

2. Explain the activity

- Tell students they will write the correct word under each family member's picture.
- Show the word bank with the words mother, father, sister, brother inside big boxes above the picture.
- Explain that they need to copy the correct word from the word bank to

label each family member.

3. Writing practice

- Guide students to write the words inside the boxes under the correct family member.
- Walk around the class and assist students who need help.
- Encourage neat writing and careful copying.

4. Review

- After completion, ask volunteers to read the words they wrote aloud.
- Correct pronunciation gently if needed.

Tips for teachers:

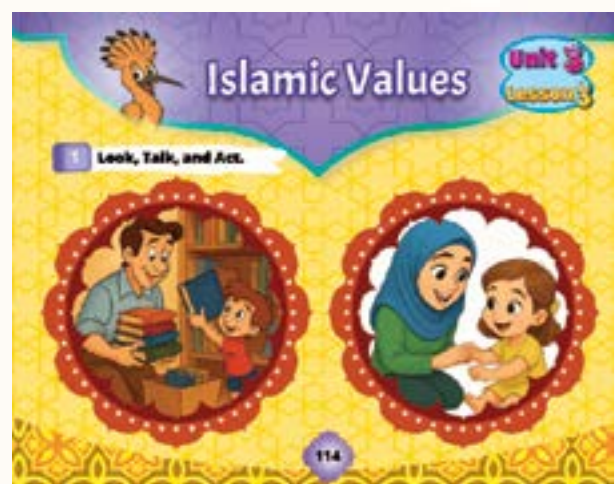
- Model writing each word clearly before students start.
- Use large, clear print in the word bank to make copying easier.
- Praise students for effort and accuracy.
- Encourage slower writing to improve letter formation.
- Provide help by sounding out words if students struggle.

5. Islamic Values:

Objective:

By the end of the lesson, students will be able to:

- recognize acts of responsibility and care at home,
- talk about helping family members,
- understand the value of kindness and responsibility.



Materials:

- Picture of a boy helping his father to arrange books
 - Picture of a girl playing kindly with a baby
-

Steps:

1. Look

- Show the picture of the boy helping his father arrange books.
 - Ask: "What is the boy doing?"
 - Let students describe the action in simple terms, e.g., "He is helping his father."
 - Show the picture of the girl playing kindly with a baby.
 - Ask: "What is the girl doing?"
 - Encourage students to say, "She is playing with the baby."
-

2. Talk

- Discuss why it is good to help parents and be kind to others.
 - Use simple questions: "How do you help at home?" "How do you care for others?"
 - Encourage students to share their own experiences.
-

3. Act

- Encourage students to think about one way they can help or be kind at home today.
 - Suggest simple actions, e.g., tidying toys, helping parents, or being gentle with siblings.
 - If possible, assign a small responsibility as homework.
-

Tips for teachers:

- Use clear, relatable pictures showing familiar actions.

- Use simple language and repeat key phrases: “helping,” “kindness,” “care.”
- Encourage students to express their own ideas and experiences.
- Praise positive behavior and encourage trying to help at home.
- Connect the lesson to Islamic values of responsibility and kindness.

6. Project:

Objective:

By the end of this project, students will be able to:

- identify family members (father, mother, brother, sister),
- use simple English words to label family members,
- create a visual poster representing their own family.



Materials:

- large blank square for each student (poster space)
- printed cut-out pictures and words for father, mother, brother, sister (at the end of the book, inside dotted squares for cutting)
- glue or tape
- crayons or coloring pencils

Steps:

1. Prepare

- Explain the task: “We will make a family poster.”
- Show examples of family pictures and words (father, mother, brother, sister).

2. Cut and Paste

- Give each student the printed family pictures and words (cut-outs) from the end of the book.
- Guide students to cut along the dotted lines carefully.

3. Create the poster

- Students paste the pictures and matching words inside the large blank square on their page.
- Encourage students to arrange their own family members as they want.

4. Personalize

- Students can draw or add extra pictures of their own family members or decorate the poster.
- Teachers help students write simple sentences if possible, e.g., "This is my mother."

