



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

MAGIC MINDS

Al-Azhar Kindergarten

KG 2 Teacher's Guide



2024 - 2025

غير مصرح بتداول الكتاب خارج معاهد الأزهر الشريف

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Unit (1)

Taking Care of Myself

General Aims of the Unit:

By the end of this unit, kids will:

1. introduce key vocabulary related to self-care routines.
2. develop listening, speaking, reading, and writing skills through meaningful activities.
3. practice daily habits using simple present tense sentences.
4. practice phonics for the long /a/ vowel patterns (ai, ay, a-e).
5. reinforce Islamic values related to personal hygiene.
6. build fine motor skills through tracing, copying, coloring, matching, and drawing.
7. encourage children to recognize and follow healthy daily habits.

Lesson 1:

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

- . listen and respond to simple commands by pointing to the correct pictures.
- . name daily self-care activities: wash hands, brush teeth, wash face.
- . act out simple daily routines after listening to teacher instructions.
- . pronounce and trace long /ai/ sound in words: sail, snail, tail, rail, bait.

- match /ai/ words to correct pictures and color them.
- identify and name body parts: hands, teeth, hair, eyes.
- trace and copy simple sentences about personal care.
- complete simple sentences using vocabulary words (teeth, wash, brush, hand).
- draw simple pictures to represent vocabulary items.

Vocabulary:

hands, teeth, hair, eyes, wash, brush.

sail, snail, tail, rail, bait (phonics: ai).

Materials:

Student's Book pages -

Audio Files



Lesson 1

1. Listening & Speaking

Objective:

To help children recognize and act out daily hygiene actions using English:

"I brush my teeth," "I wash my hands," "I wash my face."

Warm-up :

- Greet the children and smile. Use gestures and mime brushing your teeth. Ask: "What am I doing?" (Encourage guesses in English or Arabic if needed.)



- Repeat for washing hands and washing face using actions.

- Say the actions in English clearly, and mime again:
"I brush my teeth."
"I wash my hands."
"I wash my face."



1– Point and Say

- Open to the student book page with four pictures:

child brushing teeth

child washing hands

a toothbrush

a hand

- Say: "Point to brushing teeth." (Wait for students to point.)
- Say: "Point to the toothbrush."
- Continue with the other two: "washing hands," "hand."
- Ask the question: "What is this?" while pointing to a picture. Help them answer:
"Toothbrush!" or "Hands!"

2– Listen and Act:

- Point to the three pictures one by one: brushing teeth, washing hands, washing face.
- Tell the class: "Now listen and do like me!"

- . Say the sentence out loud and mime the action:

"I brush my teeth." (Mime brushing teeth)

"I wash my hands." (Mime washing hands)

"I wash my face." (Mime washing face)

- . Encourage children to stand up and act with you. Repeat the phrases 3–2 times, slowly.

- . Praise children who follow well: "Great job!" "Good brushing!"

Practice box:

- . Say: "Show me: brush your teeth!" and point to the correct picture.
- . Ask children to repeat the action and the words.
- . Let pairs of students take turns saying a phrase and the other acting it out.
- . Help with pronunciation and encourage confidence.

Wrap-up:

- . Review with quick questions:
 - "Who can show me brushing teeth?"
 - "Who can say 'I wash my hands'?"
- . Say "Goodbye!" and mime washing your hands as a fun ending.
- . Encourage them to say the action as they do it: "I brush my teeth!"

Teacher Tips:

- Always use gestures and smile to make it fun and easy.
- If a student forgets, gently guide them with the action.
- Repeat key phrases often across the week for retention.
- Reinforce through daily routines – e.g., say “I wash my hands” before snack time.

2. Phonics :

Objective:

To help children identify and pronounce the long /a/ sound spelled ai, and recognize simple ai words through tracing, matching, and coloring.

Materials needed:

- Coloring tools (crayons or colored pencils)

Warm-up:

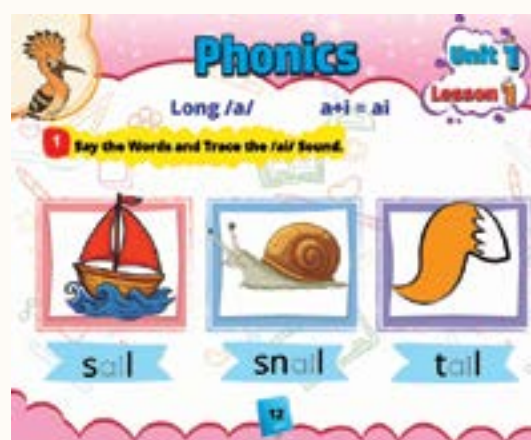
- Write “ai” on the board. Say: “This says /ai/ like in tail!”
- Stretch the sound: “/t/.../ai/.../l/ = tail”
- Repeat for sail, snail, etc. Show hand gestures for each (e.g., wiggle hand like a tail or snail).
- Say each word slowly and clearly. Let children repeat after you. Use choral repetition and individual turns.

1 – Say the Words and Trace the /ai/ Sound:

- Show the student book page with the 5 pictures and dotted ai in each word.

- Say: “Let’s say the words!” Point to each picture and say the word clearly.

E.g.:



“Sail” – (Point to the boat)

“Snail” – (Point to the snail)

“Tail” – (Point to the animal tail)

“Rail” – (Point to train track rail)

“Bait” – (Point to the fishing hook or food)



Children repeat each word after you. Emphasize the /ai/ sound.

Say: “Now trace the ‘ai’ in each word.” Walk around and assist.

2 – Match and Color the /ai/ Word:

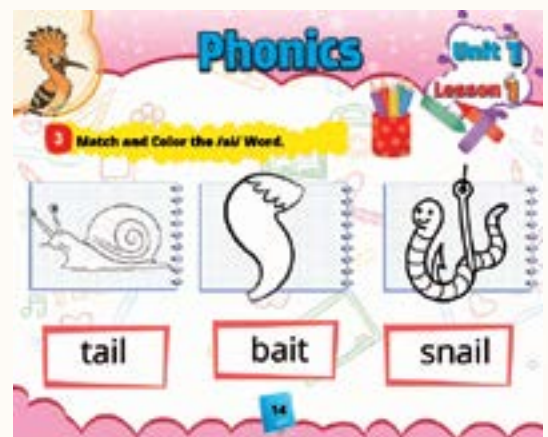
Show the matching activity. Say: “Draw a line from the word to the picture.”

Read each word with the class: tail, snail, rail, sail, bait.

Ask: “Where is the tail? Match it!” Repeat for the others.

After matching, say: “Now color the pictures!”

Encourage neat coloring. Walk around and ask: “What word is this?” while pointing to their work.



Wrap-up :

Point to random pictures and ask: “What’s this?” Let children say the word.

- Ask: "What sound do you hear? /ai/!"
- Praise them: "Great job with ai words!"

Teacher Tips:

- Model tracing first on the board or large chart paper.
- Emphasize the ai sound in all words.
- Use realia or flashcards if available for stronger association.
- Keep instructions short and clear, repeating key vocabulary.

3. Vocabulary :

Objective:

To help children recognize and say vocabulary for basic body parts: hands, teeth, hair, eyes, and use the sentence frame: Look at my...



Materials needed:

- Student book page with 4 clear images:

hair,, eyes, teeth, hands

- Each picture is labeled with a simple sentence:

Look at my hair.

Look at my eyes.

Look at my teeth.

Look at my hands.

- Second activity page: 4 empty boxes

One word in each box (mixed order): hands ,teeth, eyes, hair

Space for children to draw the body part next to the word

Instructions:

Warm-up :

- Point to your own hands, teeth, hair, and eyes.
- Ask: "What's this?" Say the word clearly and slowly:

"These are my hands."

wave your hands

"These are my teeth." – smile

"This is my hair." – touch your hair

"These are my eyes." – blink



- Ask students to point to the same part on themselves and repeat:

"Hands!" "Teeth!" "Hair!" "Eyes!"

1 – Look and Say

- Show the student book page with the 4 pictures.
- Say each sentence and point:

"Look at my hands."

"Look at my teeth."

"Look at my hair."

“Look at my eyes.”

- . Ask the children to repeat after you – first as a group, then individually.
- . Point to each picture randomly and ask, “What’s this?”
- . Encourage children to use the full sentence: “Look at my ____.”

2 – Let’s Draw

- . Show the page with the 4 boxes. Say:
“Look! A word in each box. Can you draw the body part?”
- . Read each word with them:

“Hair” – draw hair.

“Eyes” – draw eyes.

“Teeth” – draw teeth.

“Hands” – draw hands.
- . Help students if needed. Ask:
“What are you drawing?” and encourage the child to reply with the word.
- . Walk around and praise effort:
“Nice hair!” “Good job drawing hands!”

Wrap-up :

- . Ask: “Show me your hands!” Let children respond. Repeat for the other parts.

- Say: "Look at my eyes!" and ask, "What do you say?"
Encourage them to repeat: "Look at my eyes!"

Teacher Tips:

- Use real-life gestures and expressive face to support understanding.
- Allow shy learners to point or whisper, building confidence over time.
- Praise all attempts with positive words like "Great!" or "Well done!"
- Consider doing a short chant or song with the words: "Eyes, hands, teeth, hair!" (optional)

4. Writing :

Objective:

Help children trace, copy, and match short present simple sentences using common hygiene-related verbs: brush and wash.

Materials needed:

- Student book pages with:
1. Two tracing and copying tasks:
 - * One picture of a child brushing their teeth
 - * One picture of a child washing their hands
 - * A dotted sentence to trace and two lines for copying
 2. Matching task with:



* Three clear pictures:

* Child washing face

* Child brushing teeth

* Child washing hands

* Sentences:

* "I wash my hands."

* "I wash my face."

* "I brush my teeth."

3. Read and complete activity with:

* Four words in a box: teeth, wash, brush, hand

* Four pictures with sentence gaps

Instructions:

Warm-up :

. Say: "What do you do in the morning?"

Use gestures to mime brushing teeth and washing face/hands.

. Say short actions with the children:

"I brush my teeth." / "I wash my hands."

Let them repeat and act.

1 – Trace and Copy :

- . Point to the first image (child brushing teeth). Read aloud: "I brush my teeth." Trace the words on the board or in the air. Say: "Let's trace the words, then write them again."
- . Children trace the dotted sentence, then copy it twice on the lines.
- . Repeat with the second image (child washing hands): "I wash my hands."
- . Walk around and support letter formation gently.

2 – Read and Match :

- . Show the three pictures. Read each sentence aloud.

"I wash my hands."

"I wash my face."

"I brush my teeth."
- . Say: "Can you match the sentence to the right picture?"
- . Children draw lines to match each sentence to the correct image.
- . Read the sentences again and ask: "Which one is this?" (Point to a picture.)

3 – Read and Complete:

- . Show the word box: teeth, wash, brush, hand
- . Say the words aloud with the class.
Point to each picture and read the sentence with a gap:

"I ___ my teeth." – Let children choose and write: brush

"I ___ my hands." – Answer: wash

"These are my ___." – Answer: hands

"These are my ___." – Answer: teeth

- Read the completed sentences together.

Wrap-up :

- Ask: "Who can read one of their sentences?"
Let children point to a picture and read their work.
- Say: "Great job writing today!" Praise effort, not perfection.

Teacher Tips:

- Support slower writers by helping them trace first.
- Model left-to-right directionality when writing.
- Keep instructions short and repeat key phrases slowly.
- Use real actions to link writing with speaking and meaning.

Lesson 2:

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

- listen and act out simple self-care activities: brushing teeth, washing hands, taking a break from screens.

- answer simple questions about hygiene tools (toothbrush, soap, screen time).
- pronounce and trace long /ay/ sound in words: play, pray, tray, day, spray.
- match /ay/ words to correct pictures and color them.
- identify objects used for hygiene: toothbrush, soap, tablet/mobile.
- trace and copy sentences related to healthy screen habits and rest.
- label body parts on a diagram using vocabulary words: hand, teeth, eyes, hair.

Vocabulary:

toothbrush, soap, tablet, hand, teeth, eyes, hair.

play, pray, tray, day, spray (phonics: ay).

Materials:

Student's Book pages 32 - 22

Audio Files

lesson 2

1. Listening & Speaking

Objective:

To help children listen to and repeat simple action-based sentences using common hygiene and wellness vocabulary. Encourage them to act out the meaning and answer basic "What" and "Do" questions.

Materials needed:



- . Audio track with teacher's voice (optional) or teacher-led speaking.

1 – Say and Act

Pictures:

- . Mobile phone and tablet (screen time)
- . A girl washing her hands
- . A boy brushing his teeth

Teacher script (do not print in student book):

- . Point to the mobile and tablet and say:

"I take a break from the screen."

Show a gesture of pushing the screen away and stretching. Children repeat and act.

- . Point to the girl washing her hands and say:

"I wash my hands with soap."

Mime washing hands with soap. Let children repeat and act.

- . Point to the boy brushing his teeth and say:

"I brush my teeth with a toothbrush."

Act out brushing teeth. Let children repeat the sentence and mime the action.

Teacher Tips:

- . Always model first with gestures.
- . Encourage full group repetition, then individual volunteers.
- . Praise attempts with a smile or "Well done!"

2 – Say the Word

Pictures:

- . Mobile phone or tablet
- . Toothbrush
- . Soap

Teacher script (questions only – do not write in student book):

1. Show mobile/tablet. Ask:

“Do you take a break from screens?”

Encourage answers like: “Yes!” or “I do.” with gestures of resting or stretching.

2. Show the toothbrush. Ask:

“What do you use to brush your teeth?”

Children answer: “Toothbrush.”

3. Show soap. Ask:

“What do you use to wash your hands?”

Children answer: “Soap.”

Teacher Tips:

- . Use real objects if available.
 - . If children can’t answer fully, accept single-word responses like “soap” or “yes.”
 - . Always repeat the correct sentence after their answer to model full form.
-

Wrap-up:

- Play a quick game: mime brushing, washing, or taking a break and let children guess and say the matching sentence or word.
- Finish with a fun chant:

“Brush! Wash! Rest your eyes! Healthy habits make us wise!” (Clap with rhythm.)

2. Phonics :

Objective:

To help children recognize and pronounce the long /a/ sound in words that end in “ay”. Support reading readiness by tracing and matching familiar words.

1 – Say the Words and Trace the /ay/ Sound

- Point to each picture one by one.
- Say the word clearly. For example:

“This is a tray. Listen: tray. It ends with /ay/.”

- Emphasise the /ay/ sound and ask students to repeat:

“tray – tray – tray”

- Let children trace the word under the picture, especially focusing on the dotted “ay” part.
- Repeat for all 5 words.

Teacher Tips:



- Model the tracing on the board or a flashcard.
- Use finger-tracing in the air before paper tracing for better motor control.

2 – Match and Color the /ay/ Word

Student activity:

- A word bank with the 5 words: play, pray, tray, day, spray
- Pictures are placed below in random order.

Instructions to Teacher:

- Ask students to read (or repeat after you) each word.
- Let them draw a line from the word to the correct picture.
- After matching, tell them:



“Now color the pictures!”

Teacher Tips:

- Allow time to check their matches before coloring.
- Use classroom items to show real examples if possible (tray, spray, etc.)



Wrap-up:

- Say:

“Let’s clap for the /ay/ sound!”

Clap and say the words together once more: play, pray, tray, day, spray.

3. Vocabulary :

Objective:

To help children understand and say vocabulary related to personal care: toothbrush and soap. Enable them to recognize correct items and their use in simple questions.

Materials needed:

- Student book page with:

2 images with sentences:

- * two soaps (bar and liquid) and the sentence: I wash my hands with soap.
- * toothbrush and the sentence: I brush my teeth with a toothbrush.

3 multiple-choice questions with 2 pictures each for circling.

1 – Look, Read, and Say

Instructions:

- Point to the toothbrush picture.

Say slowly:

"I brush my teeth with a toothbrush."

Let children repeat after you.

Act out brushing motion with your hand.

- Point to the soap pictures (bar and liquid).

Say:



"I wash my hands with soap."

Let children repeat and pretend to wash hands.

Teacher Tips:

- Always use gestures to support meaning.
- You may bring a clean toothbrush and soap bottle to class as realia.
- Praise children who try to repeat, even imperfectly.

2 – Look and Circle

Student activity:

Students look at each pair of pictures under each question and circle the correct one.

Question 1:

Which one is in the bathroom?

☐ football ☐ soap ☐ correct answer: soap

Question 2:

What do you use to wash your hands?

☐ spoon ☐ soap ☐ correct answer: soap

Question 3:

What do you use to brush your teeth?

☐ towel ☐ toothbrush ☐ correct answer: toothbrush

Teacher Tips:

- Read each question aloud.
- Help learners answer by pointing and repeating the question slowly.
- Praise correct answers and support with the phrase:

"Yes! We use soap to wash our hands!"

Wrap-up:

- Ask students to point and say:

“toothbrush” – “soap”

- End the lesson with a quick role-play: pretend to brush and wash while saying the words.

4. Writing :

Objective:

- To support learners in tracing and writing simple health-related sentences.
- To help children recognize and label key body parts using given words.



Materials needed:

- Student book page with:

Two traceable sentences:

- * I take a break from screens.
- * I rest my eyes.

A diagram of the human body (simple front-facing child) with four arrows pointing to:

- * hand
- * teeth
- * eyes

* face

Instructions:

1 – Trace and Copy

Instructions:

- Point to the first sentence:

I take a break from screens.

- Read it aloud clearly and slowly. Model tracing the first few letters with your finger on the board or air.

- Do the same for the second sentence:

I rest my eyes.

- Let students trace each sentence and then copy it once underneath.

Support strategies:

- Say each word slowly as students trace.
- Allow use of colored pencils to make it fun.
- Praise effort, not just accuracy.

2 – Label the diagram

Student activity:

- Students look at the simple diagram of the body.
- Use the word bank (hand, teeth, eyes, face) to write each word on the correct line.

Instructions:

- . Say each word aloud and point to your own face/body.
- . For example:
 - “These are my eyes” – point to your eyes.
 - “These are my teeth” – smile and point.
- . Help children if they confuse placement.
- . Allow partner work or whole-class correction if needed.

Wrap-up:

- . Say:
 - “Show me your hand!”
 - “Point to your face!”
- . Reinforce vocabulary by praising students using the body part names.

Lesson 3:

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

- . follow commands in the "Hoopoe says" game and perform actions correctly.
- . answer simple questions about what children are doing in pictures.
- . pronounce and trace long /a-e/ sound in words: cake, bake, cane, wave, lake.
- . match /a-e/ words to correct pictures and color them.

- .describe daily habits: sleep early, eat healthy food.
- .match sentences with correct pictures.
- .sing a simple chant about personal hygiene and healthy habits.
- .trace and copy sentences related to their daily routine.
- .complete simple sentences with the correct words (sleep, wash, brush, eat).
- .identify and tick daily habits they practice.
- .demonstrate Islamic values related to hygiene (washing hands, brushing teeth).

Vocabulary:

wash, brush, sleep, eat, healthy food, breakfast.

cake, bake, cane, wave, lake (phonics: a-e).

Islamic values: washing hands, brushing teeth (Sunnah habits).

Materials:

Student's Book pages 47 - 33

Audio Files

Lesson 3

1. Listening & Speaking

Objectives:

- . To help children follow simple spoken instructions related to daily routines.
- . To encourage children to identify and say actions shown in pictures.



Materials needed:

- Pictures for each command and action:

child brushing teeth

child eating breakfast

child washing hands

child going to sleep

child sleeping

child eating vegetables

Instructions:

1 – Listen and do: “Hoopoe says”

Preparation:

Show the pictures to the class but do not say the sentences yet.

How to conduct:

- Say, “Hoopoe says, brush your teeth!” and show the picture of a child brushing teeth.
- Children should perform the action (pretend to brush teeth), only when they hear the phrase “Hoopoe says”.

- **Continue with:**

“Hoopoe says, eat breakfast!” (show picture of child eating breakfast)

“Hoopoe says, wash your hands!” (show picture of child washing hands)

“Hoopoe says, go to sleep!” (show picture of child sleeping)

Teacher notes:

- Model the action clearly before asking children to do it.
- Praise children who follow instructions quickly.
- Use an enthusiastic tone to keep children engaged.

2 – Listen and say

Preparation:

Show each picture one by one without saying anything first.

How to conduct:

- Point to the picture of a sleeping child and ask, “What is the child doing?”
- Encourage children to answer: “Sleeping.” or “A child is sleeping.”
- Repeat with pictures of:

child eating vegetables

child brushing teeth

child washing hands

Teacher Tips:

- Encourage full or short answers depending on student ability.
 - Praise all attempts and correct gently.
 - Ask follow-up questions like, “Do you like eating vegetables?” or “When do you brush your teeth?”
-

Wrap-up

- Review all four actions quickly by showing pictures and asking children to say the actions aloud together.
- End with positive encouragement: "Great job listening and speaking today!"

2. Phonics :

Objectives:

- To help children recognize the long /a/ sound spelled with a+e.
- To practice saying, tracing, matching, and coloring words with the /a-e/ pattern.

Materials needed:

- Pictures of cake, bake, cane, wave, lake
- Student Book pages showing pictures with word labels and dotted letters for tracing "a" and "e" in each word

Instructions:

1 – Say the words and trace the /a-e/ sound

- Show the pictures one by one: cake, bake, cane, wave, lake.

- Say each word clearly and slowly, emphasizing the long /a/ sound: "cake," "bake," "cane," "wave," "lake."

- Ask children to repeat after you chorally and then individually.

- Direct children to trace the letters "a" and "e" in each word (these letters



should be dotted in the book).

- Help children say the sound /a/ while tracing.

Teacher Tips:

- Use hand gestures for the long /a/ sound (e.g., open mouth wide).
- Give positive feedback to encourage participation.

2 – Match and color the /a-e/ word

- Show the list of words: cake, bake, cane, wave, lake.
- Children draw lines to connect each word to the correct picture.
- After matching, children color the pictures.

Teacher Tips:

- Circulate and assist children who need help matching words and pictures.
- Use simple questions: “Which one is cake?” “Can you find the lake?”
- Encourage neat coloring.

Wrap-up :

- Review the words by showing the pictures again and asking children to say the words aloud.
- Praise their effort: “Well done! You know the long /a/ sound with a-e!”

3. Vocabulary :

Objectives:

- To help children recognize and say simple sentences about healthy daily

habits.

- To encourage children to associate words with pictures and enjoy a simple song to reinforce vocabulary.

Materials needed:

- Picture of healthy food
- Picture of a child sleeping with a clock showing 9:00 p.m.
- Audio or teacher's voice for the "Wash your hands" song
- Student book pages with the above pictures and song lyrics

Instructions:

1 – Look and say

- Show the picture of the child sleeping with the clock. Say: "I sleep early every day."
- Ask children to repeat the sentence chorally and individually.
- Show the picture of healthy food. Say clearly: "I eat healthy food."
- Ask children to repeat chorally and individually.

Teacher Tips:

- Use gestures like eating and sleeping actions.
- Encourage children to smile and speak confidently.



- . Praise attempts at pronunciation.
- .

2 – Match

Instructions :

1 Show both pictures to the class.

2 Read both sentences aloud slowly and clearly:

- . “I sleep early every day.”

- . “I eat healthy food.”

3 Model how to match:

- . Point to the child sleeping and say:

“This picture matches: I sleep early every day.”

- . Point to the vegetables and say:

“This picture matches: I eat healthy food.”

4 Ask students to draw lines to match each sentence with the correct picture.

5 Repeat reading the sentences while pointing to the correct pictures to reinforce understanding.

Teacher Tips:

- . Use gestures: pretend sleeping (hands under cheek) and pretend eating to support understanding.

- . You may read the sentences more than once for extra support.

3 – Sing with hoopoe

- . Introduce the Hoopoe as a friendly mascot who sings.

- . Sing the song slowly once while children listen:

Wash your hands, brush your teeth —

Now you are clean and bright!
Wash your hands, brush your teeth —
Morning and night!
Comb your hair, blink your eyes,
Eat your food and sleep a while!

- . Sing the song again with children joining in. Use hand gestures to represent each action (washing hands, brushing teeth, combing hair, blinking eyes, eating, sleeping).
- . Encourage children to move or act as they sing to make it fun and memorable.

Teacher Tips:

- . Use clear, slow pronunciation.
- . Repeat difficult parts more than once.
- . Clap hands or use simple percussion to keep rhythm.

Wrap-up

- . Ask simple questions: “What do you eat?” “When do you sleep?”
- . Review the song’s actions briefly.
- . Praise children for their participation.

4. Writing :

Objectives:

- . To help children practice writing simple sentences about healthy habits by tracing, copying, and completing sentences.
- . To encourage self-reflection on daily habits through ticking and tracing activities.

Materials needed:

- Student book with dotted sentences and checkboxes
- Pictures representing each habit (brushing teeth, washing hands, healthy food, sleeping early)



Instructions:

1 – Trace and copy

- Ask children to carefully trace each sentence written with dotted letters.
- After tracing, children write the same sentence on the line below by themselves.

Sentences:

- I wake up early.
- I brush my teeth.
- I wash my hands.
- I eat healthy food.
- I sleep early.



2 – Complete and copy

- Read aloud each incomplete sentence, prompting children to fill in the missing verb from the word bank or from memory.

- Children then copy the complete sentence on the line below.

Sentences to complete:

1. I ____ my hands.
2. I ____ fruit.
3. I ____ my teeth.
4. I ____ early.

3 – Tick and trace

- Show children the checklist with sentences and pictures:

- * I brush my teeth. (child brushing teeth picture)
- * I wash my hands. (child washing hands picture)
- * I eat healthy food. (child eating healthy food picture)
- * I sleep early. (child sleeping picture)

- Children put a tick next to each habit they do daily.

- Then, children trace each sentence carefully.

Teacher Tips:

- Model correct letter formation before children trace.
- Encourage neat handwriting and proper pencil grip.
- Praise children for effort and correct answers.
- Use pictures and realia to reinforce meaning before writing.

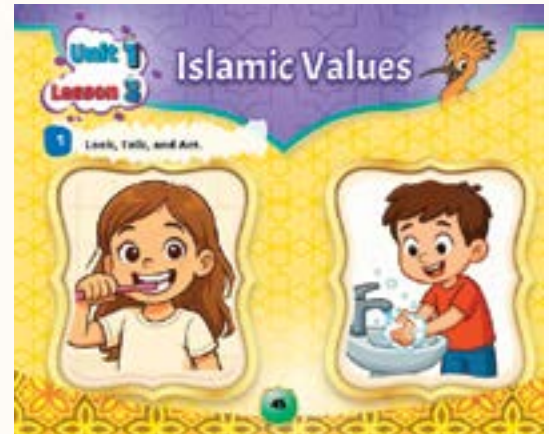
5. Islamic Values:

Objective:

To help children understand the importance of cleanliness as an Islamic value through simple actions like washing hands and brushing teeth.

Materials:

- Picture of a boy washing his hands
- Picture of a girl brushing her teeth



Instructions:

1. Look:

Show the picture of the boy washing his hands. Ask the children:

“What is the boy doing?”

“Why do we wash our hands?”

2. Then show the picture of the girl brushing her teeth. Ask:

“What is the girl doing?”

“Why do we brush our teeth every day?”

3. Talk :

Explain that cleanliness is very important in Islam. Use simple language:

“Allah likes us to be clean.”

“We wash our hands before eating and after using the bathroom.”

“Brushing teeth keeps our mouth clean and healthy.”

4. Act :

Invite the children to practice washing their hands or pretend brushing their teeth. Use the phrases:

"I wash my hands to stay clean."

"I brush my teeth every day."

5. **Wrap-up :**

Praise the children for practicing good habits. Remind them:

"Cleanliness is part of our faith."

Encourage them to teach their family these habits at home.

Teacher Tips:

1. Use gestures and facial expressions to make meaning clear.
2. Repeat key phrases slowly and clearly.
3. Encourage shy children by giving positive feedback.
4. Connect the activity to Islamic teachings gently and simply.

6. **Project:**

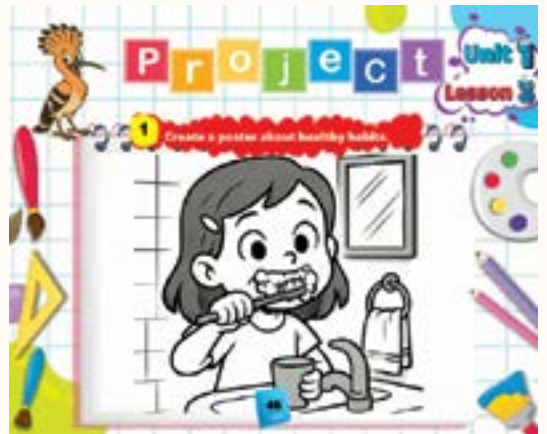
-1 Color

Materials:

- Uncolored picture of a girl brushing her teeth.
- Crayons or colored pencils.

Instructions :

- 1 Show the picture of the girl brushing her teeth to the class.
- 2 Say clearly:
"This girl is brushing her teeth. Let's color the picture together!"
- 3 Distribute the pictures to the students along with crayons or colored pencils.
- 4 Walk around the class and encourage students as they color.
Use simple prompts while they work:
"What color is the toothbrush?"



“What color is her shirt?”

Teacher Tip:

- . Praise careful coloring and guide students who may need help with choosing colors.

-2 Create a Poster about Healthy Habits

Materials:

- . Large blank poster sheet or individual paper for each child.
- . Scissors, glue, crayons, colored pencils.
- . Extra pictures (or allow students to draw their own habits).