Tips for teachers:

- Demonstrate cutting and pasting safely and correctly.
- Use clear, large pictures and words for easy handling.
- Encourage students to speak about their family members in English while working.
- Praise students' work to boost confidence and engagement.
- If some students don't have all family members, encourage them to include whoever is in their family.

Review A :

Pages -

ILOs: By the end of this unit, kids will:

Recognize and name familiar school and family-related vocabulary.

Follow simple oral instructions.

Practice early reading, writing, and listening skills.

Respond through matching, coloring, tracing, and singing.

Materials:

Student's Book pages -

Audio Files

General Notes for the Teacher:

Always model before asking students to perform.

Use plenty of visuals, gestures, and repetition.

Keep activities short, playful, and highly interactive.

Praise all attempts and participation.

Task 1: Find and Circle School Objects

Objective:

To recognize and circle familiar school and home vocabulary.

Instructions:

Display the words randomly across the page:

desk, book, bed, pen, door, father, pencil, apples, car.

Read aloud each word slowly.

Students find and circle each word as you say it.

Repeat words and support as needed.

Optional Extension:

After circling, ask students to point to each word and say it aloud.

You may also show real classroom objects for children to physically touch while saying the words.

Task 2: Listen and Color

Objectives:

To listen carefully and follow spoken instructions.

To recognize positional words (under, in, on).

Instructions:

Read aloud slowly:

The bag is under the chair. (Color it green.)

The pencil is in the box. (Color it blue.)

The book is on the table. (Color it red.)

Give children time to find and color the correct items.

Optional Extension:

After coloring, act out the positions using classroom items and give oral commands:

“Put the book on the chair.”

“Put your pencil under your desk.”

Task 3: Look and Match

Objective:

To match words to the correct picture.

Instructions:

Show pictures: chair, bed, boy, bag, door, sun.

Read aloud each word:

door, bag, bed, boy, sun, chair.

Students draw lines to connect words and pictures.

Optional Extension:

Play a simple “Touch and Say” game. Call out a word and have children run and touch the correct real object in class.

Task 4: Follow, Color, and Write

Objective:

To practice fine motor skills through connect-the-dots and sentence writing.

Instructions:

Students connect the dots to complete the bag picture.

They color the bag.

Help students write “bag” to complete:

This is my _____ .

Optional Extension:

Have each child say their full sentence aloud:

“This is my bag.”

Students can also draw another object and write its name.

Task 5: Find and Circle (Odd-One-Out)

Objective:

To recognize vocabulary and identify words without matching pictures.

Instructions:

Show 3 boxes of pictures with words underneath.

Read aloud each word in every box.

Students circle the word that has no matching picture.

Optional Extension:

Ask students to say the circled words aloud and explain why they circled them.

You can use simple sentences like:

“There is no dog here.”

“I don’t see a brother.”

Task 6: Complete and Sing

Objective:

Fill in missing words and sing a simple family song.

Instructions:

Present the family picture.

Read and help children complete missing words:
woman, brother, girl.

Sing the full song together with actions (pointing to father, mother, brother, sister).

Optional Extension:

Invite children to draw their own family and create personal verses for the song using their own family members' names.

Let's Have Fun – Games Section

Game 1: Complete the Series

Objective:

To practice logical thinking and visual discrimination.

Instructions:

Provide cut-out pictures.

Explain the rule: no repeated pictures in the same row or column.

Model one example.

Allow children to glue pictures into correct spaces.

Optional Extension:

Turn this into a timed challenge to see who completes first while maintaining accuracy.



Game 2: Find the Shadow

Objective:

To match pictures with their correct shadows.

Instructions:

Present mixed pictures and shadow images.

Students draw lines to connect pictures to shadows.



Optional Extension:

Play a classroom version by projecting shadows on the board and asking students to guess which object makes that shadow.

Game 3: Memory Game

Objective:

To build visual memory and observation skills.

Instructions:

Prepare two empty grids on the board.

Allow children 30–20 seconds to observe the full grid.



Children turn away and recreate the grid from memory.

Optional Extension:

Allow children to switch partners for a team version of the memory game.

Increase the number of items as they improve.