Instructions:

1 Introduce the project:

- . Explain:

“We will make a poster about healthy habits. Healthy habits help us take care of our body.”

2 Show examples (if available):

- . A boy playing sports.
- . A girl brushing her teeth.

3 Ask simple questions:

- . “What healthy habits do you see?”
- . “Why is brushing your teeth good?”
- . “Why is playing sports good?”

4 Distribute the poster sheets. Allow children to:

- . Draw a healthy habit they practice, OR

Unit (2) Food and Health

General Aims of the Unit:

By the end of this unit, kids will:

1. introduce food and health vocabulary.
2. develop listening, speaking, reading, and writing skills in context.
3. promote healthy eating habits.
4. practice phonics: long /e/ sounds (ee, ea, ey).
5. integrate Islamic values related to eating habits.
6. engage students in active, meaningful, and age-appropriate language use.



Lesson 1:

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

- listen and respond to simple sentences about food with “yes” or “no.”
- recognize and name healthy and unhealthy food items: ice cream, pizza, ful, banana, apple, bread, koshari, milk.
- listen and point to correct food pictures.
- pronounce and trace the long /ee/ sound in words: feet, sleep, seed, peel, tree.
- match words to pictures and color them.
- say, read, and write target vocabulary words: apple, banana, pear.

- arrange and write jumbled letters to form the correct food word.
- trace and copy short sentences about their food preferences.

Vocabulary:

Food Words: koshari, ful, apple, banana, bread, milk, ice cream, pizza, pear.

Phonics: feet, sleep, seed, peel, tree (long /ee/ sound).

Structures:

"I like ..."

"I eat ... for breakfast."

Materials:

Student's Book pages 60 - 49

Audio Files

Lesson 1

1. Listening & Speaking

Objective:

To practice listening comprehension and speaking by responding to statements about healthy eating habits, and associating food vocabulary with pictures.

1. Say "Yes" or "No" and Draw

Materials:

- Pictures of ice cream, pizza, ful (fava beans), and banana inside circles
- Next to each picture, an empty circle for children to draw a happy face (☺) if the food is healthy or a sad face (☹) if not



Instructions:

- Say each sentence clearly to the class, for example:

"I like ice cream."

"I eat pizza for breakfast."

"I eat ful in the morning."

"I eat bananas."

- After each sentence, ask children to say "yes" if the food is healthy or "no" if it is not.

- Then, children draw a happy face in the empty circle if the food is healthy, or a sad face if it is not.



- Show the picture of a boy and a teacher with speech bubbles containing the sentences (for visual support).

Example sentences for the teacher only:

- "I like ice cream."
- "I eat pizza for breakfast."
- "I eat ful in the morning."
- "I eat bananas."

2. Listen and Point

Objective:

- To help children recognise familiar food words and respond to spoken sentences by pointing.

Materials:

- Pictures of:

koshari

ful

apple

banana

bread

milk
- Each picture is placed inside a circle.
- Picture of a teacher and a boy.

(Note: The pictures are divided across two pages: ful, apple, banana on page 1; koshari, bread, milk on page 2.)

Instructions:

- 1 Show the children the full set of pictures.
- 2 Explain the activity:
"I will say a sentence. Listen carefully and point to the correct food."
- 3 Say the sentences one by one:
 - "I like bananas."
 - "I eat ful for breakfast."
 - "I like milk."
 - "I eat koshari for breakfast."

4□ As you say each sentence, ask children to point to the correct picture inside the circles.

5□ Use the picture of the teacher and the boy as a visual model:

- Point to the teacher and say the sentence.
- Point to the boy and say:
"Now you point!"
- Guide the children to point to the correct food item.

□ Example Sentences for the Teacher (not for the student's book):

- "I like bananas."
- "I eat ful for breakfast."
- "I like milk."
- "I eat koshari for breakfast."

□ **Teacher Tips:**

- Model the activity first by pointing together with the class.
- Use gestures for support: pretend to eat or drink while saying the sentences.
- Repeat each sentence several times if needed.
- Encourage children to respond clearly with "yes" or "no" if you ask them comprehension questions after pointing.
- Keep the activity lively and fun.

2. **Phonics :**

Objective:

Help children recognize the long /e/ sound spelled with "ee."

Practice saying, tracing, matching, and coloring words with the /ee/ pattern.

Materials needed:

Pictures of feet, sleep, seed, peel, tree

Student Book pages with pictures, word labels, and dotted "ee" letters for tracing



Instructions for the teacher:

1 – Say the words and trace the /ee/ sound (8–7 minutes)

- Show the pictures one by one: feet, sleep, seed, peel, tree.
- Say each word clearly and slowly, emphasizing the long /e/ sound: "feet," "sleep," "seed," "peel," "tree."
- Ask children to repeat after you chorally, then individually.
- Direct children to trace the letters "ee" in each word (the letters "ee" should be dotted in the book).

- Help children say the /ee/ sound while tracing.

Teacher Tips:

- Use hand gestures to show the long /e/ sound (e.g., a big smile).



- Give positive feedback to encourage participation.

2 – Match and color the /ee/ word (6–5 minutes)

- Show the list of words: feet, sleep, seed, peel, tree.
- Children draw lines to connect each word to the correct picture.

- After matching, children color the pictures.

Teacher Tips:

- Walk around and help children who need assistance matching words and pictures.
- Ask simple questions: "Which one is sleep?" "Can you find the tree?"
- Encourage neat coloring.

Wrap-up (2 minutes)

Review the words by showing the pictures again and asking children to say each word aloud.

Praise their effort: "Well done! You know the long /e/ sound spelled with ee!"

3. Vocabulary :

Objective:

Help children recognise and spell the words apple, banana, and pear.

Materials needed:

Pictures of an apple, a banana, and a pear

Student Book pages showing the pictures with scrambled letters and dotted lines for writing the correct word



Instructions for the teacher:

1 – Look and Say

- Show the picture of an apple. Say clearly: "apple."
- Ask children to repeat chorally and then individually.
- Repeat with the picture of a banana and say "banana."

- Repeat with the picture of a pear and say “pear.”
- Point to each picture as you say the word.

Teacher Tips:

- Use gestures, e.g., hold an imaginary apple when saying the word.
- Encourage children to say the words with you confidently.

2 – Look, Say, and Write

- Show the scrambled letters below the picture of the apple: p p a l e.
- Ask children to say the letters aloud and then write the correct word “apple” on the dotted lines.
- Repeat for banana with scrambled letters: a n a n b a.
- Repeat for pear with scrambled letters: e a r p.
- Guide children to write each word neatly on the dotted lines provided.

Teacher Tips:

- Encourage children to sound out the words slowly.
- Walk around to support those who need help unscrambling or writing.
- Remind them to use the dotted lines as guides for letter formation.

Wrap-up

- Show the pictures again and ask children to say the words aloud.
- Praise their writing and pronunciation: “Great job! You spelled the fruit words correctly!”

4. Writing :

Objective:

To help children practice tracing, copying, drawing, and completing sentences related to food.

Materials needed:

Student Book pages with dotted sentences to trace and blank spaces for drawing and writing



Instructions for the teacher:

1 – Trace and copy

- Children trace the dotted letters in the sentences:

I like koshari.

I eat ful for breakfast.

I like apples.

I eat bananas.

- After tracing, children write the sentences again on the lines provided.

Teacher Tips:

- Model reading each sentence aloud before children trace.
- Encourage neat handwriting and proper letter formation.

2 – Write and Draw

- Children complete the sentences by writing their favorite food :

"I like"

"I eat"

- Then, they draw a picture of their favorite food in the space provided.

Teacher Tips:

- Encourage creativity in drawing.
- Support children in spelling their favorite food words.

3 – Read and Complete

- Children choose the correct word from the list (koshari – ful – bananas – apples) and write it in the blanks:

I eat ___ for breakfast.

I like ___.

My favorite food is ___.

Teacher Tips:

- Read the sentences aloud before children complete them.
- Help children recognize and match words from the list to the sentences.

Wrap-up

- Invite a few children to share their drawings and sentences with the class.
- Praise their writing and effort: “Well done! You wrote about your favorite foods clearly.”

Lesson 2:

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

- listen and point to food items after hearing simple questions: “What is it?”

- respond to simple true/false statements using “yes” or “no.”
- identify and name foods: koshari, taameya, carrot, tomato, peppers.
- pronounce and trace the long /ea/ sound in words: eat, meat, team, read, meal.
- match words with pictures and color them.
- trace and match vegetable names to correct pictures.
- trace and copy full sentences related to their food preferences.
- match food pictures to words and complete simple writing frames:
“I like”

Vocabulary:

Food Words: koshari, taameya, carrot, tomato, peppers.

Phonics: eat, meat, team, read, meal (long /ea/ sound).

Structures:

“This is ...”

“Carrots are orange.”

“Tomatoes are red.”

Materials:

Student’s Book pages 70 -61

Audio Files

Lesson 2

1. Listening & Speaking

Objective:

To help children listen carefully, identify foods, and respond with yes/no answers.

Materials needed:

Pictures of koshari, taameya, carrot, tomato

Images of teacher and student with speech bubbles (for instructions and questions)

Instructions :

1 – Listen and point

- Show pictures of koshari, taameya,, tomato.and carrot

- Say the question: “What is it?”

- Say the sentence for each food, for example:

“This is koshari.”

“I eat taameya in the morning.”

“Tomatoes are red.”

“A carrot is orange.”

- Children listen carefully and point to the correct picture.

- Use pictures of the teacher speaking and a boy pointing to model the activity.

Teacher Tips:

- Speak clearly and slowly.

- Encourage children to say the sentences after you.

- Praise correct responses.

2 – Listen and say yes or no

- Read the sentences aloud from the speech bubbles:

“Koshari is a fruit.”

“Carrots are red.”

“Tomatoes are yellow.”

“I eat taameya in the morning.”

- Children respond with “Yes” if the sentence is true or “No” if it is false.
- Correct answers as needed, explaining briefly.

Teacher Tips:

- Use gestures to reinforce meaning (thumbs up/down).
- Repeat sentences if children need help.
- Encourage full sentence answers if possible (“No, koshari is not a fruit.”).

Wrap-up

Review the foods by showing pictures and asking children to name them.

Praise participation and correct answers: “Great listening and speaking today!”

2. Phonics :

Objectives:

- To help children recognize the long /e/ sound spelled with ea in common words.
- Practice saying, tracing, matching, and coloring words with the ea pattern.

Materials needed:

- Pictures of: eat, meat, team, read, meal

- Student Book pages showing pictures with word labels and dotted "ea" in each word

Instructions:

1 – Say the words and trace the /ea/ sound

- Show the pictures one by one: eat, meat, team, read, meal.
- Say each word clearly and slowly, emphasizing the long /e/ sound in ea: "eat," "meat," "team," "read," "meal."
- Ask children to repeat each word after you — first as a group, then individually.
- Guide children to trace the letters "e" and "a" in each word (these letters should be dotted in the book).
- Encourage them to say the /e/ sound while tracing.

Teacher Tips:

- Use a simple gesture (e.g., pointing to mouth then to ear) when saying the long /e/ sound.
- Praise correct pronunciation and tracing: "Good job saying the /e/ sound!"
- Model tracing one word before children begin.

2 – Match and color the /ea/ word

- Show the list of words: eat, meat, team, read, meal.
- Children draw lines from each word to the correct picture.
- After matching, they color the pictures.

Teacher Tips:

- Read the words aloud again while children are matching.
- Help students who need support identifying the correct pictures.
- Encourage neat coloring and say: "Can you color the meal nicely?"
- Ask review questions like: "Which one shows a team?" or "Who likes to eat meat?"

Wrap-up

- Review the words by pointing to each picture and asking: "What is this?"
- Let children answer: "This is a meal," etc.
- End with praise: "Well done! You know the long /e/ sound with ea!"

3. Vocabulary :

Objective:

To help children recognize and say the names of common vegetables in English.

Practice word-picture connection by tracing and matching.

Materials needed:

- A picture of a large vegetable dish containing tomatoes, carrots, and peppers
- The words: tomatoes, carrots, peppers placed around the dish with dotted lines leading to the correct vegetable

Instructions :

1- Look , Say, and Trace

- Point to the dish and say: "What's in the dish?"
- Point to one vegetable and say: "These are tomatoes. Can you say 'tomatoes'?"

- Do the same with carrots and peppers, repeating each word slowly and clearly.
- Ask children to repeat each word after you as a group and then individually.
- Show the words tomatoes, peppers, carrots written near the dish.
- Ask children to follow the dotted lines with their fingers or pencils to connect each word to the correct vegetable.

Teacher Tips:

- Use the pointing strategy: say the word and point to the vegetable to help link meaning.
- Use gestures: pretend to eat a carrot, hold a tomato, or smell a pepper.
- Say: "Can you show me the peppers? Good job!"
- Reinforce vocabulary by repeating: "Tomatoes are red. Carrots are orange. Peppers can be red, yellow, or green."

-2 Trace and Match

Objectives:

- To develop handwriting and fine motor skills.
 - To help students recognize and read vocabulary words related to vegetables.
 - To practice word-picture association.
-

Pre-Task Preparation:

- Review the target vocabulary orally: tomatoes, carrots, peppers.
- Point to each picture and say the word.
- Have students repeat after you to practice pronunciation.

Instructions:

1□ Introduction:

- Say: "Today we will trace the words and match them to the correct vegetable pictures."

2□ Demonstration :

- Show students how to trace one word carefully.
- Emphasize neat handwriting and correct letter formation.

3□ Tracing :

- Allow students to trace all the dotted words on their worksheets.
- Walk around the classroom to monitor their work.

4□ Matching:

- explain: "Now draw a line from each word to the correct vegetable picture."
- check that students are matching correctly.

5□ Feedback and correction:

- Check answers together as a class.
- Ask students to read each word aloud while pointing to the matching picture.

Teacher Tips:

- Support students who need help with pencil control or letter formation.
- Encourage proper posture and correct pencil grip.
- Praise students for their neat writing and correct matching.

Optional Extension:

- Allow early finishers to color the vegetable pictures.
- Pair students to practice a simple speaking dialogue:
A: "What is this?"
B: "It's a tomato."

Wrap-up

- Say: "Let's say the vegetables: tomatoes, peppers, carrots."
- Give positive feedback: "Great work! You know your vegetables in English!"

4. Writing :

Objective:

To help children practice tracing, copying, matching, and writing short sentences about food.

1 – Trace and copy

- Ask children to look at the sentences and trace each one first. Then, they should copy it neatly on the line below.

Sentences:

1. I like koshari.
2. I like taameya.
3. I like carrots.
4. I like tomatoes.

- Each sentence appears twice: once with dotted letters to trace, and once as a blank line for free copying.

Teacher Tips:

- Read the sentence aloud and ask students to repeat after you before tracing.
- Walk around to check pencil grip and letter formation.
- Encourage neatness and correct spacing between words.

2 – Look, Match, and Write

- Children look at four pictures:
Tomato - taameya – carrot – koshari
- Below the pictures are the words in random order.
- Children should:
 1. Match each word to the correct picture by writing the name under it.
 2. Use the words to complete two preference sentences:

“I like

“I like

- Encourage students to choose any two foods they like.

Teacher Tips:

- Say: “What’s this? It’s taameya! Can you find the word ‘taameya’?”
- Read all four food words aloud as a class before starting.
- Let children choose their own favorite foods to write about to promote personalization.

Wrap-up:

- Invite a few children to say their sentences aloud:

"I like taameya."

"I like carrots."

- Praise their efforts: "Good job! You wrote full sentences!"

Lesson 3:

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

- listen and classify food as healthy or not.
- listen to healthy habit sentences and respond with:
"Yes, it's healthy." / "No, it isn't healthy."
- identify and name foods: milk, fruit, vegetables, bread, candy, eggs, chocolate.
- pronounce and trace the long /ey/ sound in words: money, key, honey, hockey, donkey.
- match /ey/ words with pictures and color them.
- sing a song about healthy meals with correct vocabulary.
- trace and copy sentences about meals and healthy food.
- complete simple cloze sentences using food vocabulary.
- draw and write about their meals.
- demonstrate Islamic manners of eating: saying "Bismillah" and eating with the right hand.

Vocabulary:

Food Words: milk, fruit, vegetables, bread, candy, eggs, chocolate, honey, donkey, key, hockey, money.

Phonics: money, key, honey, hockey, donkey (long /ey/ sound).

Structures:

"Healthy or not?"

"Yes, it's healthy." / "No, it isn't healthy."

"I eat ... for breakfast/lunch."

"My favorite food is ..."

Materials:

Student's Book pages 84 - 71

Audio Files

Lesson 3

1. Listening & Speaking

Objective:

To help children recognize healthy vs. unhealthy foods and habits through listening and speaking activities.

Instructions :

1 – Listen, Say and Act: Healthy or not?

- Show the pictures one by one:

fruit, vegetables, milk, eggs, bread, chocolate, candy

- Say each word clearly and slowly:

fruit, vegetables, milk, eggs, bread, chocolate, candy

- Ask children if each item is healthy.

If it's healthy, children raise their hands and say "Yes!"

If it's not healthy, they cross their arms and say "No!"

Teacher Tips:

- Use real gestures and expressions to keep students engaged.

- Encourage full sentences after a few tries:
"Milk is healthy!" / "Candy is not healthy!"

2 – Listen, Look, and Say Yes or No:

Show three speech bubbles next to a teacher's picture saying:

- "I eat fruit for breakfast."
- "I eat candy for lunch."
- "I drink water every day."

Show a student character next to two response bubbles:

- "Yes, it's healthy."
- "No, it isn't healthy."

□ - Listen carefully to each sentence.

- Point to the correct answer bubble.
- Say the answer together with the class.

□ You may act out the habit while saying the sentence. E.g., pretend to eat fruit, drink water, or eat candy.

Teacher Tips:

- After each answer, ask the class:
"Why is it healthy?" or "Why not?" (Give simple reasons, e.g., "Candy has too much sugar.")
- Repeat the sentences and encourage choral repetition.

Wrap-up :

Ask children:

"What's your favorite healthy food?"

Encourage 2–1 short answers like: "I like fruit." / "I drink milk."

Praise the class:

"Great job! You know how to choose healthy food!"

2. Phonics :

Objectives:

To help children recognize the long /e/ sound spelled with ey.

To practice saying, tracing, matching, and coloring words with the ey pattern.

Instructions :

1 – Say the words and trace the /ey/ sound

□ Show the pictures one by one: money - key - honey - hockey - donkey

□ Say each word clearly and slowly, emphasizing the long /e/ sound in ey: "money," "key," "honey," "hockey" , and "donkey."

□ Ask children to repeat after you—first chorally, then individually.

□ Tell children to trace the letters "e" and "y" in each word (dotted in their book).

□ Help children say the /ee/ sound while tracing.

Teacher Tips:

- Use gestures (e.g., pretend to hold a key or eat honey) to support word meaning.

- Praise students' efforts and help them if needed.

2 – Match and color the /ey/ word

□ Show the list of words:

o hockey - honey - donkey - money - key

□ Children draw lines to connect each word to the correct picture.

□ After matching, children color the pictures.

Teacher Tips:

- Walk around the room to support students.

- Ask simple questions to guide them:

"Where is the key?" / "What is this?"

□ Encourage neat and colorful work.

Wrap-up

Review the words again. Hold up each picture and ask:

“What is it?”

Children respond:

“It’s a donkey!” / “It’s honey!”

Praise them:

“Well done! You can read and say /ey/ words!”

3. Vocabulary :

Objectives:

- To introduce and practice vocabulary related to healthy food and meals.
- To develop listening, speaking, and pronunciation skills through singing.
- To build confidence and fluency in using simple English phrases.

Materials:

Song lyrics.

Healthy breakfast, healthy breakfast,
Eggs and bread, milk and cheese,
Fruit and water, yum yum yum,
Make me strong and full of fun!
Healthy day, okay!

Healthy lunch, healthy lunch,
Carrots, peppers, pears to munch,
Tomatoes, koshari, water too,
Healthy food is good for you!
Every day, okay!

- Audio recording or teacher singing model.

Pre-Task Preparation:

- Review the key food words: eggs, bread, milk, cheese, fruit, water, carrots, peppers, pears, tomatoes, koshari.
- Show real pictures or flashcards for each item to support understanding.
- Practice pronunciation and meaning.

Instructions:

1☐ Warm-up :

- Ask: "What do you eat for breakfast? What do you eat for lunch?"
- Allow a few students to answer using simple words.

2☐ Presentation :

- Read or play the song slowly one time.
- Point to each word or picture as you say it.
- Read each line again and have students repeat after you (choral repetition).

3☐ Singing Practice:

- Sing the full song together, line by line.
- Repeat several times, gradually increasing the speed and confidence.
- Encourage actions or simple movements to match the song.

4☐ Vocabulary Check :

- Point randomly to a picture or word and ask: "What is this?"
- Students answer as a class or individually.

Teacher Tips:

- Make singing fun, energetic, and stress-free.
- Correct gently any pronunciation mistakes.
- Encourage shy students to join in with simple actions or clapping.

Optional Extension:

- Let students draw their favorite healthy meal and label it.
- Pair students to ask and answer:
A: "What do you eat for breakfast?"
B: "I eat eggs and bread."

4. Writing :

Objectives:

- To develop handwriting skills (tracing and copying sentences).
- To practice sentence structure using healthy food vocabulary.
- To apply vocabulary in simple sentence completion and creative drawing.

1: Trace and Copy

Instructions:

1□ Introduction :

- Read each sentence aloud and point to the words.
- Have students repeat after you to practice pronunciation and meaning.

2□ Demonstration :

- Show how to trace one sentence carefully on the board or sample page.

- Explain that after tracing, they should copy the same sentence on the line below.

3□ Student work :

- Students trace and copy all sentences.
- Walk around and assist students with letter formation.

4□ Feedback:

- Check neatness, correct spacing, and letter shapes.
- Praise neat handwriting.

2: Read and Complete

Instructions:

1□ Presentation :

- Read each incomplete sentence aloud.
- Review the words: breakfast, fruit, eggs, milk.

2□ Completing Activity :

- Students fill in the blanks using the correct word.
- Encourage reading the full sentence after completing it.

3□ Feedback :

- Check answers together as a class.
- Ask individual students to read their completed sentences aloud.

3: Write and Draw

Instructions::

1□ Introduction :

- Explain: "Now you will write your own breakfast and lunch and draw your

meal."

2□ Modeling :

- Give one or two examples:

"I eat eggs for breakfast."

"I eat rice for lunch."

3□ Student Work:

- Students write their own words and draw their meal in the space provided.

4□ Sharing (optional :

- Invite a few students to show their drawings and read their sentences.

Teacher Tips:

- Encourage careful handwriting and correct word spelling.
- Support students with vocabulary choices if needed.
- Praise creative drawings and full sentences.

Optional Extension:

- Pair students to ask each other about their meals using the sentences they wrote:

A: "What do you eat for breakfast?"

B: "I eat eggs and bread."

5. Islamic Values:

Objective:

To help children recognize and practice Islamic eating manners such as saying Bismillah and eating with the right hand. .

1– Look, Talk, and Act

Use the two provided illustrations:

1. A boy eating with a spoon in his right hand
2. A girl drinking water from a cup in her right hand

Instructions:

1. Look

Show each image one by one.

Ask: "What can you see in the picture?"

Guide students to notice the right behavior. For example:

- * "Is the boy using his right or left hand?"
- * "Is the girl drinking water with the correct hand?"

2. Talk

Write and say these key phrases:

- * Say Bismillah.
- * Eat with your right hand.

Ask students to repeat each one clearly after you.

Discuss with the class:

- * "Why should we say Bismillah before eating?"
- * "What hand should we use when eating and drinking?"

3. Act

Ask students to role-play:

- * Pretend to eat or drink using their right hands.
- * Say Bismillah before pretending to eat.

Wrap-up:

- Review the two sunnah manners.
- Ask: "Who can show me how we eat the sunnah way?"
- Praise students who show correct actions.
- Encourage them to teach these manners at home.

Teacher Tip: Link this lesson to real mealtime habits. Encourage parents to ask their children about what they learned in this lesson.

6. Project:

Objectives:

- To reinforce healthy food vocabulary through labeling and coloring.
- To help students classify healthy and unhealthy food.
- To build fine motor skills and critical thinking.

Materials:

- Student project worksheet with uncolored pictures of fruits, vegetables, eggs, and sweets.
- Crayons.

1: Label and Color a Healthy Meal

Instructions:

1 □ Introduction :

- Review the names of fruits and vegetables using pictures or flashcards.
- Say: "You will color the healthy food and write its name."

2 □ Modeling :

- Point to one fruit and one vegetable on the worksheet.
- Say: "This is an apple. This is a cucumber."
- Write the names under the pictures as a model.

3 □ Student Work :

- Students color the pictures and write one word under each plate (one fruit and one vegetable).
- Walk around and assist with spelling and coloring.

4 □ Feedback :

- Check students' work for correct labeling and neat coloring.

2: Think and Tick

Instructions:

1 □ Presentation :

- Point to each food picture (fruit plate, vegetable plate, egg, sweet).
- Ask: "Is this healthy?"

2 □ Student Work :

- Students put a tick (□) in the empty box next to the healthy foods.

- Monitor and help if needed.

3□ Feedback :

- Check answers together.
- Ask: "Why is this food healthy?" Encourage simple answers: "It is fruit." / "It is good for my body."

Teacher Tips:

- Encourage correct word spelling during labeling.
- Remind students of the colors of each fruit and vegetable.
- Praise effort in both writing and coloring.

Optional Extension:

- Ask students to name other healthy foods they know.
- Pair students to discuss:
A: "What is your favorite healthy food?"
B: "I like apples."

Unit (3)

My Feelings and Emotions

General Aims of the Unit:

By the end of this unit, kids will:

1. Recognize and name common feelings and emotions using simple English.
2. Respond to and use short expressions to describe emotions in context.
3. Practice phonics with long vowel /i/ patterns: ie, igh, and i-e.
4. Develop listening and speaking skills through role-play, songs, and matching games.
5. Strengthen writing and reading readiness through tracing, copying, and completing simple sentences.
6. Reflect on emotional self-regulation and Islamic values in daily routines

Lesson 1:

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

- . Say and act out the sentence "I feel..." using simple emotion words.
- . Identify and trace the long /i/ sound spelled ie (as in pie, tie).
- . Match and color emotion words to correct pictures.
- . Recognize feeling words in context and complete short sentences.

Vocabulary:

Feelings: happy, sad, excited, tired

Phonics: pie, tie, flies, fries, lie

Materials:

Student's Book pages 95 - 87

Audio Files

Lesson 1

1. Listening & Speaking

Objective:

To help students recognize and express basic feelings using simple English phrases, with visual support and repetition.

Materials needed:

- . Two images of a boy and girl looking:
- . Sad (with speech bubble: I feel sad)
- . Happy (with speech bubble: I feel happy)
- . Additional images showing other feelings:
- . Excited (with label: excited)
- . Tired (with label: tired)
- . A sentence starter: I feel _____.

-1 Express your Feelings:

Instructions:

1 – Look and Listen

- . Point to the first picture of the sad child.

Say: "This is a sad face. Say with me: I feel sad."

Repeat with the happy picture: "This is a happy face. Say: I feel happy."

. Ask students to repeat each sentence after you:

#"I feel sad."

#"I feel happy."

2 – Say the words

. Show the pictures of excited and tired children.

. Say:

"This is excited. Say: excited."

"This is tired. Say: tired."

. Then model full sentences:

#"I feel excited."

#"I feel tired."

. Let students repeat as a class, then individually.

3 – Practice and act

. Point to a feeling picture and ask a student:

"How do you feel?"

They answer using: "I feel..."

. Encourage them to act out the feeling with facial expressions or body language.

E.g., smile and jump for "excited," rest head on hand for "tired."

Wrap-up :

. Hold up one image at a time and let the whole class say:

"I feel happy!", "I feel tired!", etc.

. Praise students:
#“Great job showing your feelings!”

. Teacher Tips:
Use these feelings in a daily class routine. Ask: “How do you feel today?” and let students respond using the sentence frame:
“I feel _____.”

2. Phonics :

Objective:

To help students recognize, pronounce, trace, and match words with the ie spelling pattern that makes the long /i/ sound.

Target words:

#pie

#tie

#flies

#lie (meaning “to lie down” – make sure students understand the context clearly)

#fries

1 – Say the words and trace the /ie/ sound

Materials:

Pictures for the words above, each with its word label below.

The ie part of each word should be dotted for tracing.

Instructions:

1. Point to each picture one by one.

2. Say the word clearly:

“This is a pie. Say: pie.”

“This is a tie. Say: tie.”

3. Ask students to repeat each word after you.
4. Focus on the ie sound:
#“Listen: tie – long /i/ sound.”
#“These letters i + e make the long /i/ sound.”
5. Ask students to trace the ie part in each word.
6. Walk around and check that students trace correctly and neatly.

2 – Match and color the /ie/ word

Instructions:

1. Provide students with 5 pictures (tie , pie , lie , flies - fries).
2. Below the pictures, write the 5 words in random order.
3. Ask students to:
#Match each word to the correct picture by drawing a line.
#Color each picture after matching.

Teacher support:

- . Read the words aloud together before starting.
- . Say: “Can you find the word flies? Draw a line to the picture with flies.”
- . For “lie,” explain it means to rest, and use a picture showing a child lying down.