Game 4: The Objects Count

Objective:

To count objects and write the correct number.

Instructions:

Show pictures with multiple objects.

Students count and write the number inside the circle.

Optional Extension:

After counting, have students say full sentences:

"I see 5 apples."

"There are 3 pens."

Story Time : My Lovely Pencil

ILOs: By the end of this story, kids will:

understand and follow a simple story about daily life and cooperation,

identify family members (mother, father, sister, brother),

recognize and use prepositions (in, on, under) in context,

talk about objects and where they are (e.g., the pencil is in the bag),

express basic feelings (happy, thank you).

Materials:

Student's Book pages 143 - 129

Audio Files

Real classroom objects: pencil, bag, desk, chair (for retelling or acting)

Pre-reading (Before the story):

Show students pictures of a pencil, bag, chair, desk. Ask simple questions:

- What is this?
- Where is it?

Review position words using classroom objects:

- Put a real pencil in a bag, on a desk, under a chair.
- Ask: "Where is the pencil?" and have students answer using in, on, under.

Activate background knowledge about family by showing pictures or **flashcards**:



— mother, father, sister, brother.

While-reading (During the story):

Play the audio or read the story aloud with clear voice, facial expressions, and gestures.

Point to each picture as you read, helping students connect spoken words with images.

Emphasize and repeat key vocabulary:
pencil, bag, desk, chair, mother, father, sister,
brother, in, on, under.

Use lively voice changes for each character (especially for Yamen and his family) to engage attention.

Pause at key phrases and let students repeat:

- “Here it is!”
- “Good job!”
- “Thank you, my lovely pencil!”

Post-reading (After the story):

Ask simple comprehension questions:
Who is Yamen?

Where is the pencil?

What do the children draw?

Who says “Good job”?

Is Yamen happy at the end?

Do real object actions:

Place a pencil in a bag, on a desk, under a chair.

Ask: “Where is it now?” and let students answer.



Story role play:

Let 4–3 students act out the story as Yamen, sister, brother, and parent, using real classroom objects.

Drawing activity:

Encourage students to draw their own sun and tree, just like Yamen did.



Tips for Teachers:

Keep the story session short, fun, and interactive.

Use repetition and clear gestures to support understanding.

Pause often for students to repeat key expressions.

Use real objects whenever possible to make vocabulary meaningful.

Focus on feelings and simple expressions to build emotional language.

Praise all participation:

- "Good job!"
- "Wonderful drawing!"
- "Great acting!"



Unit 1: My Little World

Lesson 1

Listening & Speaking

-1 Greet and Say Goodbye

Omar: "Hi,"

Maha: "Hello,"

Hoopoe: "Goodbye"

Phonics :

-1 Sing the ABC Song

The ABC Song

Lesson 2

Listening & Speaking

-1 Listen

Omar: My name is Omar- .I am 5 years old.

Maha: My name is Maha ,I am 4 years old.

Vocabulary :

-1 Look and Say with Hoopoe

Omar: I like apples

Maha: I like red

Hoopoe: I like cars

Lesson 3

Listening & Speaking

1 Listen and Speak

Omar: "How old are you?"

Maha: "I am four years old."

Hoopoe: "How old are you?"

Vocabulary

-1 Sing with Hoopoe.

Hoopoe:

Boy, boy, look so high!

Girl, girl, say goodbye!

Man, man, open your hand!
Woman, woman, touch your hat!
Unit 2 My Home & My School

Lesson 1

Listening & Speaking

-1 Listen and Point

Omar: What is this?

Maha: This is a book.

Omar: What is this?

Maha: This is a pencil.

Omar: What is this?

Maha: This is a chair.

Omar: What is this?

Maha: This is a desk.

تكرر كل كلمة مرتين وبينهما فاصل زمني قصير Phonics

Teacher:

book - bus - bee - crab - web

Teacher:

cap - cat - car - music - garlic

Teacher:

bat - hat - tiger - tie - Tea

تكرر كل كلمة مرتين وبينهما فاصل زمني قصير Vocabulary

Desk

Chair

pencil

Book

Lesson 2

Listening & Speaking

Teacher: What do you have?