Wrap-up :

- . Ask a few students to say a word and point to the matching picture.
- . Review:
#“What sound do these letters make? i + e = /i/”

Teacher Tip:

Reinforce with gestures. For example, act out “lie” by pretending to lie down. Use hand motions for “tie” or pretend to eat pie or fries to help reinforce meaning and pronunciation.

3. Vocabulary :

Objective:

To help students recognize feelings vocabulary and connect emotions to simple situations using context and visual cues.

Target vocabulary:

#happy

#sad

#excited

1 – Look and say

Materials:

- . Picture 1: a child jumping with joy □ I'm excited
- . Picture 2: Maha with a sad face □ Maha is sad
- . Picture 3: Omar smiling □ Omar is happy

#The emotion words (happy, sad, excited) should be written in larger, colored, bold font to draw student attention.

Instructions:

1. Show each picture one at a time.
2. Say the full sentence out loud. Example:
#“Look! “I am excited.” Say it with me: I am excited..”
3. Repeat for Maha and Omar.

4. Point to the colored word and ask students to say it aloud.
5. Ask comprehension questions to check understanding:
#“Is Omar sad or happy?”
#“How does Maha feel?”

Teacher Tips:

- . Use facial expressions and gestures to show each feeling.
- . Encourage students to repeat the sentences with expression.

2 – Read and Circle

Materials:

Three simple illustrated sentences, each with two feelings to choose from (written next to each other in brackets). Children circle the correct emotion based on the picture.

Instructions:

1. Read each sentence aloud slowly.
2. Guide students to look at the picture and choose the right feeling word.
3. Ask: “What happened to the balloon? How does the boy feel?”
4. Allow time for students to circle their answers.

Sentences:

1. My balloon popped. I feel (sad / excited)
□ Picture of a sad child with a popped balloon.
2. I have a toy. I feel (happy / sad)
□ Picture of a smiling child holding a toy.
3. Tomorrow is my birthday. I feel (sad / excited)
□ Picture of an excited child with birthday decorations.

Wrap-up :

Ask students to say a feeling they learned today.

#“How do you feel when you get a gift?”

#“Good! You feel happy!”

End by saying together:

#“I feel happy!”

#“I feel sad.”

#“I feel excited!”

Extra tip:

You can ask children to make a smiling face and let the class guess: “Are you happy or sad?” – This adds movement and fun!

4. Writing :

Objective:

To support students in recognizing, writing, and using basic emotion words: happy, sad, excited.

Target words:

#happy

#sad

#excited

1 – Trace and copy

Materials:

A three-word list with space to:

- . trace the word once
- . write it two more times independently

Instructions:

1. Point to the first word (happy). Say:
#“This word is happy. Let’s say it together.”
2. Model tracing the word on the board or paper.
3. Ask students to trace the dotted letters, then copy the word twice on the lines.
4. Repeat for “sad” and “excited”.

Teacher Tips:

- Monitor for correct letter formation.
- Praise neat handwriting and proper spacing.
- Encourage students to say the word as they write it.

2 – Trace and match

Materials:

Three illustrated emoji faces:

- 😞 (sad), 😄 (excited), 😊 (happy),

Next to them: the words happy, sad, excited written randomly.

Instructions:

1. Point to each emoji and ask, “How does this face feel?”
2. Say the three feeling words aloud.
3. Model how to trace each word and draw a line from the emoji to the correct word.
4. Ask students to complete the matches independently.

Teacher Tips:

- . Say: "Which word matches the happy face? Yes, draw a line!"
- . Use physical gestures to mimic the emotion (smile, frown, jump for excitement).

3 – Read and complete

Materials:

Three simple sentence starters with matching emoji clues:

#"I feel ____." □

#"I feel ____." □

#"I feel ____." □

Instructions:

1. Point to the first sentence and say:
#"Look at the picture. He is sad. So, we write sad."
2. Repeat the process for the other two sentences.
3. Let students fill in the blank with the correct emotion word using the picture cue.

Teacher Tips:

- . Allow students to read the full sentence after completing it.
- . Encourage oral repetition to reinforce grammar structure: "I feel happy."

Wrap-up :

Ask a few students to read one of their completed sentences aloud.

Celebrate effort with:

#"Great job!"

#"You wrote a full sentence!"

Finish with class repetition:

#"I feel happy."

#"I feel sad."

#"I feel excited."

Lesson 2:

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

- . Respond to classroom commands encouraging calmness and positive emotional behavior.
- . Identify and trace the long /i/ sound spelled igh (as in light, night).
- . Understand short stories about feelings and match them to correct vocabulary.
- . Choose and write appropriate feelings to match simple emotional contexts.

Vocabulary:

Feelings: tired, scared

Phonics: night, light, flight, right, high

Materials:

Student's Book pages 104 - 96

Audio Files

Lesson 2

1. Listening & Speaking

Objective:

To help children recognize emotions (anger, sadness) and respond with calm strategies using guided teacher language and supportive visuals.

Materials needed:

. Two clear illustrations:

#One student looking angry

#One student looking sad

. Illustrations that show:

#A child breathing slowly and sitting calmly.

. Two speech bubbles with the following calming phrases:

#Breathe slowly

#Don't be sad

1 – Listen and act

Instructions:

1 – Introduce the emotions

. Point to the sad child:

#“How does she feel?” (Wait for: sad)

#“Yes, she feels sad.”

. Point to the picture of the angry child and ask:

#“How does he feel?” (Wait for: angry)

#Say: “Yes, he feels angry.”

Encourage choral repetition:

#“He is angry.”

#“She is sad.”

2 – Listen and act

Say: “We can calm down. Let’s listen and do it together.”

1. Point to the picture of breathing slowly.

#Say: “Breathe slowly.” (Say it calmly.)

#Ask children to put their hand on their chest and breathe slowly.

#Repeat the phrase together.

2. Point to the picture of the child sitting calmly.

#Say: "Sit like this. Breathe."

#Ask children to sit with straight backs and calm hands.

3. Show the speech bubbles and say:

#"Breathe slowly." – ask them to say it gently.

#"Don't be sad." – repeat it with a soft tone.

3 – Practice with role-play

#Choose a child to act a little "angry" or "sad."

#The teacher models:

. "It's okay. Let's breathe slowly."

#The child responds:

. "I feel sad."

. "I breathe slowly."

Repeat with 2–1 other students.

Wrap-up :

Say:

#"When you feel angry, what can you do?"

#"Yes, breathe slowly."

#"When you feel sad?"

#"Say: Don't be sad."

End with a calming breath exercise together.

□ "Good job calming down!"

2. Phonics :

Objective:

To help children recognize, pronounce, and trace words containing the /igh/ sound spelled "igh".

Materials needed:

. Student book pages with pictures and dotted igh words.

- . Coloring tools (crayons or colored pencils).

Warm-up

- . Write igh on the board. Say:
"This says /igh/ like in night!"
- . Stretch the sound: "/n/... /igh/... /t/ = night."
- . Repeat for: light, high, flight, right.
- . Use gestures:
- . Raise hand high for high.
- . Point to the light for light.
- . Flap arms for flight (like flying).
- . Make a night sky gesture (sleep hands) for night.
- . Nod head for right.
- . Let children repeat after you (group and individually).

1 – Say the words and trace the /igh/ sound

- . Open the student book to the page with the 5 pictures and dotted igh words.
- . Point to each picture and say the word slowly:
- . "Night." (Point to sleeping monkey picture)
- . "Flight." (Point to flying image)
- . "Light." (Point to light image)

- . "High." (Raise your hand high)
- . "Right." (Nod head or make a check mark with hand)
- . Have children repeat each word after you, emphasizing /igh/.
- . Say:
"Now trace the igh in each word."
- . Walk around and assist.

2 – Match and color the /igh/ word

- . Show the matching activity.
- . Read each word aloud again.
- . Say:
"Draw a line from the word to the correct picture."
- . Help children match:
flight - night - light - high - right.
- . Say:
"Now color the pictures!"
- . Walk around, ask questions like:
"What word is this?"
"What sound do you hear? /igh/!"

Wrap-up

- . Review words by pointing to random pictures and letting children say the words.
- . Ask:

"Who can say the /igh/ sound?"

- . Praise effort: "Great work with /igh/ words!"

Teacher Tips:

- . Always demonstrate first.
- . Use big gestures and encourage participation.
- . Repeat key vocabulary throughout the week.

3. Vocabulary :

Objective:

To help children understand feelings vocabulary through short sentences and picture cues.

Materials needed:

- . Student book with two scenes:
 1. Monkey sleeping in the tree.
 2. Monkey scared of roaring lion.
- . Picture of a tiger with a boy showing a scared face.

Warm-up

- . Show a big tired yawn and say: "I am tired!"
- . Pretend to hear a loud sound and act scared: "I am scared!"
- . Ask children to act tired and scared with you.

1 – Look and Read

- . Point to the first picture:
"The monkey is tired. He sleeps in a tree."

- . Act out "sleeping" with children.
- . Point to the second picture:
"He hears the lion roar. Now he is scared."
- . Make a roaring sound and scared face.
- . Children repeat sentences after you.

2 – Circle and Write

- . Show the picture of the tiger and boy.
- . Ask:
"How do you feel when you see a tiger?"
- . Read the options aloud: "happy, tired, scared."
- . Children circle the correct answer (scared) and write it on the line.
- . Walk around, support spelling, and encourage them to say the full sentence:
"I feel scared."

Wrap-up

- . Act out different emotions again (tired, scared, happy).
- . Praise: "Good job showing feelings!"

Teacher Tips:

- . Use exaggerated expressions to teach emotions.
 - . Allow children to answer with actions if they struggle with words.
-

4. Writing :

Objective:

To practice tracing and matching feelings vocabulary words.

Materials needed:

- Student book pages with tracing lines and face icons (☹ and 😊).

1 – Trace and Copy

- Model tracing and copying on the board.
- First word:
“Scared.”
- Children trace the dotted word and write it twice.
- Second word:
“Tired.”
- Children trace the dotted word and write it twice.
- Walk around, helping with correct letter formation.

2 – Trace and Match

- Show the two face pictures for
- scared
- tired
- Explain:
“Trace the word. Then draw a line to match the word with the face.”
- Walk around as children match scared and tired with the right pictures.
- Encourage children to say the words as they match.

Wrap-up

- . Review both words again.
- . Play a short acting game:
"Show me scared!"
"Show me tired!"

Teacher Tips:

- . Always model tracing first.
- . Praise all attempts.
- . Allow movement and acting to help memorize vocabulary.

Lesson 3:

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

- . Listen and identify different feelings through images and speech.
- . Trace and read the long /i/ sound spelled i-e (as in kite, line).
- . Color pictures that show matching emotions.
- . Sing a feelings-themed song and talk about their own emotions.
- . Begin a basic feelings journal using sentence frames (e.g., I feel ___ when I ___).
- . Identify and reflect on an Islamic value about emotional control through pictures and discussion.

Vocabulary:

Feelings: happy, sad, tired, excited, scared

Phonics: kite, fire, line, tire, wire

Phrases: I feel happy. / I feel tired. / I feel scared.

Islamic Values: anger, patience, kindness

Materials:

Student's Book pages 120 - 105

Lesson 3

1. Listening & Speaking

Objective:

To help children recognize and name basic feelings (happy, sad, tired, excited), listen and match feelings to pictures, and respond confidently in English.

Materials needed:

- . Student book pages with:
- . Four pictures showing feelings: happy, tired, excited, sad.
- . Picture of a teacher speaking with a speech bubble.
- . Matching activity with pictures and written words.

Warm-up

- . Greet the children with different facial expressions.
- . Act happy with a big smile and say: "I feel happy!"
- . Act sad with a frown and say: "I feel sad."
- . Act excited (jump and clap): "I feel excited!"
- . Act tired (yawn and pretend to sleep): "I feel tired."
- . Let children copy your actions and repeat after you.

1 – Listen and Point

- . Open to the student book page with the 4 feelings pictures and the teacher's picture with "Happy" in the speech bubble.
- . Say the word "Happy" clearly and wait for children to point to the correct picture.
- . Continue with: "Tired," "Excited," and "Sad."
- . Repeat several times, changing the order.
- . Ask: "What is this feeling?" as you point randomly.

2 – Listen and Match

- . Show the matching activity with the pictures and the written words below:
happy – tired – excited – sad
- . Say each word slowly and clearly.
- . Guide children to draw a line from each word to the correct picture.
- . After matching, point to pictures and ask: "What is this?" Let children respond.

Wrap-up

- . Play a short game:
"Show me happy!"
"Show me tired!"
"Show me "excited!"
"Show me sad!"
- . Praise all students: "Great job showing feelings!"

Teacher Tips:

- . Use facial expressions, body language, and gestures.
 - . Keep the mood playful and fun.
 - . Repeat feelings vocabulary often.
-

2. Phonics :

Objective:

To introduce and practice the long /i/ sound spelled i-e, using familiar words through tracing, matching, and coloring.

Materials needed:

- . Student book pages with:
- . Pictures: kite, wire, fire, line, tire.
- . Dotted i-e words.
- . Matching and coloring activity.

Warm-up

- . Write i-e on the board.
- . Say: "This says /i/ like in kite!"
- . Stretch the sound: "/k/... /i/... /t/ = kite."
- . Repeat for: wire, fire, line, tire.
- . Use actions:
- . Fly hands for kite.

- . Pretend to pull a wire.
- . Show fire flames.
- . Draw an invisible line with your finger.
- . Pretend to roll a tire.
- . Let children repeat each word after you.

1 – Say the Words and Trace the /i-e/ Sound

- . Show student book page with the 5 pictures and dotted words.
- . Say each word while pointing to the picture:
- . “Kite.” (Point to the kite)
- . “Wire.” (Point to the wire)
- . “Fire.” (Point to the fire)
- . “Line.” (Point to the line)
- . “Tire.” (Point to the tire)
- . Children repeat the words after you.
- . Instruct: “Now trace the i-e letters in each word.”
- . Walk around and assist.

2 – Match and Color the /i-e/ Word

- . Show the matching page.

- . Read each word aloud again.
- . Instruct: "Draw a line to match the word with the picture."
- . After matching, say: "Now color the pictures!"
- . Walk around, asking children: "What word is this?"

Wrap-up

- . Review words by pointing to pictures: "What is this?"
- . Emphasize the /i/ sound.

Teacher Tips:

- . Always model first.
- . Use gestures and real-life examples.
- . Keep activities interactive and visual.

3. Vocabulary :

Objective:

To strengthen feeling vocabulary by connecting words with images through coloring.

Materials needed:

- . Student book pages with:
- . Two pictures for each feeling.
- . Only one picture for each word matches the correct emotion.

1– Look and Color

- . Show each pair of pictures for the feelings:
- . happy, sad
- . scared, happy
- . excited, sad
- . tired, excited
- . Point to both pictures and say: "Which one is (happy)? Color it!"
- . Repeat for the other feelings.
- . Let children color the correct picture for each word.