Omar: I have a bed.

Teacher: What do you have?

Omar: I have a pencil.

Teacher: What do you have?

Omar: I have a door.

Teacher: What do you have?

Omar: I have a table.

Phonics تكرر كل كلمة مرتين وبينهما فاصل زمني قصير

Teacher:

pen - pan - net - nose - fan

Teacher:

lip - cap - lamp - pear- pencil

Teacher:

ant - apple - man - bag - rat

Vocabulary تكرر كل كلمة مرتين وبينهما فاصل زمني قصير

Teacher:

Table, bed, door

Lesson 3

Listening & Speaking

-1 Listen and Repeat

Omar: This is my pencil.

Omar: This is her cat.

Maha: This is his cap.

Omar: This is your dog.

Phonics Blending

-1 Say the sounds and trace

Teacher:

Word: cat

Step 1: Record individual sounds

/c/ (pause)

/a/ (pause)

/t/ (pause)

Step 2: Record blending slowly

Say:

"Listen: /c/... /a/... /t/."

Then say:

"Let's blend: /c/ /a/ /t/ ... cat."

Step 3: Record the full word naturally

Say:

"The word is: cat."

Word: pan

Step 1: Record individual sounds

/p/ (pause)

/a/ (pause)

/n/ (pause)

Step 2: Record blending slowly

Say:

"Listen: /p/... /a/... /n/."

Then say:

"Let's blend: /p/ /a/ /n/ ... pan."

Step 3: Record the full word naturally

Say:

"The word is: pan."

Word: cap

Step 1: Record individual sounds

/c/ (pause)

/a/ (pause)

/p/ (pause)

Step 2: Record blending slowly

Say:

"Listen: /c/... /a/... /p/."

Then say:

"Let's blend: /c/ /a/ /p/ ... cap."

Step 3: Record the full word naturally

Say:

"The word is: cap."

Word: bat

Step 1: Record individual sounds

/b/ (pause)

/a/ (pause)

/t/ (pause)

Step 2: Record blending slowly

Say:

"Listen: /b/... /a/... /t/."

Then say:

"Let's blend: /b/ /a/ /t/ ... bat."

Step 3: Record the full word naturally

Say:

"The word is: bat."

Word: tap

Step 1: Record individual sounds

/t/ (pause)

/a/ (pause)

/p/ (pause)

Step 2: Record blending slowly

Say:

"Listen: /t/... /a/... /p/."

Then say:

"Let's blend: /t/ /a/ /p/ ... tap."

Step 3: Record the full word naturally Say:

"The word is: tap."

Word: nap

Step 1: Record individual sounds

/n/ (pause)

/a/ (pause)

/p/ (pause)

Step 2: Record blending slowly

Say:

"Listen: /n/... /a/... /p/."

Then say:

"Let's blend: /n/ /a/ /p/ ... nap."

Step 3: Record the full word naturally

Say:

"The word is: nap."

Vocabulary

-1 Sing with Hoopoe

Hoopoe:

Read, read, read a book,

Write with your pencil too.

Sit, sit, on your chair,

At your desk, it's cool!

Unit 3 My Family

Lesson 1

Listening & Speaking

-1 Listen and Point

Girl: She is Maha. She is a girl.

Hoopoe: He is Omar. He is a boy.

Phonics تكرر كل كلمة مرتين وبينهما فاصل زمني قصير

Teacher:

Bed - desk - hand - dog - doll

Teacher:

Hat - hen - hand - head - hair -

Teacher:

Jam - jet - jump - jelly - jar

Vocabulary :

-1 Look and Say

Teacher:

Father, mother, sister, brother

Lesson 2

Listening & Speaking

-1 Listen and Point

Hoopoe: Who is he?

Boy: "He is my father."

Hoopoe: Who is he?

Boy: He is my brother."

Hoopoe: Who is she?

Boy: "She is my mother."

Hoopoe: Who is she?

Boy: She is my sister."

Phonics تكرر كل كلمة مرتين وبينهما فاصل زمني قصير

Teacher:

moon - meat - jam - arm - milk

Teacher:

egg - ten - leg - bed - hen

Vocabulary :

-1 Look and Say

Teacher:

Where is the ball? (Pause)

"The ball is in the hat." (Pause)

"The ball is on the hat." (Pause)

"The ball is under the hat."

Lesson 3

Listening & Speaking

1 Listen and Repeat

Teacher:

The cat is under the chair. (Pause)

The ball is on the table. (Pause)

The pen is in the book.

Phonics Blending

-1 Say the Sounds and trace

Teacher:

Word: bed

Step 1: Record individual sounds

/b/ (pause)

/e/ (pause)

/d/ (pause)

Step 2: Record blending slowly

Say:

"Listen: /b/... /e/... /d/."

Then say:

"Let's blend: /b/ /e/ /d/ ... bed."

Step 3: Record the full word naturally

Say:

"The word is: bed."

Word: jet

Step 1: Record individual sounds

/j/ (pause)

/e/ (pause)

/t/ (pause)

Step 2: Record blending slowly Say:

"Listen: /j/... /e/... /t/."

Then say:

"Let's blend: /j/ /e/ /t/ ... jet."

Step 3: Record the full word naturally

Say:

"The word is: jet."

Word: hen

Step 1: Record individual sounds

/h/ (pause)

/e/ (pause)

/n/ (pause)

Step 2: Record blending slowly

Say:

"Listen: /h/... /e/... /n/."

Then say:

"Let's blend: /h/ /e/ /n/ ... hen."

Step 3: Record the full word naturally

Say:

"The word is: hen."

Word: men

Step 1: Record individual sounds

/m/ (pause)

/e/ (pause)

/n/ (pause)

Step 2: Record blending slowly

Say:

"Listen: /m/... /e/... /n/."

Then say:

"Let's blend: /m/ /e/ /n/ ... men."

Step 3: Record the full word naturally

Say:

"The word is: men."

Word: vet

Step 1: Record individual sounds

/v/ (pause)

/e/ (pause)

/t/ (pause)

Step 2: Record blending slowly

Say:

"Listen: /v/... /e/... /t/."

Then say:

"Let's blend: /v/ /e/ /t/ ... vet."

Step 3: Record the full word naturally

Say:

"The word is: vet."

Word: pen

Step 1: Record individual sounds

/p/ (pause)

/e/ (pause)

/n/ (pause)

Step 2: Record blending slowly

Say:

"Listen: /p/... /e/... /n/."

Then say:

"Let's blend: /p/ /e/ /n/ ... pen."

Step 3: Record the full word naturally

Say:

"The word is: pen."

Vocabulary

-1 Sing with Hoopoe.

Hoopoe:

My father is in the car, beep-beep!

My mother is in bed, say sleep-sleep!

My sister is under the chair, wave hello!

My brother is on the floor, let's go!

in, on, under_now you see,

That is my happy family!

Review

Task 2 Listen and color

Teacher:

The bag is under the chair.
The pencil is in the box.
The book is on the table.

Color it green (Pause)
Color it blue (Pause)
Color it red

Task 6 Complete and Sing

Girl: نشيد

I love my family,
Yes, I do!
My father is a man,
My mother is a man.
My brother. is a boy,
But my sister is a girl.
I love my family,
They love me too!

Story Time

My lovely Pencil

Teacher: ممكن صوت سيدة تروي القصة

Yamen is a little boy. He wakes up.
He has breakfast and says, "Hello, Mother! "
"Good morning, Yamen," says Mother. "It's time to draw. Get your pencil!"

Yamen runs to his room.

He looks at the desk.
No pencil.

He looks under the chair.
No pencil.

He looks in his bag.
"Here it is!" he says, smiling.

His sister and brother come in.
"Can we draw with you?" they ask.

"Yes!" says Yamen. He puts his book on the desk.
They all sit on chairs and start drawing.

Soon, Father comes in. "What are you doing?" "We're drawing!" says Yamen.
"Look at my sun and tree!"
Mother looks happy and says, "Good job, everyone!"

Yamen is happy. He hugs his pencil and says, "Thank you, my lovely pencil!"