2- Sing with hoopoe

Teacher sings slowly / plays the recoding, encouraging actions:

I feel happy, this is my smile,
 I feel excited, I jump for a while.
 I feel sad, I might cry,
 I feel tired, I close one eye.
 I feel scared, I hold on tight—
 These are my feelings, day and night.

- . Mime the action for each feeling.
- . Repeat 3-2 times.
- . Let children join singing.

Wrap-up

- . Ask children to act and say feelings with you.
- . Praise participation.

Teacher Tips:

- . Use strong gestures and voice variation.
 - . Repeat the song daily for practice.
 - . Keep energy high and positive.
-

4. Writing :

Objective:

To practice tracing and writing feeling words, and to introduce journal-like sentences for daily emotions.

Materials needed:

- . Student book pages with tracing, copying, and completing activities.

1 – Trace and Copy

- . Model writing each feeling word on the board.
- . Guide children to trace and copy:
- . happy
- . sad
- . scared
- . tired
- . excited

2 – Read and Complete

- . Show the table with days of the week, feelings, and situations.
- . Read each day aloud:

- . Monday – “I feel _____ when I play with my friend.”
- . Tuesday – “I feel _____ after running.”
- . Wednesday – “I feel _____ in the dark.”
- . Thursday – “I feel _____ before a trip.”
- . Let children choose a feeling word and complete the sentences.
- . Walk around, give help with spelling if needed.

Wrap-up

- . Ask volunteers to read one of their sentences.
- . Praise writing effort.

Teacher Tips:

- . Encourage all attempts.
 - . Help slower writers with tracing first.
 - . Reinforce connection between feelings and situations.
-

5. Islamic Values:

Objective:

To help children understand the hadith:
 “The strong one controls anger.”

Materials needed:

- . Picture a child comforting another child who is angry.
- . Picture of a woman comforting an angry girl.

1– Look, Talk, and Act

- . Show the pictures.
- . Ask: “What do you see?”
- . Explain gently:
“The strong person is not the one who fights, but the one who controls his anger.”
- . Role play:
- . Pretend one child is angry, another child comforts them.
- . Say together: “Be calm. Control your anger.”

Wrap-up

- . Ask: “What should we do when we feel angry?”
- . Encourage responses like: “Stay calm,” “Take a deep breath.”

Teacher Tips:

- . Use simple language and clear examples.
- . Praise good behavior when children practice patience in class.

6. Project:

Objective:

To create an emotion chart and practice drawing feelings.

Materials needed:

- . Emotion chart page:

- . One smiling face and one laughing face (pre-drawn).
- . Two empty faces for drawing emotions.

1– Create and Color an Emotion Chart

1. Color:

- . Let children color the smiling and laughing faces.

2. Create:

- . On the two empty faces, children draw two feelings of their choice (e.g., sad, excited, scared, tired).
- . Help children write the word for each feeling under the face.

Wrap-up

- . Display some of the children's emotion charts on the wall.
- . Praise creativity: "Beautiful feelings chart!"

Teacher Tips:

- . Encourage creativity.
- . Use this project to review all feelings learned in the unit.

Unit (3)

My Feelings and Emotions

General Aims of the Unit:

By the end of this unit, kids will:

1. Recognize and name common feelings and emotions using simple English.
2. Respond to and use short expressions to describe emotions in context.
3. Practice phonics with long vowel /i/ patterns: ie, igh, and i-e.
4. Develop listening and speaking skills through role-play, songs, and matching games.
5. Strengthen writing and reading readiness through tracing, copying, and completing simple sentences.
6. Reflect on emotional self-regulation and Islamic values in daily routines

Lesson 1:

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

- Say and act out the sentence “I feel...” using simple emotion words.
- Identify and trace the long /i/ sound spelled ie (as in pie, tie).
- Match and color emotion words to correct pictures.
- Recognize feeling words in context and complete short sentences.

Vocabulary:

Feelings: happy, sad, excited, tired

Phonics: pie, tie, flies, fries, lie

Materials:

Student's Book pages 95 - 87

Audio Files

lesson 1

1. Listening & Speaking

Objective:

To help students recognize and express basic feelings using simple English phrases, with visual support and repetition.

Materials needed:

- Two images of a boy and girl looking:
- Sad (with speech bubble: I feel sad)
- Happy (with speech bubble: I feel happy)
- Additional images showing other feelings:
- Excited (with label: excited)
- Tired (with label: tired)
- A sentence starter: I feel _____.

-1 Express your Feelings:

Instructions:

1 – Look and Listen

- Point to the first picture of the sad child.

Say: "This is a sad face. Say with me: I feel sad."

Repeat with the happy picture: "This is a happy face. Say: I feel happy."

□ Ask students to repeat each sentence after you:

□ "I feel sad."

□ "I feel happy."

2 – Say the words

□ Show the pictures of excited and tired children.

□ Say:

"This is excited. Say: excited."

"This is tired. Say: tired."

□ Then model full sentences:

□ "I feel excited."

□ "I feel tired."

□ Let students repeat as a class, then individually.

3 – Practice and act

□ Point to a feeling picture and ask a student:

"How do you feel?"

They answer using: "I feel..."

□ Encourage them to act out the feeling with facial expressions or body language.

E.g., smile and jump for "excited," rest head on hand for "tired."

Wrap-up :

□ Hold up one image at a time and let the whole class say:

"I feel happy!", "I feel tired!", etc.

□ Praise students:

☐ "Great job showing your feelings!"

☐ **Teacher Tips:**

Use these feelings in a daily class routine. Ask: "How do you feel today?" and let students respond using the sentence frame:

"I feel ____."

2. Phonics :

Objective:

To help students recognize, pronounce, trace, and match words with the ie spelling pattern that makes the long /i/ sound.

Target words:

☐ pie

☐ tie

☐ flies

☐ lie (meaning "to lie down" – make sure students understand the context clearly)

☐ fries

1 – Say the words and trace the /ie/ sound

Materials:

Pictures for the words above, each with its word label below.

The ie part of each word should be dotted for tracing.

Instructions:

1. Point to each picture one by one.

2. Say the word clearly:

"This is a pie. Say: pie."

"This is a tie. Say: tie."

3. Ask students to repeat each word after you.
4. Focus on the ie sound:
 - “Listen: tie – long /i/ sound.”
 - “These letters i + e make the long /i/ sound.”
5. Ask students to trace the ie part in each word.
6. Walk around and check that students trace correctly and neatly.

2 – Match and color the /ie/ word

Instructions:

1. Provide students with 5 pictures (tie , pie , lie , flies - fries).
2. Below the pictures, write the 5 words in random order.
3. Ask students to:
 - Match each word to the correct picture by drawing a line.
 - Color each picture after matching.

Teacher support:

- Read the words aloud together before starting.
- Say: “Can you find the word flies? Draw a line to the picture with flies.”
- For “lie,” explain it means to rest, and use a picture showing a child lying down.

Wrap-up :

- Ask a few students to say a word and point to the matching picture.
- Review:

□ “What sound do these letters make? i + e = /i/”

Teacher Tip:

Reinforce with gestures. For example, act out “lie” by pretending to lie down. Use hand motions for “tie” or pretend to eat pie or fries to help reinforce meaning and pronunciation.

3. Vocabulary :

Objective:

To help students recognize feelings vocabulary and connect emotions to simple situations using context and visual cues.

Target vocabulary:

- happy
- sad
- excited

1 – Look and say

Materials:

- Picture 1: a child jumping with joy □ I'm excited
- Picture 2: Maha with a sad face □ Maha is sad
- Picture 3: Omar smiling □ Omar is happy

□ The emotion words (happy, sad, excited) should be written in larger, colored, bold font to draw student attention.

Instructions:

1. Show each picture one at a time.
2. Say the full sentence out loud. Example:
 - “Look! “I am excited.” Say it with me: I am excited..”

3. Repeat for Maha and Omar.
4. Point to the colored word and ask students to say it aloud.
5. Ask comprehension questions to check understanding:
 - "Is Omar sad or happy?"
 - "How does Maha feel?"

Teacher Tips:

- Use facial expressions and gestures to show each feeling.
- Encourage students to repeat the sentences with expression.

2 – Read and Circle

Materials:

Three simple illustrated sentences, each with two feelings to choose from (written next to each other in brackets). Children circle the correct emotion based on the picture.

Instructions:

1. Read each sentence aloud slowly.
2. Guide students to look at the picture and choose the right feeling word.
3. Ask: "What happened to the balloon? How does the boy feel?"
4. Allow time for students to circle their answers.

Sentences:

1. My balloon popped. I feel (sad / excited)
 - Picture of a sad child with a popped balloon.
2. I have a toy. I feel (happy / sad)
 - Picture of a smiling child holding a toy.

3. Tomorrow is my birthday. I feel (sad / excited)

□ Picture of an excited child with birthday decorations.

Wrap-up :

Ask students to say a feeling they learned today.

□ "How do you feel when you get a gift?"

□ "Good! You feel happy!"

End by saying together:

□ "I feel happy!"

□ "I feel sad."

□ "I feel excited!"

Extra tip:

You can ask children to make a smiling face and let the class guess: "Are you happy or sad?" – This adds movement and fun!

4. Writing :

Objective:

To support students in recognizing, writing, and using basic emotion words: happy, sad, excited.

Target words:

□ happy

□ sad

□ excited

1 – Trace and copy

Materials:

A three-word list with space to:

□ trace the word once

□ write it two more times independently

Instructions:

1. Point to the first word (happy). Say:
□ "This word is happy. Let's say it together."
2. Model tracing the word on the board or paper.
3. Ask students to trace the dotted letters, then copy the word twice on the lines.
4. Repeat for "sad" and "excited".

Teacher Tips:

- Monitor for correct letter formation.
- Praise neat handwriting and proper spacing.
- Encourage students to say the word as they write it.

2 – Trace and match

Materials:

Three illustrated emoji faces:

- (sad), □ (excited), □ (happy),

Next to them: the words happy, sad, excited written randomly.

Instructions:

1. Point to each emoji and ask, "How does this face feel?"
2. Say the three feeling words aloud.
3. Model how to trace each word and draw a line from the emoji to the correct word.
4. Ask students to complete the matches independently.

Teacher Tips:

- Say: "Which word matches the happy face? Yes, draw a line!"
- Use physical gestures to mimic the emotion (smile, frown, jump for excitement).

3 – Read and complete

Materials:

Three simple sentence starters with matching emoji clues:

- "I feel ____." □
- "I feel ____." □
- "I feel ____." □

Instructions:

1. Point to the first sentence and say:
 - "Look at the picture. He is sad. So, we write sad."
2. Repeat the process for the other two sentences.
3. Let students fill in the blank with the correct emotion word using the picture cue.

Teacher Tips:

- Allow students to read the full sentence after completing it.
- Encourage oral repetition to reinforce grammar structure: "I feel happy."

Wrap-up :

Ask a few students to read one of their completed sentences aloud.

Celebrate effort with:

- "Great job!"
- "You wrote a full sentence!"

Finish with class repetition:

- "I feel happy."
- "I feel sad."
- "I feel excited."

Lesson 2:

Pages 104 - 96

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

- Respond to classroom commands encouraging calmness and positive emotional behavior.
- Identify and trace the long /i/ sound spelled igh (as in light, night).
- Understand short stories about feelings and match them to correct vocabulary.
- Choose and write appropriate feelings to match simple emotional contexts.

Vocabulary:

Feelings: tired, scared

Phonics: night, light, flight, right, high

Materials:

Student's Book pages 104 - 96

Audio Files

□□ □□□□ lesson 2

1. Listening & Speaking

Objective:

To help children recognize emotions (anger, sadness) and respond with calm strategies using guided teacher language and supportive visuals.

Materials needed:

- Two clear illustrations:
 - One student looking angry
 - One student looking sad

 - Illustrations that show:
 - A child breathing slowly and sitting calmly.
 - Two speech bubbles with the following calming phrases:
 - Breathe slowly
 - Don't be sad
-

1 – Listen and act

Instructions:

1 – Introduce the emotions

- Point to the sad child:
 - “How does she feel?” (Wait for: sad)
 - “Yes, she feels sad.”

- Point to the picture of the angry child and ask:
 - “How does he feel?” (Wait for: angry)
 - Say: “Yes, he feels angry.”

Encourage choral repetition:

- “He is angry.”
 - “She is sad.”
-

2 – Listen and act

Say: “We can calm down. Let’s listen and do it together.”

1. Point to the picture of breathing slowly.

- Say: "Breathe slowly." (Say it calmly.)
- Ask children to put their hand on their chest and breathe slowly.
- Repeat the phrase together.

2. Point to the picture of the child sitting calmly.

- Say: "Sit like this. Breathe."
- Ask children to sit with straight backs and calm hands.

3. Show the speech bubbles and say:

- "Breathe slowly." – ask them to say it gently.
- "Don't be sad." – repeat it with a soft tone.

3 – Practice with role-play

- Choose a child to act a little "angry" or "sad."

- The teacher models:

- "It's okay. Let's breathe slowly."

- The child responds:

- "I feel sad."

- "I breathe slowly."

Repeat with 2–1 other students.

Wrap-up :

Say:

- "When you feel angry, what can you do?"
- "Yes, breathe slowly."
- "When you feel sad?"
- "Say: Don't be sad."

End with a calming breath exercise together.

- "Good job calming down!"

2. Phonics :

Objective:

To help children recognize, pronounce, and trace words containing the /igh/ sound spelled "igh".

Materials needed:

- Student book pages with pictures and dotted igh words.
- Coloring tools (crayons or colored pencils).

Warm-up

- Write igh on the board. Say:
"This says /igh/ like in night!"
- Stretch the sound: "/n/... /igh/... /t/ = night."
- Repeat for: light, high, flight, right.
- Use gestures:
- Raise hand high for high.
- Point to the light for light.
- Flap arms for flight (like flying).
- Make a night sky gesture (sleep hands) for night.
- Nod head for right.
- Let children repeat after you (group and individually).

1 – Say the words and trace the /igh/ sound

- Open the student book to the page with the 5 pictures and dotted igh words.
- Point to each picture and say the word slowly:

- "Night." (Point to sleeping monkey picture)
- "Flight." (Point to flying image)
- "Light." (Point to light image)
- "High." (Raise your hand high)
- "Right." (Nod head or make a check mark with hand)
- Have children repeat each word after you, emphasizing /igh/.
- Say:
"Now trace the igh in each word."

□ Walk around and assist.

2 – Match and color the /igh/ word

- Show the matching activity.
- Read each word aloud again.
- Say:
"Draw a line from the word to the correct picture."
- Help children match:
flight - night - light - high - right.
- Say:
"Now color the pictures!"
- Walk around, ask questions like:
"What word is this?"
"What sound do you hear? /igh/!"

Wrap-up

- Review words by pointing to random pictures and letting children say the words.
- Ask:
“Who can say the /igh/ sound?”
- Praise effort: “Great work with /igh/ words!”

Teacher Tips:

- Always demonstrate first.
- Use big gestures and encourage participation.
- Repeat key vocabulary throughout the week.

3. Vocabulary :

Objective:

To help children understand feelings vocabulary through short sentences and picture cues.

Materials needed:

- Student book with two scenes:
 1. Monkey sleeping in the tree.
 2. Monkey scared of roaring lion.
- Picture of a tiger with a boy showing a scared face.

Warm-up

- Show a big tired yawn and say: “I am tired!”
- Pretend to hear a loud sound and act scared: “I am scared!”

- Ask children to act tired and scared with you.

1 – Look and Read

- Point to the first picture:
“The monkey is tired. He sleeps in a tree.”

- Act out “sleeping” with children.

- Point to the second picture:
“He hears the lion roar. Now he is scared.”

- Make a roaring sound and scared face.

- Children repeat sentences after you.

2 – Circle and Write

- Show the picture of the tiger and boy.

- Ask:
“How do you feel when you see a tiger?”

- Read the options aloud: “happy, tired, scared.”

- Children circle the correct answer (scared) and write it on the line.

- Walk around, support spelling, and encourage them to say the full sentence:
“I feel scared.”

Wrap-up

- Act out different emotions again (tired, scared, happy).
- Praise: “Good job showing feelings!”

Teacher Tips:

- Use exaggerated expressions to teach emotions.
 - Allow children to answer with actions if they struggle with words.
-

4. Writing :

Objective:

To practice tracing and matching feelings vocabulary words.

Materials needed:

- Student book pages with tracing lines and face icons (□ and □).

1 – Trace and Copy

- Model tracing and copying on the board.
- First word:
“Scared.”
- Children trace the dotted word and write it twice.
- Second word:
“Tired.”
- Children trace the dotted word and write it twice.
- Walk around, helping with correct letter formation.

2 – Trace and Match

- Show the two face pictures for
- scared

☐ tired

☐ Explain:

“Trace the word. Then draw a line to match the word with the face.”

☐ Walk around as children match scared and tired with the right pictures.

☐ Encourage children to say the words as they match.

Wrap-up

☐ Review both words again.

☐ Play a short acting game:

“Show me scared!”

“Show me tired!”

Teacher Tips:

☐ Always model tracing first.

☐ Praise all attempts.

☐ Allow movement and acting to help memorize vocabulary.

Lesson 3:

Pages 120 - 105

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

☐ Listen and identify different feelings through images and speech.

☐ Trace and read the long /i/ sound spelled i-e (as in kite, line).

☐ Color pictures that show matching emotions.

- Sing a feelings-themed song and talk about their own emotions.
- Begin a basic feelings journal using sentence frames (e.g., I feel ___ when I ___).
- Identify and reflect on an Islamic value about emotional control through pictures and discussion.

Vocabulary:

Feelings: happy, sad, tired, excited, scared

Phonics: kite, fire, line, tire, wire

Phrases: I feel happy. / I feel tired. / I feel scared.

Islamic Values: anger, patience, kindness

Materials:

Student's Book pages 120 - 105

□□ □□□□ lesson 3

1. Listening & Speaking

Objective:

To help children recognize and name basic feelings (happy, sad, tired, excited), listen and match feelings to pictures, and respond confidently in English.

Materials needed:

- Student book pages with:
- Four pictures showing feelings: happy, tired, excited, sad.
- Picture of a teacher speaking with a speech bubble.
- Matching activity with pictures and written words.

Warm-up

- ☐ Greet the children with different facial expressions.
- ☐ Act happy with a big smile and say: "I feel happy!"
- ☐ Act sad with a frown and say: "I feel sad."
- ☐ Act excited (jump and clap): "I feel excited!"
- ☐ Act tired (yawn and pretend to sleep): "I feel tired."
- ☐ Let children copy your actions and repeat after you.

1 – Listen and Point

- ☐ Open to the student book page with the 4 feelings pictures and the teacher's picture with "Happy" in the speech bubble.
- ☐ Say the word "Happy" clearly and wait for children to point to the correct picture.
- ☐ Continue with: "Tired," "Excited," and "Sad."
- ☐ Repeat several times, changing the order.
- ☐ Ask: "What is this feeling?" as you point randomly.

2 – Listen and Match

- ☐ Show the matching activity with the pictures and the written words below:

happy – tired – excited – sad

- ☐ Say each word slowly and clearly.
- ☐ Guide children to draw a line from each word to the correct picture.

- After matching, point to pictures and ask: "What is this?" Let children respond.

Wrap-up

- Play a short game:

"Show me happy!"

"Show me tired!"

"Show me "excited!"

"Show me sad!"

- Praise all students: "Great job showing feelings!"

Teacher Tips:

- Use facial expressions, body language, and gestures.
 - Keep the mood playful and fun.
 - Repeat feelings vocabulary often.
-

2. Phonics :

Objective:

To introduce and practice the long /i/ sound spelled i-e, using familiar words through tracing, matching, and coloring.

Materials needed:

- Student book pages with:
- Pictures: kite, wire, fire, line, tire.
- Dotted i-e words.
- Matching and coloring activity.

Warm-up

- Write i-e on the board.
- Say: "This says /i/ like in kite!"
- Stretch the sound: "/k/... /i/... /t/ = kite."
- Repeat for: wire, fire, line, tire.
- Use actions:
- Fly hands for kite.
- Pretend to pull a wire.
- Show fire flames.
- Draw an invisible line with your finger.
- Pretend to roll a tire.
- Let children repeat each word after you.

1 – Say the Words and Trace the /i-e/ Sound

- Show student book page with the 5 pictures and dotted words.
- Say each word while pointing to the picture:
- "Kite." (Point to the kite)
- "Wire." (Point to the wire)
- "Fire." (Point to the fire)
- "Line." (Point to the line)

- “Tire.” (Point to the tire)
- Children repeat the words after you.
- Instruct: “Now trace the i-e letters in each word.”
- Walk around and assist.

2 – Match and Color the /i-e/ Word

- Show the matching page.
- Read each word aloud again.
- Instruct: “Draw a line to match the word with the picture.”
- After matching, say: “Now color the pictures!”
- Walk around, asking children: “What word is this?”

Wrap-up

- Review words by pointing to pictures: “What is this?”
- Emphasize the /i/ sound.

Teacher Tips:

- Always model first.
- Use gestures and real-life examples.
- Keep activities interactive and visual.

3. Vocabulary :

Objective:

To strengthen feeling vocabulary by connecting words with images through coloring.

Materials needed:

- Student book pages with:
- Two pictures for each feeling.
- Only one picture for each word matches the correct emotion.

1– Look and Color

- Show each pair of pictures for the feelings:
- happy, sad
- scared, happy
- excited, sad
- tired, excited
- Point to both pictures and say: “Which one is (happy)? Color it!”
- Repeat for the other feelings.
- Let children color the correct picture for each word.

2– Sing with hoopoe

Teacher sings slowly / plays the recoding, encouraging actions:

I feel happy, this is my smile,
I feel excited, I jump for a while.
I feel sad, I might cry,
I feel tired, I close one eye.
I feel scared, I hold on tight—
These are my feelings, day and night.

- Mime the action for each feeling.
- Repeat 3–2 times.
- Let children join singing.

Wrap-up

- Ask children to act and say feelings with you.
- Praise participation.

Teacher Tips:

- Use strong gestures and voice variation.
- Repeat the song daily for practice.
- Keep energy high and positive.

4. Writing :

Objective:

To practice tracing and writing feeling words, and to introduce journal-like sentences for daily emotions.

Materials needed:

- Student book pages with tracing, copying, and completing activities.

1 – Trace and Copy

- Model writing each feeling word on the board.
- Guide children to trace and copy:
- happy
- sad

- ☐ scared
- ☐ tired
- ☐ excited

2 – Read and Complete

- ☐ Show the table with days of the week, feelings, and situations.
- ☐ Read each day aloud:
- ☐ Monday – “I feel _____ when I play with my friend.”
- ☐ Tuesday – “I feel _____ after running.”
- ☐ Wednesday – “I feel _____ in the dark.”
- ☐ Thursday – “I feel _____ before a trip.”
- ☐ Let children choose a feeling word and complete the sentences.
- ☐ Walk around, give help with spelling if needed.

Wrap-up

- ☐ Ask volunteers to read one of their sentences.
- ☐ Praise writing effort.

Teacher Tips:

- ☐ Encourage all attempts.
- ☐ Help slower writers with tracing first.
- ☐ Reinforce connection between feelings and situations.

5. Islamic Values:

Objective:

To help children understand the hadith:

“The strong one controls anger.”

Materials needed:

- Picture a child comforting another child who is angry.
- Picture of a woman comforting an angry girl.

1– Look, Talk, and Act

- Show the pictures.
- Ask: “What do you see?”
- Explain gently:
“The strong person is not the one who fights, but the one who controls his anger.”
- Role play:
- Pretend one child is angry, another child comforts them.
- Say together: “Be calm. Control your anger.”

Wrap-up

- Ask: “What should we do when we feel angry?”
- Encourage responses like: “Stay calm,” “Take a deep breath.”

Teacher Tips:

- Use simple language and clear examples.
- Praise good behavior when children practice patience in class.

6. Project:

Objective:

To create an emotion chart and practice drawing feelings.

Materials needed:

- Emotion chart page:
- One smiling face and one laughing face (pre-drawn).
- Two empty faces for drawing emotions.

1– Create and Color an Emotion Chart

1. Color:

- Let children color the smiling and laughing faces.

2. Create:

- On the two empty faces, children draw two feelings of their choice (e.g., sad, excited, scared, tired).
- Help children write the word for each feeling under the face.

Wrap-up

- Display some of the children's emotion charts on the wall.
- Praise creativity: "Beautiful feelings chart!"

Teacher Tips:

- Encourage creativity.
- Use this project to review all feelings learned in the unit.

Review A :

Pages 137 -121

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

- ☐ Recognize healthy and unhealthy habits.
- ☐ Express feelings using simple present tense.
- ☐ Follow daily routine actions using English.
- ☐ Build vocabulary related to food, hygiene, and emotions.
- ☐ Practice reading, writing, matching, drawing, and acting.

Materials:

Student's Book pages 137 - 121

Audio Files

Flashcards or realia (fruits, hygiene items, etc.)

General Notes for the Teacher:

- ☐ Always model each activity clearly before students begin.
- ☐ Use gestures, visuals, and real objects wherever possible.
- ☐ Provide praise and encouragement for all attempts.
- ☐ Keep the pace energetic and the tone positive.

Task 1: Tick or Cross: Healthy or Unhealthy

Objective: To distinguish between healthy and unhealthy foods and actions.

Instructions:

1. Show food pictures in balloons: tomatoes, peppers, candy, bananas, apples, carrots, ful, water, pear.
2. Say each word and describe it briefly.
3. Students decide if it is healthy (☐) or unhealthy (☐), then mark accordingly.
4. Repeat with actions and phrases:
 - ☐ I wash my hands
 - ☐ I drink water
 - ☐ I sleep early

☐ I play on screens

☐ I eat candy

5. Students tick or cross each one.

Optional Extension: Discuss each item: "Why is candy unhealthy?" "Why is water good for you?"

Task 2: Look and Complete

Objective: To express emotions using correct pronouns and feeling vocabulary.

Instructions:

1. Show each picture and ask: "How does he/she feel?"

2. Use the word bank: tired, excited, happy, scared.

3. Children complete each sentence:

☐ I feel _____. (Child holding balloons)

☐ He feels _____. (Child near snake)

☐ The boys feel _____. (Party picture)

☐ She feels _____. (Tired girl)

Optional Extension: Act out each feeling with the class and say the sentence aloud together.

Task 3: Listen, Point, and Act

Objective: To follow simple oral instructions related to hygiene and daily behavior.

Instructions:

1. Show five mixed-up pictures:

☐ Washing face

☐ Eating with right hand

☐ Waking up

☐ Avoiding screens

☐ Eating fruit

2. Say each sentence aloud:

☐ I take a break from the screen.

☐ I eat with my right hand.

☐ I wake up early.

☐ I wash my face.

- ☐ I like fruits.
 - 3. Children point to the matching picture.
 - 4. Act out each action and let students follow.
- Optional Extension: Play Simon Says using these phrases.

Task 4: Look, Find, and Write

Objective: To identify the correct path in a maze and label the correct item.

Instructions:

1. Show a picture of Hoopoe at the maze entrance with food paths (banana, apple, carrot, pear).
2. Guide students to follow the correct path to bananas.
3. At the bottom of the page, they write: bananas.

Optional Extension: Ask: "What other fruits does Hoopoe like?"

Task 5: Listen, Read, and Draw

Objective: To recognize phonics patterns ay and ai in words.

Instructions:

1. Show all words scattered across the page: snail, night, tail, play, kite, spray, tray, fire, cake, light, lake.
2. Say: "Draw a square around the words with ay."
3. Say: "Draw a circle around the words with ai."
4. Monitor as students complete the task.

Optional Extension: Chant together: "Ay like in play, ai like in snail!"

Task 6: Look and Complete: My Daily Routine

Objective: To recognize and complete common daily actions.

Instructions:

1. Show train image with seven wagons:
 - ☐ 1st: wake(Image: child waking up)
 - ☐ 2nd: my face (Image: washing face)
 - ☐ 3rd: breakfast (Image: eating)
 - ☐ 4th: my teeth (Image: toothbrush)
 - ☐ 5th: football (Image: playing)
 - ☐ 6th: eat lunch (Image: food)
 - ☐ 7th: (Image: child sleeping)

2. Students complete the blanks:

- ☐ wake up
- ☐ wash my face
- ☐ eat breakfast
- ☐ brush my teeth
- ☐ play football
- ☐ eat lunch
- ☐ sleep

Optional Extension: Ask children to act out their routine while saying the verbs aloud.

Let's Celebrate Learning! Wrap up with group praise, a chant, or a mini performance: "I brush my teeth! I wash my face! I eat good food! I sleep in my place!"

Notes:

- ☐ Encourage neatness in all writing activities.
- ☐ Repeat daily actions and feeling words regularly for long-term retention.
- ☐ Connect the content to real-life routines and emotions children experience.

Let's Have Fun – Games Section _____

Game 1: Tick or Cross – Healthy or Unhealthy

Objective:

To identify healthy and unhealthy foods and habits through listening and visual matching.

Instructions:

Part A – Food:

- ☐ Show pictures of food items: tomatoes, peppers, candy, bananas, apples, carrots, fruit, water, pear.
- ☐ Each picture appears in a bubble with space to tick (✓) or cross (✗).
- ☐ Say: "Let's tick healthy foods and cross unhealthy foods."

- Guide students through each one as a class.

Part B – Habits:

- Show pictures of children doing different actions: washing hands, drinking water, sleeping early, playing on screens, eating candy.
- Each picture includes a sentence in a bubble (e.g., I sleep early.)
- Read each sentence aloud. Ask students to tick or cross depending on whether the habit is healthy.

Optional Extension:

Have students draw a smiley face next to healthy choices and a sad face next to unhealthy ones for reinforcement.

Game 2: Look and Complete – Feelings

Objective:

To identify basic emotions and complete simple feeling sentences.

Instructions:

- Present pictures of children in different emotional situations:
 1. A happy child with balloons
 2. A scared child near a snake
 3. Boys excited at a party
 4. A tired girl after playing
- Under each image, the sentence starts with: "I feel...", "He feels...", "The boys feel...", or "She feels..."
- Read each sentence aloud and ask students to choose the correct word from:
tired, excited, happy, scared

- Students write the correct feeling word in the blank.

Optional Extension:

Act out each emotion as a class before completing the writing task (e.g., pretend to be scared, excited, etc.).

Game 3: Listen, Point, and Act

Objective:

To understand healthy actions through listening and movement.

Instructions:

- Present five mixed pictures of daily healthy behaviors: washing face, eating fruit, taking a break from the screen, eating with the right hand, waking up early.
- Read each sentence aloud:
- "I take a break from the screen."
- "I eat with my right hand."
- "I wake up early."
- "I wash my face."
- "I like fruits."
- Students listen and point to the matching picture.
- Then, ask them to act it out (e.g., pretend to wash face, pretend to eat fruit).

Optional Extension:

Make it a "Simon Says" game: "Simon says wash your face!" for added fun and movement.

Game 4: Look, Find, and Write – What Does Hoopoe Eat?

Objective:

To follow a visual maze and identify the correct food word.

Instructions:

- Show the maze with Hoopoe on one side and different food items (bananas, apples, carrots, pears) on the other.
- Ask: “Which food can Hoopoe reach?”
- Students trace the correct path to find the food (bananas).
- At the bottom of the page, they write the word: bananas in the box.

Optional Extension:

Have students color the correct food path and draw their own food maze as a challenge.

Game 5: Listen, Read, and Draw – Sound Focus (ai / ay)

Objective:

To recognize and visually sort words with the spelling patterns ai and ay.

Instructions:

- Show scattered words: snail, night, tail, play, kite, spray, tray, fire, cake, light, lake.
- Ask students to:
- Draw a circle around words with ai
- Draw a square around words with ay
- Read the words aloud one by one for support.

Optional Extension:

Ask students to choose one ai and one ay word and draw a picture of each.

Game 6: Look and Complete – My Daily Routine

Objective:

To reinforce daily routine vocabulary by completing action verbs in a visual sentence structure.

Instructions:

□ Present a train with 7 carriages. Each carriage shows part of a daily routine.

□ Students complete the missing verbs:

1. wake □ complete to: wake up
2. _____ my face □ write: wash
3. eat _____ □ complete: eat breakfast
4. _____ my teeth □ write: brush
5. play _____ □ complete: play football
6. eat lunch (given)
7. _____ (picture of sleeping) □ write: sleep

□ Students write each missing verb in the correct place.

Optional Extension:

Invite children to act out each routine step as they say the sentence.

Game 7: Memory Game – Letters & Shapes

Objective:

To develop visual memory and observation skills through matching.

Instructions:

□ Show students a grid with letters and shapes for 15–10 seconds.

- Cover or flip the grid.
- Ask: “Can you remember where the matching pairs are?”
- Invite students to point or say where the pairs are.

Optional Extension:

Use real flashcards or printed cards. Let students play in pairs by flipping two cards and trying to find a match.

Game 8: Match the Pictures – Halves of Objects

Objective:

To develop logical matching and visual recognition skills.

Instructions:

- Show halves of familiar objects like: kite, boat, balloon, puzzle, ball, sailboat.
- Ask students to match each left half to its correct right half by drawing a line.

Optional Extension:

Turn it into a timed team activity or allow students to use cut-and-paste if printed.

Game 9: Complete the Series – Patterns

Objective:

To develop logic and pattern recognition by identifying what comes next in a picture sequence.

Instructions:

- Show rows/columns with shapes like leaves, faces, or directions.
- One space is empty.
- Students observe the sequence and choose the correct picture from the

right-hand options to complete it.

Optional Extension:

Let students make their own mini-series using cut-out shapes and challenge their classmates to solve them.

Story Time : Ahmed's Busy Day □□□□□ □□ □□□

Pages 147 - 138

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

- Understand simple daily routines and their connection to feelings and health.
- Identify key actions like brushing teeth, eating vegetables, and washing hands.
- Listen actively and respond to story events using facial expressions and gestures.
- Practice vocabulary for healthy habits and emotions.

Materials:

Student's Book pages 147 - 138

Audio Files

Visual flashcards (toothbrush, soap, pencil, carrot, tomato, happy/sad faces)

Puppets or role-play props (optional)

Instructions:

1. Pre-Reading (Warm-up):

Objective: Activate background knowledge about health and feelings.

- Show pictures: toothbrush, soap, pencil, vegetables.
- Ask:
- "What do you do in the morning?"
- "What healthy food do you eat?"

- “How do you feel when you forget something?”
- Introduce the story title: “Ahmed’s Busy Day”
- Say: “Let’s listen and find out what Ahmed does today!”

2. While Reading (Listening and Responding):

Objective: Understand actions and feelings in daily events.

- Read the story slowly and clearly.
- Use gestures and expressions to model emotions (tired, happy, excited, sad).
- Encourage children to act out:
 - Brushing teeth (swish swish)
 - Washing hands (rub rub)
 - Feeling excited (clap)
 - Feeling sad (pout)
- Ask after each part:
 - “How does Ahmed feel now?”
 - “What did he do that was healthy?”

3. Post-Reading (Discussion and Activities):

Objective: Recall story events and express feelings.

- Use a Feelings Chart or flashcards:

- “When did Ahmed feel tired?”
- “What made him excited?”
- “Why did he feel sad?”
- Ask children to retell parts of the story using pictures or props.
- Let students color a simple story sequence (e.g., teeth brushing □ eating veggies □ washing hands □ sad with pencil □ smiling at home).

Optional Extension Activities:

A. Role-Play:

- Assign roles: Ahmed, Mom, Friend, etc.
- Let children act out the story using simple phrases:
- “I brush my teeth!”
- “I eat tomatoes!”
- “Oh no, my pencil broke!”

B. Drawing Response:

- Give students a template:
“I feel _____ when I _____.”
- Let them draw a picture based on one part of the story.

C. Story Sequencing:

- Print or draw 5–4 pictures from the story and have students place them in order.

Teacher Tips:

- Repeat key phrases: "He felt happy," "She felt excited."
- Use facial expressions and voice changes to keep students engaged.
- Praise storytelling: "Great job remembering the order!"
- Reinforce values: "Ahmed made a healthy choice!"

Unit 1: Taking Care of Myself

Lesson 1

Listening & Speaking

-1 Point and Say

Teacher:

Point to washing the hands.

Point to brushing teeth.

What is this?

-2 Listen and Act

Teacher:

□ "I brush my teeth."

□ "I wash my hands."

□ "I wash my face."

Phonics :                 

-1 Say the Words and Trace the /ai/ Sound.

Teacher:

Sail - snail - tail - rail - bait

Vocabulary

-1 Look and Say

Maha:

Look at my hair.

Look at my eyes.

Look at my teeth.

Look at my hands.

Lesson 2

Listening & Speaking

-1 Say and Act

Teacher:

"I wash my hands with soap."

-2 Say the Word

□ What do you use to brush your teeth?

□ What do you use to wash your hands?

☐ Do you take a break from screens?

Phonics : □□□□ □□□□ □□□□ □□□□□□ □□□□□ □□□□ □□ □□□□

-1 Say the Words and Trace the /ay/ Sound.

play- pray - tray- day- spray

-1 Look, Read, and Say

I wash my hands with soap

I brush my teeth with a toothbrush

-2 Look and Circle

1.Which one is in the bathroom?

2.What do you use to wash your hands?

3.What do you use to brush your teeth?

Lesson 3

Listening & Speaking

1 Listen and Do "Hoopoe Says"

□ “Hoopoe says, 'Brush your teeth!’”

- “Eat breakfast!”

- “Hoopoe says, “Wash your hands!”

- 'Brush your teeth!"
- "Hoopoe says, "Go to sleep!"
- "Hoopoe says, "Eat breakfast!"

2 Listen and Say

Teacher: What is the boy doing?

Kids: sleeping

Teacher: What is the boy doing?

Kids: eating vegetables.

Teacher: What is the boy doing?

Kids: brushing teeth.

Teacher: What is the boy doing?

Kids: washing hands.

Phonics : □□□□ □□□□ □□□□ □□□□□□ □□□□ □□□□ □□ □□□□

-1 Say the Words and Trace the /ay/ Sound.

Teacher:

Cake - bake - cane - wave - lake

Vocabulary

-1 Look and Say.

Omar:

- I sleep early every day.
- I eat healthy food

-3 Sing with Hoopoe

Hoopoe:

Wash your hands, brush your teeth —

Now you are clean and bright!

Wash your hands, brush your teeth —

Morning and night!

Comb your hair, blink your eyes,

Eat your food and sleep a while!

Unit 2 Food and Health

Lesson 1

Listening & Speaking

-1 Say "Yes" or "No" and Draw.

Teacher:

"I like ice cream."

"I eat pizza for breakfast."

"I eat ful in the morning."

"I eat bananas."

-2 Listen and Point.

"I like bananas."

"I eat ful for breakfast."

"I like milk."

"I eat koshari for breakfast."

Phonics □□□□ □□□□ □□□□ □□□□□□□□ □□□□□ □□□□ □□ □□□□

Teacher:

o feet - sleep - seed - peel - tree

Vocabulary □□□□ □□□□ □□□□ □□□□□□□□ □□□□□ □□□□ □□ □□□□

Apple -banana - pear

Lesson 2

Listening & Speaking

-1 Listen and Point.

Teacher: "What is it?"

Teacher:

"This is koshari."

"I eat taameya in the morning."

"Tomatoes are red."

"A Carrot is orange."

-2 Listen and Say Yes or No.

Teacher:

□ "Koshari is a fruit."

□ "Carrots are red."

□ "Tomatoes are yellow."

□ "I eat taameya in the morning."

Phonics □□□□ □□□□ □□□□ □□□□□□□□ □□□□□ □□□□ □□ □□□□

-1 Say the Words and Trace the /ea/ Sound

Teacher:

Eat - meat - team - read - meal

Vocabulary □□□□ □□□□ □□□□ □□□□□□□□ □□□□□ □□□□ □□ □□□□

1.Look, Say, and Trace.

Teacher:

Tomatoes - peppers - carrots

Lesson 3

Listening & Speaking

1: Listen, Say, and Act.

Teacher: □□□□ □□□□ □□□□ □□□□□□□□ □□□□□ □□□□ □□ □□□□

fruit, vegetables, milk, eggs, bread, chocolate, candy

Teacher: Is It healthy? □□□□ 6 □□□□□□□ □□□□

-2 Listen, Look, and Say "Yes or No".

Teacher: "I eat fruit for breakfast."

Maha: Yes, it's healthy.

Teacher: "I eat candy for lunch."

Maha: No, it isn't healthy

Teacher: "I drink water every day."

Maha: Yes, it's healthy.

-1 Say the Words and Trace the /ey/ Sound

o money - key - honey - hockey -donkey

-1 Sing with Hoopoe

Healthy breakfast, healthy breakfast,

Eggs and bread, milk and cheese,

Fruit and water, yum yum yum,

Make me strong and full of fun!

Healthy day, okay!

Healthy lunch, healthy lunch,

Carrots, peppers, pears to munch,

Tomatoes, koshari, water too,

Healthy food is good for you!

Every day, okay!

Unit 3 My Feelings and Emotions

Lesson 1

Listening & Speaking

-1 Express your Feelings:

Boy: □ "I feel sad."

Girl: □ "I feel happy."

Boy: □ "I feel excited."

Boy: □ "I feel tired."

1 – Say the words and trace the /ie/ sound

Teacher:

Pie - tie - flies - lie - fries

Vocabulary :

-1 Look and Say

Boy: I'm excited

Omar: Maha is Sad

Maha: Omar is Sad

2 – Read and Circle

Boy: My balloon popped, I feel

I have a toy, I feel

Tomorrow is my birthday, I feel

Lesson 2

Listening & Speaking

-1 Listen and Act

Teacher:

□ "How does she feel?" (Pause □□□□)

□ "Yes, she feels sad." (Pause □□□□)

□ "She is sad." (Pause □□□□)

Don't be sad

□ "How does he feel?" (Pause □□□□)

□ Say: "Yes, he feels angry." (Pause □□□□)

□ "He is angry." (Pause □□□□)

Breathe slowly

Phonics □□□□ □□□□ □□□□ □□□□□□□□ □□□□□ □□□□ □□ □□□□

-1 Say the Words and Trace the /igh/ Sound

Teacher:

o night - flight- light- high- - right

Vocabulary :

-1 Look and Read

□ Teacher:

o The monkey is tired, he sleeps in a tree.

o He hears the lion roars, now he is scared.

-2 Circle and Write

□ Teacher:

How do you feel when you see a tiger? □□□□ □□□□ □□□ □□□□

Boy: I feel scared.

Lesson 3

Listening & Speaking

1 Listen and Point

Teacher:

Happy ,tired , excited, sad

2: Listen and Match

Teacher:

Happy ,tired , excited, sad

Phonics □□□□ □□□□ □□□□ □□□□□□□□ □□□□□ □□□□ □□ □□□□

-1 Say the Words and Trace the /i-e/ Sound

Teacher:

kite - wire- -fire - line - tire

Vocabulary

-2 Sing with Hoopoe.

Hoopoe:

I feel happy, this is my smile,

I feel excited, I jump for a while.

I feel sad, I might cry,

I feel tired, I close one eye.
I feel scared, I hold on tight—
These are my feelings, day and night.

Review

Task 3 Listen, Point, and Act

Boy :

I take a break from the screen.
I eat with my right hand.
I wake up early.
I wash my face.
I like fruits.

Task 4 Listen, Read, and Draw

Teacher:

cake - snail - tail - play - spray - tray
lake - light - fire - kite - night

Story Time

Teacher: أحمد أحمد أحمد أحمد أحمد

Ahmed's Busy Day

Ahmed woke up feeling tired.
He brushed his teeth — swish, swish! Now he felt happy.

At breakfast, he saw carrots and tomatoes.
He didn't want them, but mom said, "They help you grow healthy!"
Ahmed ate them and felt excited.

Before school, Ahmed washed his hands. Rub, rub with soap!
He smiled — He was proud.

At school, his pencil broke. He felt sad.
His friend gave him a new pencil . He did his tasks and felt better.

After school, he told mom all about his day.
Mom smiled and gave him a big hug.

Be Healthy

